



Behaviour & Relationships Policy

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1. Statement of Intent

At Roseberry Primary School, we believe that every child has the right to learn in a calm, safe, inclusive and ambitious environment where they are respected, valued and encouraged to achieve their full potential.

Outstanding behaviour is not achieved through sanctions alone. It is developed through positive relationships, explicit teaching, consistent routines and high expectations that are understood and modelled by every member of our school community.

We believe that behaviour is learned. Like reading, writing and mathematics, positive behaviour must be explicitly taught, practised, recognised and reinforced every day.

Our behaviour culture is underpinned by the following principles:

- every child can succeed;
- every child deserves dignity and respect;
- adults are responsible for creating calm and predictable environments;
- consistency builds security;
- positive relationships support positive behaviour;
- behaviour is communication and should be understood alongside appropriate support;
- consequences help children learn from mistakes and restore relationships;
- reasonable adjustments will be made where required without lowering expectations.

We expect every member of our community to contribute positively to a culture where kindness, responsibility, resilience and aspiration are visible in everything we do.

Our behaviour policy supports the school's commitment to:

- safeguarding every child;
- promoting excellent attendance;
- removing barriers to learning;
- developing emotional literacy and self-regulation;
- preparing children to become responsible citizens;
- ensuring all pupils, including those with SEND, receive equitable opportunities to succeed.



Our Relational Behaviour Framework

At Roseberry Primary School our response to behaviour is guided by four connected principles.



We believe every child can succeed. Every child deserves dignity and respect.



Together, we learn, grow and belong.



2. Our Behaviour Culture

At Roseberry Primary School we believe that **culture drives behaviour**.

Children flourish when adults provide:

- calm classrooms;
- predictable routines;
- clear expectations;
- positive relationships;
- consistent responses;
- opportunities to repair mistakes;
- high-quality teaching.

Behaviour is everyone's responsibility.

Every interaction between adults and children contributes to our school culture.

Every adult is expected to:

- greet pupils positively;
- build strong relationships;
- model respectful behaviour;
- notice positive choices;
- respond calmly;
- maintain high expectations;
- teach behaviour rather than simply manage it.

Children are expected to:

- be kind;
- be respectful;
- be responsible;
- be ready to learn;
- contribute positively to our community.

Parents and carers are expected to work in partnership with the school so that children receive consistent messages between home and school.

Together we create a calm, safe and purposeful learning environment where everyone can succeed.



Roseberry Rules & Our Behaviour Curriculum



The **Roseberry Rules** describe who we want to be.
Our Behaviour Curriculum teaches the behaviours that help
us live out these values **every day**.

The Roseberry Rules



Be kind and caring

We look after one another and show kindness every day.



Be honest

We tell the truth, take responsibility and make the right choices.



Be respectful

We respect everyone, our school and our environment.



Be the best we can be

We work hard, aim high and always try our very best.

Our Behaviour Curriculum



Ready

- Prepared
- On time
- Ready to learn

We are ready to learn and make the most of every opportunity.



Respectful

- Kind words
- Good manners
- Value others

We treat everyone with respect and value our differences.



Safe

- Keep ourselves safe
- Keep others safe
- Keep our environment safe

We make safe choices so that everyone can learn and play happily.



Responsible

- Own our actions
- Make good choices
- Do our best

We take responsibility for our actions and strive to be our best.

Following the Roseberry Rules helps us
make the right choices, **every day**.



Kindness



Respect



Responsibility



Aspiration



3. Behaviour Curriculum

At Roseberry Primary School we recognise that positive behaviour is taught.

Just as children are taught phonics and mathematics, they are explicitly taught how to behave successfully within our school community.

Our Behaviour Curriculum teaches pupils:

Ready

Children learn to:

- arrive on time;
- have equipment ready;
- listen immediately;
- follow instructions first time;
- transition calmly;
- begin learning promptly.

Respectful

Children learn to:

- speak politely;
- use good manners;
- value differences;
- respect adults;
- respect peers;
- care for property;
- use kind language;
- resolve disagreements respectfully.

Safe

Children learn to:

- move safely around school;
- play safely;
- use equipment correctly;
- report concerns;
- regulate emotions safely;
- understand personal responsibility.

Responsible

Children learn to:

- take ownership of mistakes;



- complete work to the best of their ability;
- contribute positively;
- repair relationships;
- make better choices next time.

These behaviours are explicitly taught through:

- classroom routines;
- assemblies;
- PSHE;
- modelling;
- restorative conversations;
- praise;
- coaching;
- consistent adult responses.

We do not assume children know how to behave.

We teach behaviour.



4. Roles and Responsibilities

Creating and maintaining a positive behaviour culture is the responsibility of every member of the Roseberry Primary School community. Consistency between adults is fundamental to ensuring pupils experience fairness, security and high expectations.

The Governing Body

The Governing Body will:

- ensure the school has a behaviour policy that reflects current statutory guidance and best practice;
- monitor the effectiveness of the school's behaviour culture through reports from leaders;
- challenge and support leaders to maintain high standards of behaviour, attendance and inclusion;
- ensure appropriate resources are available to meet the needs of all pupils, including those with SEND and SEMH needs;
- monitor the use of suspensions, exclusions, restrictive interventions and behaviour data to ensure equality and proportionality;
- review this policy annually.

Executive Headteacher

The Executive Headteacher has overall strategic responsibility for behaviour across the school.

The Executive Headteacher will:

- establish the school's vision and culture for behaviour;
- ensure behaviour systems reflect the school's values and strategic priorities;
- ensure compliance with statutory guidance and trust policies;
- oversee behaviour standards across the school;
- monitor trends in behaviour, attendance, suspensions and exclusions;
- ensure behaviour data informs school improvement priorities;
- provide strategic leadership for inclusion and safeguarding;
- ensure appropriate professional development is available for staff;
- report behaviour outcomes to governors and the Trust;
- make decisions regarding permanent exclusion and oversee suspension processes where required.

Head of School

The Head of School is responsible for the day-to-day implementation of this policy.

The Head of School will:

- promote a calm, safe and purposeful learning environment;
- ensure behaviour expectations are applied consistently across the school;
- provide visible leadership during the school day;
- support staff in responding to challenging behaviour;



- oversee behaviour incidents and ensure appropriate follow-up;
- monitor behaviour records through CPOMS and identify emerging patterns;
- ensure restorative approaches are embedded across the school;
- work closely with families to improve behaviour outcomes;
- oversee behaviour support plans, risk assessments and reasonable adjustments;
- coordinate support for pupils requiring additional behavioural intervention;
- celebrate positive behaviour and recognise pupils who consistently demonstrate the school's values;
- ensure pupils returning from suspension are successfully reintegrated into school.

Senior Leadership Team

Members of the Senior Leadership Team will:

- model exemplary professional conduct at all times;
- maintain a visible presence throughout the school day;
- support staff with behaviour management;
- coach colleagues to ensure consistency;
- contribute to behaviour monitoring and evaluation;
- ensure restorative conversations are completed following significant incidents;
- support meetings with parents where required;
- work collaboratively with external agencies to improve outcomes for vulnerable pupils.

Teachers

Teachers have primary responsibility for establishing positive behaviour within their classrooms.

Teachers will:

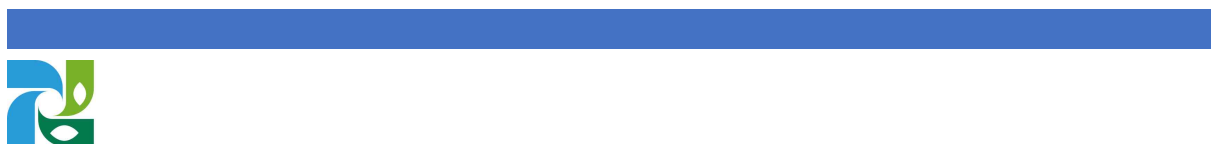
- explicitly teach the school's Behaviour Curriculum;
- establish predictable classroom routines;
- maintain consistently high expectations;
- build positive relationships with every pupil;
- create calm, purposeful learning environments;
- recognise and celebrate positive behaviour;
- use agreed behaviour scripts and restorative approaches;
- make reasonable adjustments where appropriate;
- communicate concerns promptly with parents and carers;
- record significant incidents accurately on CPOMS;
- seek support promptly where behaviour becomes persistent or escalates.

Teaching Assistants and Support Staff

Teaching assistants, learning mentors, lunchtime supervisors and all support staff play a vital role in maintaining the school's behaviour culture.

All support staff will:

- model the school's values at all times;



- reinforce expectations consistently;
- support pupils to regulate their emotions;
- use agreed behaviour scripts and de-escalation strategies;
- communicate concerns promptly to teaching staff;
- contribute to restorative conversations where appropriate;
- support behaviour plans and reasonable adjustments consistently.

All adults are expected to apply this policy consistently regardless of their role.

Pupils

Every pupil has a responsibility to contribute positively to the school community.

Pupils are expected to:

- be ready to learn;
- follow instructions first time;
- demonstrate kindness and respect;
- behave safely;
- take responsibility for their choices;
- look after the school environment;
- contribute positively to lessons and wider school life;
- repair relationships when mistakes occur.

Children are taught that mistakes are opportunities to learn, reflect and improve.

Parents and Carers

Parents and carers are valued partners in promoting positive behaviour.

They are expected to:

- support the school's Behaviour Policy;
- ensure their child attends school regularly and punctually;
- promote positive attitudes towards learning;
- communicate openly and respectfully with school staff;
- reinforce the school's expectations at home;
- attend meetings when requested;
- inform the school of circumstances that may affect their child's wellbeing or behaviour;
- work collaboratively with staff to support behaviour improvement where necessary.

