



## Millfield Behaviour Policy A Therapeutic Approach

| Date          | Revision amendment details                  | By whom                              |
|---------------|---------------------------------------------|--------------------------------------|
| September 24' | Policy written and shared with stakeholders | Wendy Lee/Tarra Sampson/Anne Hopkins |
| September '25 | Policy reviewed                             | WL/TS/AH                             |
| October '25   | Policy to be published on website           |                                      |
| September '26 | Policy updated/revised                      | WL/TS                                |
| September '27 | Policy to be reviewed                       | SLT/FSMHL                            |

Millfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

***"Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values, and knowledge. These can be taught." Tom Bennett, 'Running the Room: A Teacher's Guide to Behaviour'.***

## Vision and Values Statement

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and to become positive, responsible and increasingly independent members of the school community. The school has a number of expectations rather than rules and the behaviour policy supports everyone in achieving these. It is a means of promoting good healthy relationships, so that people can work together with the common purpose of helping everyone to learn. Positive behaviour reflects the values of the school, readiness to learn and respect for others. This policy is designed to promote positive behaviour choices, rather than merely deter detrimental behaviour. Our school adopts a therapeutic approach to support children to manage their own behaviour.

Millfield Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

The behaviour policy will complement our safeguarding policy to be respectful of cultural diversity and heritage and of the 9 protected characteristics (age, disability, gender reassignment, marriage and partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

The School expects appropriate or valued behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote valued behaviour, rather than merely deter detrimental behaviour.

Alongside our therapeutic approach to behaviour, our school is committed to the well-being and mental health of our whole school community. The promotion of our values of Engage, Enquire and Excel and the work of our Family Support and Mental Health Lead run parallel in creating a positive learning environment. A clear set of Social Learning Objectives based on the British Values underpins our expectations in terms of behaviour and behaviour for learning.

### Valued Behaviour

At Millfield Primary School we focus on promoting and teaching valued behaviours. This is behaviour which relates to being positive, helpful, and values social acceptance. All staff are responsible for developing and encouraging valued behaviour. Acting as role models in accordance with the personal and professional expectations set out in the teaching standards. (see Appendix 2 reference to subconscious and conscious behaviours)

| Valued behaviour |                                                                                                                                                                                                                                                                                                          | Staff responses could include:                                                                                                                                                                                                               |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class behaviours | <ul style="list-style-type: none"><li>- Participating in activities</li><li>- Completing classwork</li><li>- Listening to others</li><li>- Respectful of ideas</li><li>- Independent working</li><li>- Using varied support structures</li><li>- Completing work above and beyond expectations</li></ul> | <ul style="list-style-type: none"><li>- Use of positive language, praise and encouragement</li><li>- Whole class rewards to promote behaviours</li><li>- Displays and learning environment</li><li>- Feedback through varied means</li></ul> |

|                   |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                 |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Around the school | <ul style="list-style-type: none"> <li>- Helping others</li> <li>- Being polite</li> <li>- Respectful of the environment</li> <li>- Take pride in our appearance</li> </ul>                         | <ul style="list-style-type: none"> <li>- Modelled behaviour</li> <li>- Communication with parents/carers (phone calls, postcards, reports, parents evening etc.)</li> </ul>                                                                                                                                     |
| Playtime          | <ul style="list-style-type: none"> <li>- Showing kindness</li> <li>- Sharing with a friend</li> <li>- Giving to others</li> <li>- Using appropriate language</li> <li>- Including others</li> </ul> | <ul style="list-style-type: none"> <li>- Positive affirmations every morning, shared with the children.</li> <li>- Weekly Social Learning Objective certificates</li> <li>- Weekly certificates celebrated at celebration assembly</li> <li>- TEFAT badges</li> <li>- Attendance Bear and Tidy Tiger</li> </ul> |

(This table is not an exhaustive list of valued behaviours and responses)

#### Supporting All Learners including those with SEND and SEMH needs:

At Millfield we endeavour to provide an environment, opportunities and learning that will develop helpful feelings towards each other. There are many ways that teachers and other school staff can promote valued behaviour throughout the school day and reduce negative experiences, unsocial, disruptive, difficult or dangerous behaviours. However, this may often include making adaptations for identified children due to SEND, social and emotional needs, developmental or learning needs. Where difficult behaviours can be anticipated, teachers should plan strategies to minimise or prevent these e.g. by enabling access to sensory activities/movement breaks. It is the responsibility of all adults involved with the child at different times of the day to anticipate situations that a particular child may find challenging. See examples:

- If a child struggles with transition times, the class teacher should foresee this and put strategies in place to support the child to manage this.
- If a child struggles with competitive games like football, then the midday supervisor should foresee this and put other games/play equipment out and encourage the child to participate with this.