Together, school and home create the consistency that enables children to thrive.



5. Staff Behaviour Charter

STAFF BEHAVIOUR CHARTER

Every interaction. Every day. Every child.

Outstanding behaviour begins with outstanding adults.
Our words, actions and attitudes shape our school culture.

KINDNESS
RESPECT
RESPONSIBILITY
ASPIRATION

✓ EVERY ADULT WILL...

- Greet every pupil positively.
- Speak calmly and respectfully.
- Remain emotionally regulated.
- Model respect in all interactions.
- Follow the agreed routines and expectations.
- Reinforce expectations consistently.
- Praise more than we correct.
- Notice and celebrate positive behaviour.
- Maintain high expectations for every child.
- Treat every child with dignity and fairness.
- Focus on behaviour, never character.
- Seek to understand before judging.
- Apologise if we make a mistake.
- Work collaboratively with colleagues and families.

✗ EVERY ADULT WILL AVOID...

- Shouting unless immediate safety is at risk.
- Sarcasm or ironic comments.
- Humiliation or embarrassment.
- Public confrontation.
- Arguing with pupils.
- Blanket punishments.
- Inconsistent expectations.
- Threats we cannot follow through.
- Discussing pupils negatively in front of others.

WE USE POSITIVE LANGUAGE

Instead of... "Stop talking."	→	We say... "Thank you for listening."
Instead of... "Don't run."	→	We say... "Walking, thank you."
Instead of... "Behave."	→	We say... "Show me how we are respectful."
Instead of... "You never listen."	→	We say... "I need you to listen now."

Our words give clarity.
Our actions show consistency.
Our behaviour builds culture.

REMEMBER...

Every interaction matters.
Every day is a new opportunity.
We are role models, relationship builders and culture creators.
Together, we help every child thrive.

We are consistent
so children feel safe.

We are positive
so children feel valued.

We are ambitious
so children achieve their potential.

We are united in our commitment to the children of Roseberry Primary School.



6. School Expectations

SCHOOL EXPECTATIONS

Simple. Consistent. Taught every day.

Every pupil will strive to be:



READY

We:

- ✓ arrive on time;
- ✓ bring what we need;
- ✓ listen carefully;
- ✓ begin learning immediately;
- ✓ follow instructions first time.



RESPECTFUL

We:

- ✓ use kind words;
- ✓ show good manners;
- ✓ respect differences;
- ✓ care for property;
- ✓ value everyone's right to learn.



SAFE

We:

- ✓ walk calmly;
- ✓ use equipment safely;
- ✓ keep hands and feet to ourselves;
- ✓ tell adults if we are worried;
- ✓ make safe choices.



RESPONSIBLE

We:

- ✓ take responsibility for our actions;
- ✓ complete our learning;
- ✓ look after resources;
- ✓ tell the truth;
- ✓ repair relationships when mistakes happen.



These expectations are explicitly taught throughout the school year and revisited regularly through assemblies, PSHE, classroom discussions and daily routines.



Children are not expected to simply know these behaviours. They are explicitly taught, practised, modelled and celebrated.



Together we create a calm, safe and respectful environment where everyone can learn and thrive.



7. Behaviour for Learning

EXCELLENT BEHAVIOUR SUPPORTS EXCELLENT LEARNING



Every lesson should begin with calm, consistent routines.



Teachers will establish predictable expectations so pupils know exactly what successful learning looks like.



READY TO LEARN

Pupils are expected to:



Enter classrooms calmly



Follow entry routines immediately



Have equipment ready



Begin the retrieval or starter activity without prompting



Listen attentively



Contribute positively



Remain engaged throughout learning



A calm start sets the tone for a successful lesson.

Clear routines.
High expectations.
Every time.



ADULTS WILL:



Greet pupils at the classroom door where possible



Ensure lessons begin promptly



Minimise transition time



Use clear routines



Maintain a calm tone



Provide positive narration
"I can see Year 4 are ready with eyes on the speaker"



Reinforce expectations consistently



High-quality teaching is recognised as one of the strongest influences on behaviour. Lessons should therefore be **well planned, appropriately scaffolded and inclusive**, with reasonable adjustments made to meet pupils' needs while maintaining **high expectations for all**.



CALM CLASSROOMS | CLEAR ROUTINES | HIGH EXPECTATIONS | EVERY LESSON, EVERY CHILD



8. Rewards and Recognition

At Roseberry Primary School, we believe that positive behaviour is strengthened when it is recognised, celebrated and reinforced consistently.

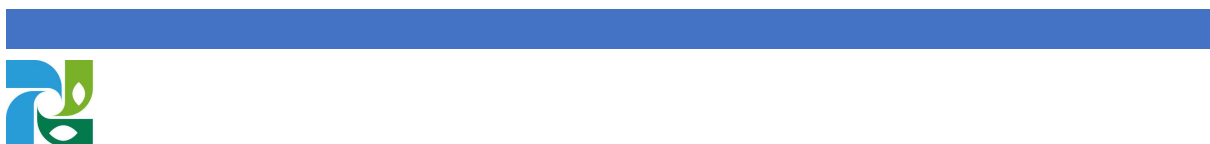
We actively seek opportunities to acknowledge pupils who demonstrate our school expectations of being **Ready, Respectful, Safe and Responsible**. Recognition helps pupils understand which behaviours contribute to a successful learning environment and encourages them to make positive choices.

Praise should always outweigh correction. Staff should deliberately notice and celebrate positive behaviours throughout every school day.

Principles

Our recognition system is built on the following principles:

- Recognition is immediate.
- Recognition is specific.
- Recognition is sincere.
- Recognition celebrates effort as well as achievement.
- Every child should experience success.
- Positive behaviour is recognised more frequently than inappropriate behaviour is corrected.



REWARDS & RECOGNITION

We notice it. We name it. We celebrate it.

Recognising positive behaviour builds confidence, strengthens our school community and inspires every child to be the best they can be.



EVERYDAY RECOGNITION

All staff are expected to use:

- ✓ specific verbal praise
- ✓ positive recognition linked to the school's expectations
- ✓ smiles, encouragement and acknowledgement
- ✓ non-verbal praise such as thumbs up or positive gestures
- ✓ positive narration ("I can see everyone on Table 3 is ready to learn.")
- ✓ opportunities for pupils to share excellent work

Examples include:

"Thank you for showing respect by listening."

"You demonstrated real responsibility by helping your friend."

"You were ready to learn as soon as you entered the classroom."



WHOLE-CLASS RECOGNITION

Teachers may also recognise collective success through:

- ✓ Dojo Points 
- ✓ table points 
- ✓ class rewards 
- ✓ additional reading time 
- ✓ celebration activities 
- ✓ positive messages home 



Whole-class rewards should celebrate collective effort and should never be removed because of the behaviour of an individual pupil.



INDIVIDUAL RECOGNITION

Outstanding behaviour may also be recognised through:

- ✓ Head of School Award
- ✓ Executive Headteacher Award
- ✓ Certificates
- ✓ Celebration Assembly
- ✓ Positive phone calls home
- ✓ Positive Dojo messages
- ✓ Postcards home
- ✓ Displaying work
- ✓ Leadership responsibilities
- ✓ Pupil of the Week
- ✓ Attendance and Values Awards



We celebrate who our children are and the positive choices they make.



CELEBRATING IMPROVEMENT

Children who improve their behaviour should receive recognition. Improvement is often more significant than perfection.

Staff should celebrate:

- ✓ improved effort
- ✓ increased resilience
- ✓ better self-regulation
- ✓ acts of kindness
- ✓ perseverance
- ✓ successful repair of relationships
- ✓ improved attendance
- ✓ consistent positive choices



Our aim is for every child to experience success.



WE NOTICE IT
We look for positive behaviour every day.



WE NAME IT
We give specific and meaningful praise.



WE CELEBRATE IT
We recognise and reward positive choices.



WE GROW TOGETHER
Together, we build a respectful, kind and successful school.



9. Behaviour Response and Logical Consequences

Children will sometimes make mistakes. Behaviour is a learning process. When behaviour falls below expectations, adults will respond consistently, calmly and proportionately.

Our aim is always to:

- maintain learning;
- preserve relationships;
- teach better choices;
- restore dignity;
- repair harm;
- prevent future incidents.

Adults should avoid escalating situations unnecessarily.



Logical Consequences

Whenever possible, consequences should be directly related to the behaviour.

Behaviour	Logical consequence
Running indoors	Re-practise walking safely with an adult
Damaging equipment	Repair or help restore resources
Unkind words	Restorative conversation and apology where appropriate
Disrupting learning	Complete missed learning during an agreed time
Making a mess	Help clean and restore the area
Misusing equipment	Temporary loss of access until safe use is demonstrated

The purpose of every consequence is to teach responsibility rather than simply punish.

Restoring Relationships

Following any significant behaviour incident, staff should seek to restore relationships.

This will usually involve:

- reflection;
- restorative questions;
- identifying what happened;
- understanding the impact;
- agreeing how harm can be repaired;
- planning for future success.



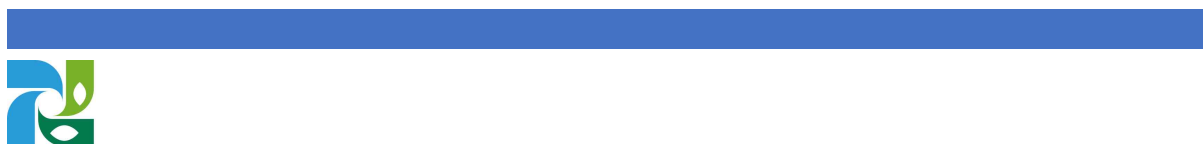
10. Behaviour Support Plans

Roseberry Primary School is committed to ensuring that every pupil is supported to achieve success both academically and socially. Whilst the majority of pupils respond positively to the school's universal behaviour systems, some pupils may require additional personalised support to help them meet the school's behaviour expectations.

Where concerns about a pupil's behaviour become persistent or increasingly serious, the school will adopt a graduated and collaborative approach. This may include the introduction of a Behaviour Support Plan (BSP).

A Behaviour Support Plan is not a punishment or a 'last chance'. It is a structured intervention designed to identify barriers to success, provide appropriate support, agree consistent strategies and help pupils develop the knowledge, skills and behaviours needed to participate successfully in school life.

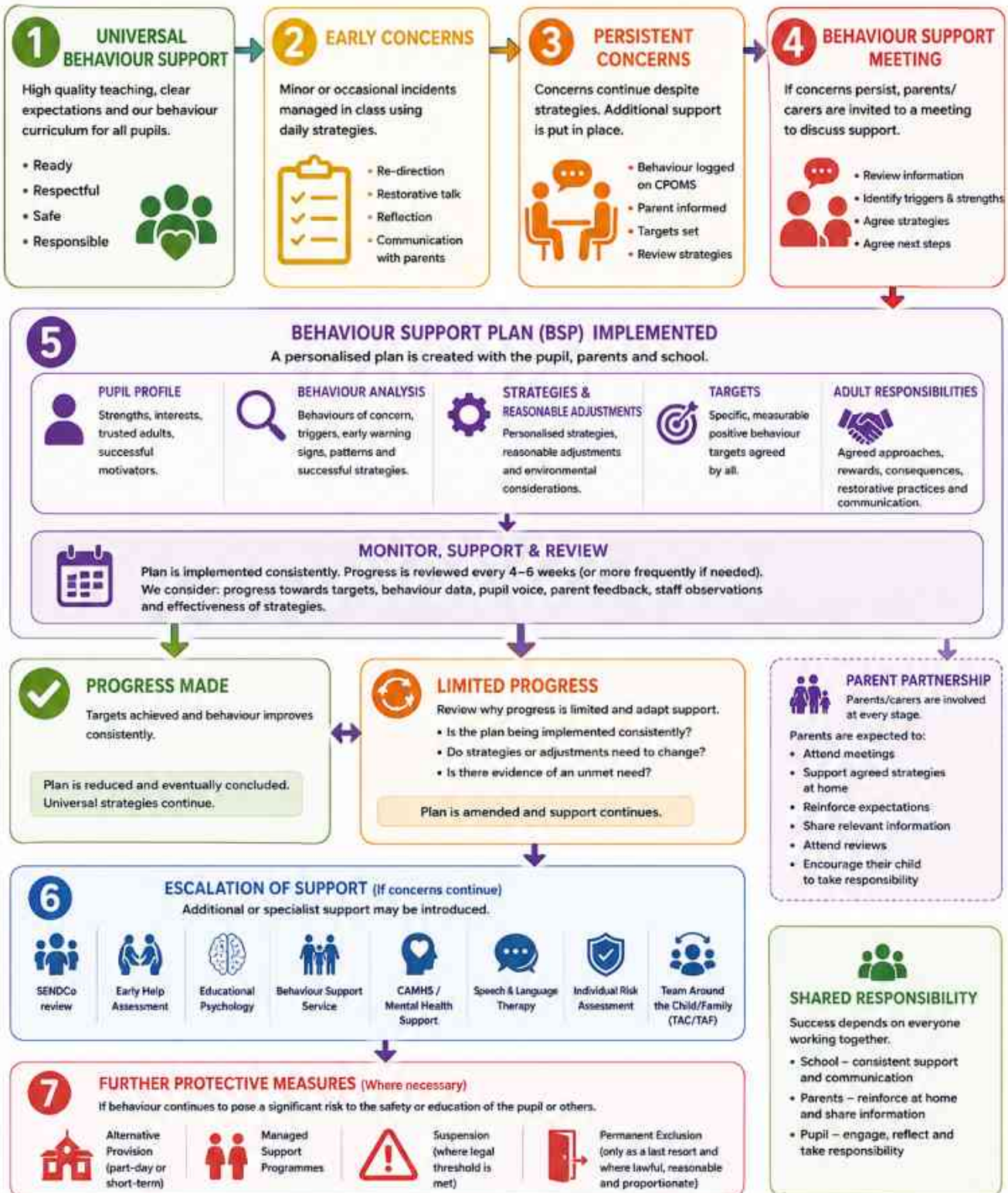
The school recognises that behaviour may be influenced by a range of factors, including SEND, communication needs, social, emotional or mental health needs, adverse childhood experiences, safeguarding concerns or significant changes in a child's circumstances. These factors will always be considered before decisions are made.



BEHAVIOUR SUPPORT PROCESS



Our aim is to support every child to succeed. We use a graduated approach to help pupils develop positive behaviour, build good relationships and achieve their potential.



OUR GUIDING PRINCIPLE

We believe in a supportive, inclusive and restorative approach. We will always listen, understand and adapt to help every child thrive.



READY



RESPECTFUL



SAFE



RESPONSIBLE



When will a Behaviour Support Plan be considered?

A Behaviour Support Plan may be introduced where there is evidence that, despite consistent implementation of the school's universal behaviour systems, a pupil requires additional targeted support.

This may include, but is not limited to:

- repeated incidents reaching Stage 4 or Stage 5 of the Behaviour Response;
- repeated removal from lessons or learning environments;
- a pattern of behaviour recorded through CPOMS over time;
- repeated unsafe, aggressive or disruptive behaviour;
- behaviour resulting in suspension or placing the pupil at risk of suspension;
- behaviour that significantly impacts the learning or safety of others;
- concerns that behaviour may indicate an unmet SEND or SEMH need;
- recommendations from external agencies;
- reintegration following suspension;
- concerns identified through safeguarding or attendance procedures.

The decision to introduce a Behaviour Support Plan will always be based on professional judgement and a review of all available information.

Before a Behaviour Support Plan is Introduced

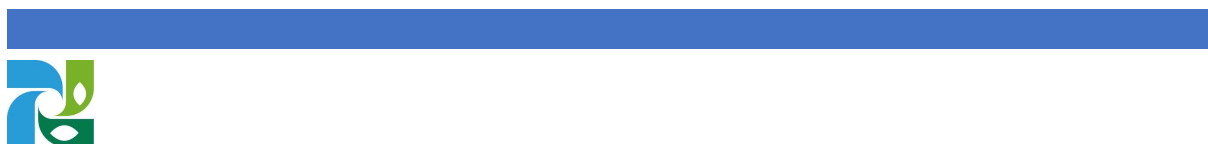
Before implementing a Behaviour Support Plan, the school will normally review whether:

- classroom expectations have been taught explicitly;
- classroom strategies have been implemented consistently;
- reasonable adjustments have been made where appropriate;
- restorative approaches have been used effectively;
- behaviour expectations have been revisited with the pupil;
- parents or carers have been informed and involved;
- behaviour data has been analysed;
- attendance or safeguarding concerns may be contributing factors;
- further SEND investigation is required;
- pastoral support has been provided.

Behaviour Support Plans form part of the school's graduated response and should only be introduced after appropriate universal strategies have been implemented, unless the seriousness of the behaviour requires immediate targeted intervention.

Behaviour Support Meeting

Where a Behaviour Support Plan is being considered, parents or carers will normally be invited to attend a Behaviour Support Meeting.



The purpose of the meeting is to develop a shared understanding of the behaviour and agree a coordinated plan of support.

The meeting will normally:

- review behaviour records and CPOMS information;
- identify patterns, triggers and successful strategies;
- discuss the pupil's strengths and interests;
- consider attendance, wellbeing and safeguarding information where appropriate;
- identify any reasonable adjustments that may be required;
- agree realistic behaviour targets;
- identify responsibilities for school, home and the pupil;
- agree review dates and success criteria.

Where appropriate, the pupil will also contribute to the meeting so that their voice is represented within the plan.

Partnership with Parents and Carers

Roseberry Primary School believes that Behaviour Support Plans are most effective when there is a genuine partnership between school and home.

The school will:

- listen to parents' views and concerns;
- explain the reasons for introducing a Behaviour Support Plan;
- agree strategies collaboratively;
- provide regular communication regarding progress;
- review the plan regularly;
- celebrate improvements and successes;
- adapt support where required.

Parents and carers are expected to:

- attend Behaviour Support Meetings wherever possible;
- work positively and respectfully with school staff;
- reinforce agreed strategies at home;
- promote the school's behaviour expectations;
- encourage their child to engage positively with the agreed targets;
- communicate any significant changes that may affect behaviour or wellbeing;
- support restorative approaches following behaviour incidents;
- attend review meetings and contribute to evaluating progress.

Where parents require additional support in implementing strategies, the school will offer guidance and, where appropriate, signpost external services.



What Does a Behaviour Support Plan Include?

Every Behaviour Support Plan is personalised to the individual pupil.

Plans may include:

Pupil Profile

- strengths;
- interests;
- trusted adults;
- successful motivators;
- preferred learning styles.

Behaviour Analysis

- behaviours of concern;
- identified triggers;
- early warning signs;
- successful de-escalation strategies;
- environmental considerations.

Reasonable Adjustments

Where appropriate:

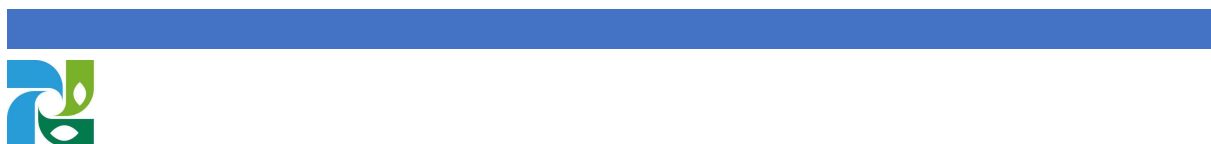
- visual supports;
- movement breaks;
- sensory regulation;
- adapted transitions;
- alternative workspaces;
- reduced language;
- additional processing time;
- adult check-ins;
- personalised routines.

Behaviour Targets

Targets will:

- be specific;
- be measurable;
- focus on positive behaviours;
- be reviewed regularly.

Examples include:



- Follow the first instruction in four out of five opportunities.
- Use agreed regulation strategies before behaviour escalates.
- Complete all classroom transitions calmly.
- Remain in class for the duration of lessons.

Adult Responsibilities

The plan will clearly identify:

- agreed behaviour scripts;
- de-escalation strategies;
- rewards and recognition;
- logical consequences;
- restorative approaches;
- communication arrangements.

Consistency between adults is essential.

Monitoring and Review

Behaviour Support Plans will normally be reviewed every 4–6 weeks, although pupils requiring intensive support may be reviewed more frequently.

Reviews will consider:

- progress towards targets;
- behaviour trends;
- attendance;
- pupil voice;
- parent feedback;
- staff observations;
- effectiveness of reasonable adjustments;
- whether additional support is required.

Targets may be amended, extended or concluded depending upon progress.

Where a Behaviour Support Plan Does Not Achieve the Desired Outcomes

If behaviour does not improve despite the consistent implementation of the agreed plan, the school will not simply continue the plan indefinitely.

Instead, leaders will undertake a structured review to determine why progress has been limited.

This review will consider:

- whether the plan has been implemented consistently;
- whether behaviour targets remain appropriate;



- whether additional reasonable adjustments are required;
- whether new safeguarding or wellbeing concerns have emerged;
- whether there is evidence of an unmet SEND or SEMH need;
- whether additional specialist assessment is required;
- whether parental engagement has been effective;
- whether further external support is necessary.

Behaviour Support Plans should evolve in response to the pupil's needs rather than remain static.

Escalation of Support

Where behaviour continues to present significant concern despite targeted intervention, the Head of School may coordinate additional support.

This may include:

- review by the SENDCo;
- Early Help Assessment;
- Team Around the Child or Team Around the Family meeting;
- Educational Psychology involvement;
- Behaviour Support Service involvement;
- Speech and Language Therapy;
- CAMHS or Mental Health Support Team involvement;
- Individual Risk Assessment;
- Positive Handling Plan;
- consideration of an Education, Health and Care Needs Assessment where appropriate.

If behaviour continues to present a significant risk to the safety, welfare or education of the pupil or others, leaders may consider further protective measures, including suspension, in accordance with statutory guidance.

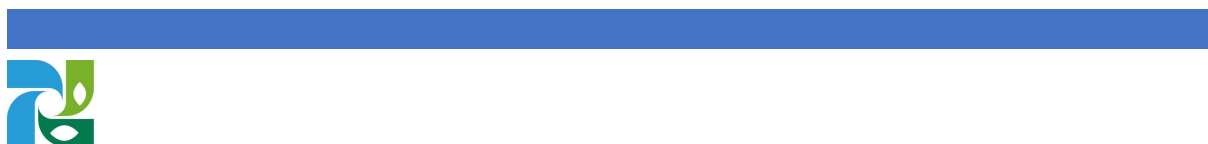
Concluding a Behaviour Support Plan

A Behaviour Support Plan will normally conclude where:

- agreed targets have been consistently achieved;
- behaviour has improved over a sustained period;
- additional support is no longer required;
- successful strategies have become embedded within everyday classroom practice.

Before concluding the plan, leaders will consult with parents, staff and, where appropriate, the pupil.

The school will continue to monitor progress to ensure improvements are sustained.



Guiding Principle

Every Behaviour Support Plan reflects Roseberry Primary School's commitment to a graduated, inclusive and relational approach to behaviour.

The purpose of the plan is not to label or punish a pupil, but to provide the right support, at the right time, so that every child can experience success, develop positive relationships and fully engage in school life.

This section provides a clear, defensible framework for governors, staff and parents. It explains how Behaviour Support Plans fit within the school's graduated response, what triggers them, how parents are involved, what the plan contains, how it is monitored, and what happens if it succeeds or does not achieve the desired outcomes. It also aligns well with current DfE behaviour guidance, the SEND Code of Practice and Ofsted's expectations around inclusion, early intervention and partnership working.



11. Restorative Practice

At Roseberry Primary School, we believe that positive relationships underpin positive behaviour.

When behaviour falls below expectations, our aim is not simply to apply a consequence but to support pupils in understanding the impact of their actions, taking responsibility and restoring relationships.

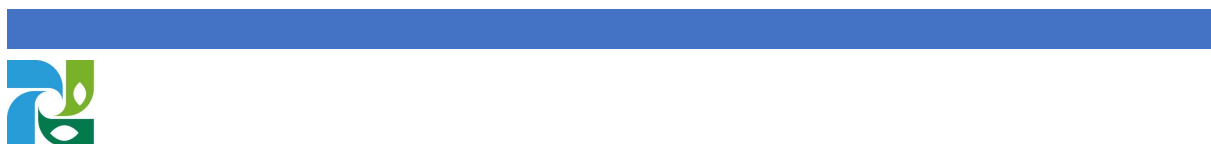
Restorative practice does not replace consequences. Instead, it complements them by helping pupils reflect, repair harm and develop the skills needed to make better choices in the future.

Every behaviour incident should finish with the expectation that the child is able to make a fresh start.

Our Restorative Principles

We believe:

- every child deserves to be listened to;
 - mistakes are opportunities for learning;
 - behaviour can improve through reflection and support;
 - repairing relationships is more effective than assigning blame;
- every child should leave a restorative conversation



RESTORATIVE QUESTIONS

Where appropriate, staff will use restorative conversations following behaviour incidents.

The following questions should be used consistently throughout the school.



REFLECTION

What happened?

Allow the child to explain events without interruption.



RESPONSIBILITY

What were you thinking or feeling at the time?

Help the child recognise thoughts and emotions.



EMPATHY

Who has been affected by what happened?

Support pupils to consider the impact on others.



REPAIR

What can you do to make things right?

Encourage pupils to take responsibility through meaningful action.



MOVING FORWARD

What will you do differently next time?

Support pupils to identify successful future strategies.

RESTORATIVE OUTCOMES

Depending upon the incident, pupils may:



apologise verbally



write a letter



repair damaged resources



complete unfinished learning



support another pupil



restore the classroom environment



agree personal behaviour targets



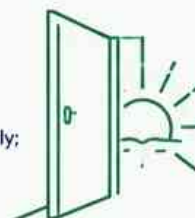
Restoration should always be meaningful and proportionate.



FRESH START

Once a consequence and restorative conversation have been completed:

- ✓ the incident is closed;
- ✓ adults avoid revisiting previous behaviour unnecessarily;
- ✓ pupils are welcomed positively back into learning;
- ✓ expectations remain high.



Children should know that every day offers a fresh opportunity to succeed.



12. Behaviour Scripts and De-escalation

One of the most effective ways to maintain consistency across a school is through shared professional language.

At Roseberry Primary School, all adults use calm, respectful and predictable language when responding to behaviour.

Our aim is to de-escalate situations.

Professional Expectations

EVERY ADULT WILL:



- remain calm;



- speak quietly;



- use calm, open and non-threatening body language;



- use respectful language;



- avoid confrontation;



- provide thinking time;



- use the least intrusive intervention possible;



- focus on the behaviour rather than the child.



POSITIVE COMMUNICATION & DE-ESCALATION

Calm words. Kind tone. Consistent behaviour.

Our communication supports regulation, builds relationships and promotes positive behaviour.

1 POSITIVE PHRASING

Use positive, respectful language.

Instead of saying...	Say...
 "Stop shouting."	→ "Use your quiet voice, thank you."
 "Don't run."	→ "Walking, thank you."
 "Behave yourself."	→ "Show me how we are respectful."
 "Sit down!"	→ "Thank you for sitting down."

2 LIMITED CHOICES

Offer two acceptable choices.

Examples include:

- ✓ "Would you like to continue your learning here or move to the quiet table?"
- ✓ "Would you like to begin with the first question or the second?"
- ✓ "Would you like to speak now or after the lesson?"

Both choices should lead to success.

PACE APPROACH

We use a PACE approach in all interactions.

- P** **Playfulness**
Create lightness and connection.
- A** **Acceptance**
Show unconditional positive regard.
- C** **Curiosity**
Be interested, not judgemental.
- E** **Empathy**
Validate feelings and show you care.

PACE helps build trust and co-regulation.

3 DE-ESCALATION SCRIPT

When emotions are heightened, adults may use the following script.

-  "I can see something has happened."
Pause.
-  "I'm here to help."
Pause.
-  "Talk to me when you're ready."
Pause.
-  "Let's find a way to sort this together."

Adults should allow thinking time and avoid repeated questioning.

4 BODY LANGUAGE

Adults should:

- ✓ maintain appropriate personal space
- ✓ stand side-on rather than directly facing a distressed pupil
- ✓ keep hands relaxed
- ✓ remain at or below the child's eye level where appropriate
- ✓ avoid crowding the pupil
- ✓ keep exits clear
- ✓ use a calm facial expression



5 WHEN TO REDUCE LANGUAGE

During emotional escalation:
Less is often more.

Adults should:

- ✓ reduce the number of words used
- ✓ avoid asking multiple questions
- ✓ avoid arguing
- ✓ avoid sarcasm
- ✓ avoid raising their voice



6 WHAT ADULTS SHOULD NEVER DO

Adults must not:

- ✗ shout unless immediate safety is at risk
- ✗ threaten consequences they cannot deliver
- ✗ engage in power struggles
- ✗ publicly humiliate pupils
- ✗ use sarcasm
- ✗ ridicule
- ✗ compare children
- ✗ argue



PROFESSIONAL BEHAVIOUR MODELS RESPECTFUL BEHAVIOUR.

Our calm communication helps children feel safe, understood and ready to learn.



13. Removal from the Classroom

Removal from the classroom is a serious response and should only be used when other strategies have not been successful or where the behaviour is sufficiently serious to justify immediate removal.

The purpose of removal is not punishment.

It is to:

- maintain the safety of pupils and staff;
- protect learning for others;
- allow the pupil time to regulate;
- provide an opportunity for reflection;
- enable successful reintegration.

Reasons for Removal

Removal may be appropriate where:

- behaviour significantly disrupts learning;
- behaviour presents a safety risk;
- repeated behaviour continues despite earlier interventions;
- a pupil requires time away from the classroom to regain emotional regulation.

During Removal

The pupil should:

- remain supervised;
- continue learning where appropriate;
- have access to support from a member of staff;
- be treated respectfully at all times.

Parents should normally be informed on the same day.

Reintegration

Before returning to class, the pupil will meet with an appropriate adult.

This meeting should:

- review what happened;
- complete restorative questions;
- identify any support required;
- agree expectations for returning to class.

The aim is a successful reintegration rather than a prolonged sanction.



Monitoring

Senior leaders will monitor:

- frequency of removals;
- pupils involved;
- vulnerable groups;
- reasons for removal;
- patterns across classes or year groups.

This information will inform behaviour support, staff training and school improvement planning.



14. SEND, SEMH and Reasonable Adjustments

Roseberry Primary School is committed to ensuring that every pupil feels safe, included and able to succeed.

We recognise that some pupils may require additional support to meet the school's behaviour expectations. This may be due to identified or emerging Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, communication differences, adverse childhood experiences (ACEs), attachment needs, medical conditions or other vulnerabilities.

High expectations apply to every pupil. However, equality does not always mean treating every child in exactly the same way. Staff will make reasonable adjustments where appropriate whilst maintaining consistently high expectations.

Behaviour support should never stigmatise or lower aspirations.



BEHAVIOUR AS COMMUNICATION

Understand first. Support always. High expectations for all.

Behaviour often communicates an unmet need. Our role is to understand, support and empower.



1 UNDERSTANDING BEHAVIOUR

Staff should seek to understand:

- ✓ What is the behaviour communicating?
- ✓ Is the pupil able to regulate independently?
- ✓ Does the pupil understand what is expected?
- ✓ Is there a barrier preventing success?
- ✓ Are there environmental factors contributing to the behaviour?



Understanding behaviour does not remove accountability but helps adults respond appropriately.



2 REASONABLE ADJUSTMENTS

Where appropriate, reasonable adjustments may include:

- ✓ visual timetables
- ✓ now-and-next boards
- ✓ movement breaks
- ✓ sensory resources
- ✓ alternative seating
- ✓ pre-correction before transitions
- ✓ reduced language
- ✓ additional processing time
- ✓ task adaptations
- ✓ calm workspaces
- ✓ check-in/check-out systems
- ✓ trusted adults
- ✓ personalised behaviour targets



Adjustments should enable pupils to meet expectations rather than remove expectations altogether.



3 INDIVIDUAL BEHAVIOUR SUPPORT

Where behaviour continues to cause concern despite universal support, the school may implement:

- ✓ Individual Behaviour Support Plans
- ✓ Pastoral Support Plans
- ✓ Risk Assessments
- ✓ Positive Handling Plans (where appropriate)
- ✓ Individual Regulation Plans

These plans will:

- ✓ identify triggers
- ✓ identify successful strategies
- ✓ outline reasonable adjustments
- ✓ identify adults responsible
- ✓ be reviewed regularly with parents
- ✓ involve pupils wherever appropriate



4 EARLY IDENTIFICATION

Persistent behaviour concerns may indicate an unmet need. Where appropriate, the school will consider:

- ✓ SEND assessment
- ✓ Speech and Language assessment
- ✓ Educational Psychology involvement
- ✓ SEMH support
- ✓ Early Help
- ✓ CAMHS referral
- ✓ Occupational Therapy
- ✓ Specialist advisory services



Behaviour should never be viewed in isolation from wider safeguarding or SEND considerations.



5 WORKING WITH FAMILIES

Parents and carers are essential partners.

Where behaviour support is required, the school will:

- ✓ listen to parental views
- ✓ share concerns promptly
- ✓ agree consistent strategies
- ✓ review progress regularly
- ✓ celebrate improvements together



Strong partnerships between home and school support positive behaviour and success.



6 EQUALITY ACT 2010

The school recognises its duties under the Equality Act 2010.

- ✓ Reasonable adjustments will be made for disabled pupils where appropriate.
- ✓ Staff should consider whether behaviour may arise from a disability before deciding upon consequences.
- ✓ Adjustments should remain proportionate and should not compromise the safety or learning of others.



Every child has the right to succeed. We remove barriers and build strengths.



EVERY BEHAVIOUR HAS A REASON. EVERY CHILD HAS POTENTIAL.

We respond with understanding, apply consistent boundaries and support every child to thrive.



15. Restrictive Interventions and Reasonable Force

Roseberry Primary School is committed to providing a safe, inclusive and supportive learning environment where restrictive interventions are **minimised through effective relationships, positive behaviour support, early intervention and de-escalation**.

The school recognises that restrictive interventions can have a significant impact on pupils, families and staff. Consequently, they must only ever be used where they are lawful, necessary, proportionate and in the best interests of keeping people safe.

Restrictive interventions are **never used as a punishment** or because a pupil has failed to comply with an instruction.

Our aim is always to prevent the need for restrictive interventions wherever possible through:

- positive relationships;
- explicit teaching of behaviour;
- predictable routines;
- reasonable adjustments;
- early identification of escalating behaviour;
- co-regulation;
- de-escalation strategies;
- individual behaviour support planning.

What are Restrictive Interventions?

Restrictive interventions are actions that intentionally restrict a pupil's movement, liberty or freedom of action.

They include:

- reasonable force;
- physical restraint;
- guiding or holding;
- seclusion;
- preventing a pupil from leaving an area where they reasonably believe they cannot leave;
- other physical interventions that restrict movement.

The school recognises that removal from a classroom and seclusion are different.

Removal is a behaviour management strategy which allows learning to continue.

Seclusion is a restrictive intervention and must only ever be used as a safety measure in accordance with DfE guidance.



Our Principles

Any restrictive intervention must be:

- lawful;
- necessary;
- proportionate;
- reasonable;
- used for the shortest possible time;
- the least restrictive option available.

Staff should continually consider whether the intervention remains necessary and reduce or end the intervention as soon as possible.

Prevention First

Restrictive interventions should rarely be required.

All staff are expected to use preventative strategies including:

- positive relationships;
- calm and predictable routines;
- explicit teaching of expectations;
- behaviour scripts;
- positive reinforcement;
- environmental adaptations;
- movement breaks;
- sensory strategies;
- co-regulation;
- de-escalation;
- reasonable adjustments;
- individual behaviour support plans.

The success of the school's behaviour culture will be measured partly by reducing the frequency with which restrictive interventions are required.

De-escalation

Before any restrictive intervention is considered, staff should use appropriate de-escalation strategies wherever it is safe to do so.

These may include:

- reducing verbal demands;
- allowing processing time;
- offering limited choices;
- changing the environment;
- removing an audience;



- using agreed behaviour scripts;
- support from another adult;
- access to a safe regulation space;
- distraction or redirection.

Where there is an immediate risk of serious harm, staff may need to intervene without completing every stage of de-escalation.

When Reasonable Force May Be Used

School staff have a legal power to use reasonable force where it is necessary to:

- prevent injury to a pupil or another person;
- prevent serious damage to property;
- prevent the commission of a criminal offence;
- prevent behaviour that places others at immediate risk;
- maintain good order where lesser interventions have failed and immediate action is required.

Any force used must be the **minimum necessary** and applied only for the **minimum time necessary**.

Prohibited Practice

The following must never be used:

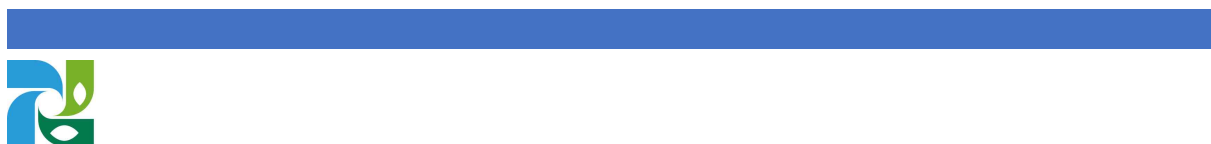
- force as a punishment;
- restraint that restricts breathing;
- pressure to the neck, throat, chest or abdomen;
- holding a pupil on the ground except where absolutely unavoidable to prevent immediate serious harm and only for the shortest possible time;
- pain-inducing techniques;
- deliberate humiliation;
- seclusion as a disciplinary consequence.

Individual Planning

Where there is an identified likelihood that restrictive intervention may become necessary, the school will develop an Individual Behaviour Support Plan or Positive Handling Plan.

Plans should include:

- known triggers;
- early warning signs;
- preferred de-escalation strategies;
- reasonable adjustments;
- agreed restrictive interventions where appropriate;
- post-incident support;
- arrangements for review.



Parents, carers and relevant professionals should be involved wherever appropriate.

Recording and Reporting

In accordance with the **Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025**, every **significant** restrictive intervention must be recorded. The governing body must ensure procedures are in place to comply with these statutory duties.

Records will normally include:

- date, time and location;
- pupils and staff involved;
- antecedents and known triggers;
- de-escalation strategies attempted;
- reason the intervention became necessary;
- type of restrictive intervention used;
- approximate duration;
- any injuries sustained;
- immediate outcome;
- follow-up actions;
- whether behaviour plans require amendment.

All significant incidents will be recorded on CPOMS before the end of the school day wherever reasonably practicable.

Communication with Parents

Parents and carers will normally be informed **as soon as reasonably practicable and, where possible, on the same day** following any significant restrictive intervention.

Communication will include:

- why the intervention was necessary;
- the actions taken;
- any injuries sustained;
- next steps;
- opportunities to discuss the incident with school leaders.

The school believes that openness and transparency strengthen relationships with families.

Post-Incident Support

Following any restrictive intervention, the school will:

- ensure everyone involved is safe;
- provide appropriate emotional support for the pupil;
- complete a restorative conversation when appropriate;
- debrief staff involved;



- review whether earlier intervention could have prevented escalation;
- review any behaviour support plans or risk assessments;
- identify professional learning where appropriate.

Monitoring and Governance

The Head of School will monitor all restrictive interventions to identify:

- patterns;
- individual pupils requiring additional support;
- protected characteristics;
- frequency;
- locations;
- staff training needs;
- effectiveness of preventative strategies.

The Executive Headteacher and Governing Body will receive anonymised reports to ensure restrictive interventions are reducing over time and are always lawful, necessary and proportionate.



16. Recording, Monitoring & Evaluation

Recording Behaviour Incidents

Minor classroom behaviours managed through Stages 1 and 2 do not normally require formal recording.

Behaviour should be recorded on CPOMS where:

- a pupil reaches Stage 3 or above;
- a pupil is removed from class;
- a pupil receives a significant consequence;
- physical aggression occurs;
- discriminatory language or behaviour occurs;
- bullying is reported or suspected;
- restrictive intervention is used;
- safeguarding concerns are identified;
- a behaviour support plan may be required.

Records should be factual, objective and completed before the end of the school day wherever reasonably practicable.

Staff should avoid subjective language or assumptions.

CPOMS Recording Expectations

Entries should include:

- date and time;
- location;
- pupils involved;
- factual description of events;
- antecedents or triggers where known;
- de-escalation strategies used;
- consequence applied;
- restorative actions completed;
- parent communication;
- follow-up actions.

Where appropriate, incidents should be linked to:

- safeguarding;
- attendance;
- SEND;
- wellbeing;
- bullying;
- restrictive intervention.

Monitoring Behaviour



The Head of School will review behaviour information regularly to identify:

- trends across year groups;
- recurring incidents;
- locations where incidents occur;
- times of day;
- vulnerable pupils;
- repeat behaviours;
- effectiveness of interventions.

Behaviour data should inform staff training, curriculum development and school improvement planning.

Monitoring Equality

Behaviour data will also be analysed to identify whether particular groups of pupils are disproportionately represented.

This includes monitoring by:

- SEND;
- disadvantage;
- looked after children;
- ethnicity;
- sex;
- age;
- pupils with behaviour support plans.

Where disproportionality is identified, leaders will investigate whether reasonable adjustments, additional support or changes to practice are required.

Quality Assurance

Senior leaders will monitor consistency through:

- learning walks;
- classroom visits;
- behaviour observations;
- pupil voice;
- staff voice;
- parent feedback;
- CPOMS audits.

The aim is continuous improvement rather than compliance alone.



17. Working in Partnership with Parents and Carers

Positive behaviour is most successful when school and home work together.

We value parents and carers as partners in supporting children's behaviour, wellbeing and personal development.

Open, honest and respectful communication is fundamental to this partnership.

Parents and Carers Can Expect the School To:

- provide a safe learning environment;
- apply this policy fairly and consistently;
- communicate concerns promptly;
- celebrate success regularly;
- listen respectfully to parental views;
- make reasonable adjustments where appropriate;
- work collaboratively to improve behaviour.

The School Expects Parents and Carers To:

- ensure children attend school regularly and punctually;
- support the school's expectations and routines;
- reinforce positive behaviour at home;
- communicate respectfully with staff;
- attend meetings where requested;
- inform school of circumstances that may affect behaviour;
- support agreed behaviour plans.

Communication

The school believes communication should be:

- timely;
- respectful;
- solution-focused;
- honest;
- child-centred.

Where behaviour concerns arise, staff will seek to work collaboratively with families to secure positive outcomes.

Behaviour Support Meetings

Where behaviour becomes persistent, parents may be invited to attend a behaviour support meeting.

The purpose is to:

- understand concerns;



- review behaviour information;
- identify successful strategies;
- agree consistent expectations;
- establish measurable targets;
- review progress regularly.



18. Monitoring and Review

This policy will be reviewed annually by the Executive Headteacher and Head of School.

An earlier review may take place where:

- statutory guidance changes;
- Trust policy changes;
- behaviour monitoring identifies improvements are required;
- legislative changes occur.

The Governing Body will approve the policy following each review.

Success Measures

The effectiveness of this policy will be evaluated through:

Quantitative Measures

- reductions in behaviour incidents;
- reductions in suspensions;
- reductions in restrictive interventions;
- improved attendance;
- reduced persistent absence;
- fewer classroom removals;
- improved punctuality.

Qualitative Measures

- pupil voice;
- parent feedback;
- staff surveys;
- governor monitoring;
- learning walks;
- classroom observations;
- behaviour audits.

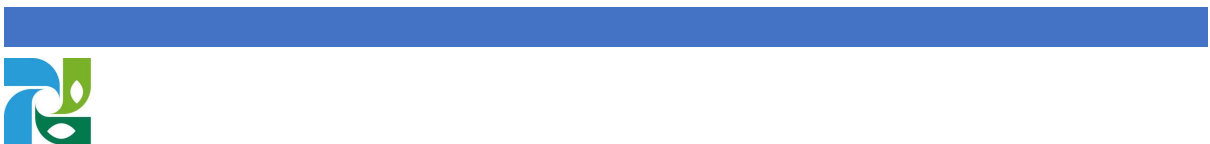
Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Anti-Bullying Policy
- Equality Policy
- Suspension and Exclusion Policy
- Health and Safety Policy
- Online Safety Policy



- Staff Code of Conduct
- Intimate Care Policy
- Educational Visits Policy



Appendix – The Roseberry Behaviour Curriculum

At Roseberry Primary School, we believe behaviour is learned.

Just as children are explicitly taught to read, write and solve mathematical problems, they are also explicitly taught the behaviours that enable them to be successful learners and responsible members of our school community.

The Roseberry Behaviour Curriculum provides a progressive framework for teaching the knowledge, skills and habits pupils need to be **Ready, Respectful, Safe and Responsible**.

These behaviours are taught through modelling, explanation, rehearsal, positive reinforcement and restorative practice. Expectations are revisited throughout the year and embedded within everyday school life.



THE ROSEBERRY BEHAVIOUR CURRICULUM

EARLY YEARS (NURSERY AND RECEPTION)



Our aim: Children begin to understand school routines, develop secure relationships and learn the foundations of self-regulation.



READY

Children learn to:

- separate confidently from their parent or carer;
- enter the classroom calmly;
- hang up coats and store belongings independently;
- respond to simple visual and verbal routines;
- sit and listen for increasing periods of time;
- begin learning activities promptly.



RESPECTFUL

Children learn to:

- use kind hands and kind words;
- take turns and share resources;
- say please, thank you and excuse me;
- listen when others are speaking;
- begin recognising the feelings of others.



SAFE

Children learn to:

- walk indoors;
- use equipment safely;
- keep hands and feet to themselves;
- ask an adult for help when needed;
- begin to regulate strong emotions with adult support.



RESPONSIBLE

Children learn to:

- tidy away resources;
- care for classroom equipment;
- look after their own belongings;
- begin accepting responsibility for mistakes;
- repair simple disagreements with adult guidance.



We celebrate small steps every day.
Together we learn, grow and thrive.



THE ROSEBERRY BEHAVIOUR CURRICULUM

YEAR 1/2



Our aim: Children develop greater independence and begin applying school routines consistently with decreasing adult support.



READY

Children learn to:

- arrive prepared for learning;
- follow classroom routines independently;
- organise their own equipment;
- transition calmly between activities;
- follow instructions the first time whenever possible;
- sustain attention for longer periods.

Our Routine	
1. Morning Work	
2. English	
3. Break	
4. Maths	
5. Lunch	
6. Topic	
Home Time	



RESPECTFUL

Children learn to:

- demonstrate good manners consistently;
- listen without interrupting;
- respect different opinions;
- include others in learning and play;
- resolve minor disagreements respectfully;
- use positive language.

I see it differently because...



SAFE

Children learn to:

- move calmly around school;
- play safely and fairly;
- make safe choices during less structured times;
- recognise when they need adult support;
- begin using simple self-regulation strategies independently.



RESPONSIBLE

Children learn to:

- complete learning to the best of their ability;
- look after school resources;
- tell the truth;
- reflect on their behaviour;
- understand the consequences of their choices;
- repair relationships following disagreements.

Our Promise

- ✓ Be ready
- ✓ Be respectful
- ✓ Be safe
- ✓ Be responsible



We celebrate positive choices and help each other to succeed.



THE ROSEBERRY BEHAVIOUR CURRICULUM

LOWER KEY STAGE 2 (YEARS 3 AND 4)



Our aim: Children become increasingly independent learners who understand how their behaviour affects themselves and others.



READY

Children learn to:

- organise themselves independently;
- begin learning promptly without reminders;
- manage transitions efficiently;
- remain focused during extended learning;
- demonstrate resilience when learning becomes challenging.



RESPECTFUL

Children learn to:

- value diversity and different viewpoints;
- work collaboratively;
- communicate respectfully;
- demonstrate empathy;
- resolve conflict using restorative approaches;
- support younger pupils positively.



SAFE

Children learn to:

- assess risks appropriately;
- regulate emotions using agreed strategies;
- make sensible choices during less structured times;
- seek help appropriately;
- understand personal responsibility for safety.



RESPONSIBLE

Children learn to:

- take ownership of their learning;
- reflect honestly on behaviour;
- accept constructive feedback;
- contribute positively to the wider school community;
- demonstrate honesty and integrity;
- take responsibility for repairing harm.



Every day we make choices.
We are ready, respectful, safe and responsible.
Together we learn, grow and make our school
a happy place for everyone.



THE ROSEBERRY BEHAVIOUR CURRICULUM

UPPER KEY STAGE 2 (YEARS 5 AND 6)



Our aim: Children prepare for successful transition to secondary education by demonstrating maturity, independence and leadership.



READY

Children learn to:

- organise themselves independently;
- manage time effectively;
- maintain focus during extended learning;
- respond positively to challenge;
- demonstrate resilience and perseverance.



My Plan

- ☒ Be ready
- ☒ Focus
- ☒ Do my best
- ☒ Review
- ☒ Improve



I take responsibility for my learning and aim to be the best I can be.



RESPECTFUL

Children learn to:

- lead by example;
- show tolerance and understanding;
- communicate thoughtfully;
- challenge unkind behaviour appropriately;
- act as positive role models for younger pupils;
- represent the school positively within the wider community.



I respect myself, others and our school community.



SAFE

Children learn to:

- manage increasing independence responsibly;
- understand online safety and digital citizenship;
- regulate emotions independently;
- recognise risks and make informed choices;
- seek support appropriately when required.



Staying Safe Online

- ☒ Think
- ☒ Check
- ☒ Protect
- ☒ Tell



I keep myself and others safe online and offline.



RESPONSIBLE

Children learn to:

- demonstrate integrity;
- accept responsibility for their actions;
- resolve conflict maturely;
- support others positively;
- contribute to the school community;
- prepare for the expectations of secondary school.



Our Values

- ☒ Ready
- ☒ Respectful
- ☒ Safe
- ☒ Responsible



I make positive choices and take ownership of my actions every day.



We are role models. We make our school a better place.
Ready, Respectful, Safe and Responsible – every day.
Together we learn, grow and achieve.



Teaching the Behaviour Curriculum

The Behaviour Curriculum is explicitly taught throughout the academic year through:

- classroom routines;
- assemblies;
- PSHE lessons;
- modelling by adults;
- restorative conversations;
- role play and rehearsal;
- positive reinforcement;
- daily feedback;
- celebration of success.

Staff should never assume pupils know routines or expectations.

Every new routine should be:

1. **Explain** the expectation.
2. **Model** the behaviour.
3. **Practise** together.
4. **Repeat** until secure.
5. **Praise** successful behaviours.
6. **Revisit** regularly throughout the year.

Progression of Independence

Phase	Adult Support	Pupil Independence
Early Years	Very High	Emerging
Key Stage 1	High	Developing
Lower Key Stage 2	Moderate	Increasing
Upper Key Stage 2	Low	Secure and Independent

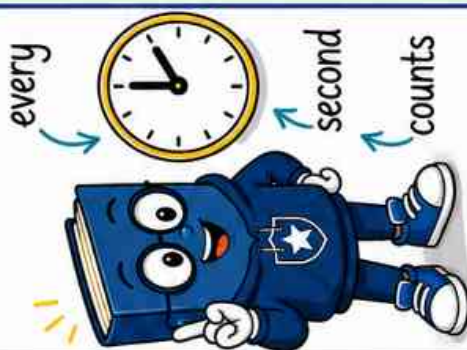


LESSON ROUTINES

Organisation and mindset make all the difference!

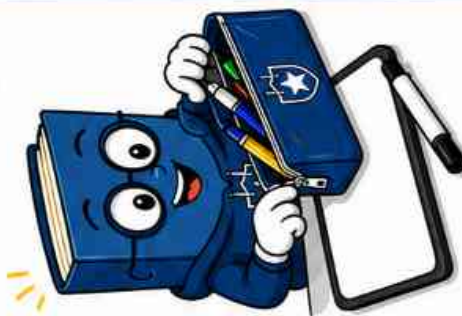
1

Be on time for school everyday because every second counts.



2

In each lesson, get your pencil case out and have your whiteboard and pen ready for learning.



3

In each lesson, the beginning of the lesson starts with a **DO NOW** activity.



★ This recalls important knowledge which helps to learn well in this lesson.

4

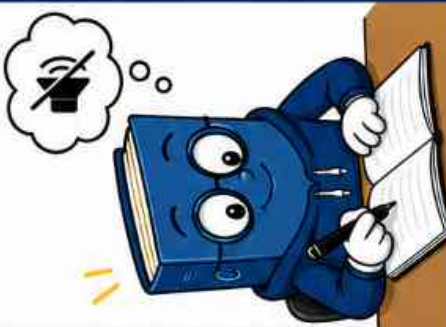
When the teacher is explaining and modelling powerful knowledge, **STAR** becomes really important.



S ★ sit up
T ★ turn to the talker
A ★ act responsibly
R ★ respect for all

5

At some point in the lesson you will be doing a **silent you do**.



 This is when you will spend time applying this knowledge to a task.

What Do I Need Right Now?

We can all feel different feelings. There are lots of ways we can get the help we need.

BLUE ZONE Low Energy	GREEN ZONE Ready to Learn	YELLOW ZONE Getting Worried	RED ZONE Out of Control
			
Sad • Sick • Tired Bored • Moving Slowly	Happy • Calm Feeling Okay • Focused Ready to Learn	Frustrated • Worried Silly/Wiggly • Excited Loss of Some Control	Mad/Angry • Terrified Yelling/Hitting • Elated Out of Control



1. ALWAYS TELL AN ADULT

Talk to an adult about how you are feeling. We will work together to decide what will help.



IN CRISIS?

If I am:

- Hitting, kicking or throwing
- Trying to run away
- Unable to keep myself safe
- Unable to keep others safe
- Too distressed to use strategies

An adult will take me straight to the SAFE SPACE.

The Safe Space is where an adult will help me feel safe and regulate.

2. TRY STRATEGIES IN THE CLASSROOM TOGETHER

						
Have a drink	Use a fidget	Wear ear defenders	Change workspace	Take deep breaths	Movement in class	Draw or read quietly

Still need more help?



3. RETURN TO LEARNING

When I feel calm and ready, I will return to the classroom and get back to learning.



I feel calm



I feel ready



I can learn



I can succeed

We are here to help you every step of the way.



The Adult's Role

As my feelings get bigger, the adult's support gets bigger too.
The goal is always to help me learn how to manage my feelings.

CLASSROOM

I try strategies here first.



ADULT ROLE:

Coach and support.

The adult listens, helps me understand how I feel and decides with me what will help.

They encourage me to use classroom strategies so I can stay learning.



Goal: Stay in class and use my strategies.

RESET ZONE

I need sensory input to reset.



ADULT ROLE:

Guide co-regulation.

The adult stays with me, provides sensory tools, calming activities and a quiet space to help me calm my body and reset my brain.



Goal: Calm my body and reset my brain.

SAFE SPACE

I need help to stay safe.



ADULT ROLE:

Stay with me and keep me safe.

The adult remains with me at all times, providing supervision, co-regulation and reassurance.

They help me feel safe and regulated before returning.



Goal: Be safe, calm and ready to return.

REMEMBER



It's okay to ask for help.



Feelings are okay.



Adults are here to support me.



You are not alone.



It's okay to ask for help. You are not alone.



The Adult's Role



BEFORE ANYTHING ELSE...

Children co-regulate with calm adults before they can self-regulate.

My emotional regulation, communication and body language influence how a child responds during times of distress. My role is to create psychological and physical safety so that regulation can take place before learning resumes.

I will:

- Be the calmest person in the room.
- Use PACE in all interactions:
 - P** Playfulness – Use warmth and gentle humour where appropriate to reduce anxiety.
 - A** Acceptance – Accept the child's feelings without accepting unsafe behaviour.
 - C** Curiosity – Wonder what the behaviour may be communicating rather than making assumptions.
 - E** Empathy – Validate feelings and help the child feel understood and safe.

- Use a calm, slow and reassuring voice.
- Keep my body language open, relaxed and non-threatening.
- Reduce my language and give clear, simple instructions.
- Listen more than I speak.
- Allow processing time and avoid rushing the child.
- Avoid arguing, threatening, bargaining or taking behaviour personally.
- Respect personal space whilst positioning myself safely.
- Continually assess risk to myself, the pupil and others.
- Remember that behaviour is communication and that regulation comes before reasoning.



My aim is to help every child feel safe, become regulated and return to learning as quickly as they are ready.



RESET ZONE

Purpose

Support regulation through co-regulation, sensory strategies and environmental adjustments.



MY ROLE

I will:

- Remain calm and emotionally available.
- Use PACE to build safety and connection.
- Guide co-regulation using agreed sensory strategies.
- Speak slowly and calmly, using minimal language.
- Maintain appropriate personal space.
- Position myself safely, standing at an angle rather than directly in front of the pupil.
- Avoid blocking exits or cornering the pupil.
- Keep a clear route to leave if required.
- Stay aware of other pupils and the surrounding environment.
- Remove potential hazards where it is safe to do so.
- Continually assess dynamic risk.
- Seek additional support if the level of risk increases.
- Follow the pupil's individual support plan and agreed de-escalation strategies.
- Gradually reduce support as the pupil becomes regulated and encourage independence.



Goal: Support the pupil to regulate safely and successfully return to learning.



SAFE SPACE

Purpose

Provide intensive adult support when a pupil is significantly dysregulated and requires immediate help to remain safe.



MY ROLE

I will:

- Remain with the pupil at all times.
- Prioritise the safety of the pupil, myself and everyone else.
- Continue to use PACE, recognising that regulation comes before reasoning.
- Stay calm and avoid arguing, threatening or escalating the situation.
- Speak slowly using short, reassuring phrases.
- Maintain a safe distance whenever possible.
- Position myself safely and avoid placing myself at unnecessary risk.
- Avoid blocking exits unless necessary to prevent immediate harm.
- Move other pupils away where appropriate.
- Remove objects that could present a risk where safe to do so.
- Call for another adult early using the school's agreed communication procedures.
- Follow the pupil's individual support plan and behaviour procedures.
- Only use restrictive physical intervention when it is lawful, necessary, proportionate and I am trained to do so.
- Support the pupil until they are calm enough to safely return to learning.
- Record the incident, participate in a debrief and reflect on future practice.



Goal: Restore safety, support regulation and enable a safe return to learning.

KEEPING MYSELF SAFE

My safety matters too. Keeping myself safe helps me keep children safe.



STAY CALM

- Speak slowly and calmly.
- Keep my voice low and my body language relaxed.
- Avoid arguing, challenging or threatening.



GIVE SPACE

- Maintain a safe distance where possible.
- Avoid blocking exits or cornering the child.
- Allow enough personal space for regulation.



POSITION MYSELF SAFELY

- Stand at an angle rather than directly in front.
- Keep a clear exit route.
- Stay aware of other pupils and the environment.



REDUCE RISK

- Move other children away where appropriate.
- Remove objects that could cause harm where safe to do so.
- Keep the environment calm and uncluttered.



GET SUPPORT EARLY

- Call for another adult before the situation escalates.
- Follow the school's agreed communication procedures.
- Never hesitate to ask for assistance.



USE AGREED STRATEGIES

- Follow the pupil's individual support plan.
- Use agreed de-escalation techniques.
- Only use restrictive physical intervention when it is lawful, necessary, proportionate and within my training.



REFLECT AFTERWARDS

- Debrief with a colleague or senior leader.
- Complete all records accurately.
- Reflect on what worked well and what could be improved.
- Seek support if the incident has affected my wellbeing.



REMEMBER

Safe adults create safe children.



Connection before correction.



Regulation before reasoning.



Co-regulation before self-regulation.



Appendix – Interventions



Roseberry
Primary School

PREVENTING RESTRICTIVE INTERVENTIONS

The safest intervention is the one that is never needed.



OUR PRINCIPLES



Every child has the right to safety, dignity and respect.



Positive relationships come first.



Behaviour is communication.



Restrictive interventions are always a last resort.



We aim to reduce the need for intervention through proactive support.

PREVENT BEFORE YOU RESPOND



Positive relationships



Predictable routines



Clear expectations



Reasonable adjustments



Individual behaviour plans



Trauma-informed approaches



Restorative conversations



De-escalation strategies

CONSIDER INDIVIDUAL NEEDS

Understand and plan for the needs of every child.



SEND



Autism



ADHD



Sensory processing needs



Trauma



Communication differences



Medical needs



Individual risk assessments



Behaviour support plans

Work with families and professionals to put the right support in place.



BEFORE ANY RESTRICTIVE INTERVENTION ASK:

Take time to think.
Explore all other
options first.

1

Is there an immediate risk of harm?

Harm could be to the pupil, another child, a member of staff or others.

2

Have de-escalation strategies been used?

Use calm, supportive strategies and give time for them to work.

3

Could another strategy work?

Consider alternative approaches, reasonable adjustments and support.

4

Is intervention lawful?

It must be in line with this guidance, our policy and the law.

5

Is it necessary?

Is it needed to prevent harm, serious damage, serious disruption or a criminal offence?

6

Is it proportionate?

Use only the level of intervention needed, for the shortest time possible.

7

Is it the least restrictive option?

Always choose the option that least restricts the pupil's liberty and freedom of action.



If you can answer YES to all of the above, the intervention may be appropriate.

If the answer to any question is NO, do not use a restrictive intervention.



INFORM THE SLT

Early communication enables support and reduces risk.



Escalating behaviour



Emerging risks



Concerns about safety



Repeated incidents



Request additional support



Any situation causing concern



Inform a member of the Senior Leadership Team as soon as practicable.



REMEMBER



Build strong relationships.



Use prevention and early support.



Understand the child's needs.



Plan, adapt and de-escalate.



Keep pupils and staff safe.



Restrictive interventions are a last resort.



Our goal is calm, safe and positive learning for everyone.



Prevention, relationships and positive behaviour support reduce the need for restrictive interventions.



RESTRICTIVE INTERVENTIONS, INCLUDING USE OF REASONABLE FORCE

Keeping pupils safe when immediate action is required.

1. WHAT ARE RESTRICTIVE INTERVENTIONS?

Restrictive interventions include physical and non-physical actions that intentionally restrict a pupil's movement, liberty or freedom of action to prevent harm.

These may include:

-  Reasonable force
-  Physical intervention
-  Restraint
-  Seclusion (only in exceptional circumstances)
-  Other non-physical interventions

2. RESTRICTIVE INTERVENTION MAY BE USED TO:

-  Prevent a pupil from causing injury to themselves or others
-  Prevent a pupil from committing a criminal offence
-  Prevent serious damage to property
-  Prevent serious disruption that is likely to lead to harm

It must be lawful, necessary, proportionate and used as a last resort.

3. KEY PRINCIPLES

-  Use the minimum level of force necessary.
-  Use for the shortest time possible.
-  Use the least restrictive option available.
-  Protect dignity, respect and rights.
-  Continuously assess the risk.
-  Stop as soon as it is safe to do so.
-  Never use as a punishment.

4. RESTRICTIVE INTERVENTION CAN LOOK LIKE

-  Standing between pupils
-  Blocking access to danger
-  Guiding or escorting a pupil away from danger
-  Separating pupils
-  Holding or restraining only where necessary to prevent harm

The level of intervention should always match the level of risk.

5. RESTRICTIVE INTERVENTION MUST NEVER BE USED TO:

-  Punish a pupil
-  Gain compliance or to secure compliance
-  Respond to low-level disruption
-  Respond to verbal abuse or difficult behaviour alone
-  Respond to damage to property that does not pose an immediate risk of harm
-  Apply pressure to the neck, throat, chest or abdomen
-  Restrict a pupil's breathing or circulation
-  Use excessive, unreasonable or disproportionate force
-  Continue to use force once the risk has passed
-  Use where a less restrictive intervention would be effective

Restrictive interventions must never be used as a punishment or to make life easier for staff.

6. AFTER EVERY SIGNIFICANT INCIDENT

-  Record the incident promptly and factually. Include what happened, what action was taken and by whom.
-  Inform parents/carers on the same day, in most cases.
-  Review what happened. Consider what triggered the incident and whether anything could have been done differently.
-  Support the pupil and staff involved. Check wellbeing and provide time to reflect.
-  Update behaviour support plans, risk assessments and strategies where needed.
-  Learn from the incident to reduce the likelihood of future incidents.

7. SECLUSION

Seclusion is the supervised confinement of a pupil alone in a room or area from which they are prevented from leaving.

Seclusion must:

-  Only be used in exceptional circumstances when there is an immediate risk of harm.
-  Be necessary, proportionate and used for the shortest time possible.
-  Be in a safe, suitable space with continuous adult supervision.
-  Be recorded and reported in line with this guidance.

8. STAFF TRAINING & SUPPORT



All staff should be trained in our behaviour policy, de-escalation and the appropriate use of restrictive interventions.

-  Training is regular, up to date and role appropriate.
-  Staff are supported to use strategies confidently and safely.
-  Staff have access to guidance, mentoring and wellbeing support.

9. RECORDING, REPORTING & REVIEW



All significant incidents involving restrictive interventions (including reasonable force and seclusion) must be recorded promptly.

-  Parents/carers will be informed on the same day, in most cases.
-  Incidents are reviewed to support those involved and to identify strategies to reduce the likelihood of future incidents.
-  Leaders monitor patterns and ensure practice continues to improve.



Always use the least restrictive intervention, for the shortest time necessary, in the best interests of the child.