To support children with difficulties that affect their behaviour we use a range of different strategies which can include setting behaviour targets using the [target setting framework](#), scaffolding, access to resources, access to sensory/movement breaks/activities or access to workstations. We provide a visual timetable in every classroom and try to ensure that changes to this timetable are communicated in advance as far as possible. The school uses a number of educational and protective consequences to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- Use strategies e.g. distraction techniques to support the child
- A verbal reminder of expectations of valued behaviour
- Space and time is given for de escalation and regulation of the detrimental behaviour (using the therapeutic script and relational approach)

- Children who continue to display detrimental behaviour or cannot regulate their behaviour in that space may need to spend time with a member of SLT, our Family Support and Mental Health Lead or SENCO to support behaviour change
- It may be necessary if detrimental behaviour continues that the child needs an alternative space as the learning environment at that time may not be conducive to positive engagement
- Continued detrimental behaviour may require communication, by phone, email or face to face with parents or carers
- Recovery discussions (with SENCo/SLT/FSMHL and adults around the child) should be used to support the child and the Team Around the Child approach is used to develop and explore strategies to identify, understand and set short term goals and targets (see Appendix 5)
- Therapeutic Plans (formerly Risk Reduction Plans) should be used to identify risks and triggers and to mitigate against these (see Appendix 4)
- Follow TEFAT procedures for internal exclusion, suspension and permanent exclusion (also refer to DfE Guidance)
- Involvement of external agencies

In some cases, expectations may need to be modified to manage a child's behaviour or to help them understand the expectations (e.g. where a child has an Education Health Care Plan, APDR or Pupil Passport, is developmentally delayed or where attachment or trauma experiences affect the child's ability to follow expectations). Some children may not comprehend the expectations and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the child, parents/carers, the class teacher and the SENCO.

Adults at Millfield will promote and plan opportunities for children to experience and understand the following positive feelings.

|             |              |            |            |               |              |
|-------------|--------------|------------|------------|---------------|--------------|
| Liked       | Loved        | Respected  | Involved   | Included      | Brave        |
| Comfortable | Motivated    | Safe       | Encouraged | Able          | Curious      |
| Capable     | Valued       | Secure     | Relaxed    | Hopeful       | Optimistic   |
| Calm        | Trusting     | Determined | Tolerant   | Needed        | Kind         |
| Inquisitive | Happy        | Absorbed   | Playful    | Proud         | Enthusiastic |
| Supported   | Wanted       | Understood | Empowered  | Compassionate | Heard        |
| Independent | Aspirational | Resilient  | Empathetic | Open-minded   | Belonging    |

(This table is not an exhaustive list of positive feelings)

## **Behaviour Types**

### **Low level disruptive behaviour**

Low level disruptive behaviour is a category of behaviour which hinders the learning of the pupil and other children in the classroom. Where low level disruption is prevalent it is not necessarily children's

safety that is at risk but this type of behaviour can have a detrimental impact on teaching and learning. Common examples of low level disruptive behaviour include talking or calling out, not following instructions or directions, making noises, disturbing other children.

Staff should strive to interpret low level disruptive behaviour as a communication of feelings and to differentiate or support accordingly. It is essential to allow children to communicate these feelings and so all adults in school must have strategies to support children with this, including:

- allowing a child to have a 'time-out', this is an opportunity to allow the child to self regulate their emotions and feelings (some children may need support through co-regulation). A child may need a timer or some resources, e.g. fidget toys to support this process. This must always be followed up with a restorative conversation between the child and adult to discuss triggers and the consequence of the behaviour. The conversation should happen when the child is appropriately regulated to process the information.

| Low level disruptive behaviour                                                                                                                                                                                                                                                                                     | Range of responses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Staff responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Low level/risk:</b> <ul style="list-style-type: none"> <li>- Refusing to complete tasks</li> <li>- Not staying in their seat</li> <li>- Disrupting the learning of others</li> <li>- Making inappropriate noises</li> <li>- Not completing their own work</li> <li>- Calling out</li> <li>- Chatting</li> </ul> | <ul style="list-style-type: none"> <li>- Range of behaviour management strategies such as: the 'look', move places, reminder of expectations, supporting with task etc.</li> <li>- Children who have not completed their work during the session time, may be asked to stay in at an alternative time to complete the work set</li> <li>- Praise for those making pro-social choices</li> <li>- Use of "Obviously" to highlight behaviour and then the corresponding action</li> <li>- Use of instruction 'Remember to walk in the corridors'</li> <li>- Restorative conversations to resolve conflict</li> <li>- subtle, one to one conversation</li> </ul> | All staff <ul style="list-style-type: none"> <li>- Take responsibility for the children they are working with</li> <li>- A child may stay in to complete work if they have not done so at the allocated time - consideration needs to be made as to the reasons for the low level behaviour</li> <li>- Liaise with parents, carers and class teacher depending on the severity and frequency of behaviour</li> <li>- Recorded on Arbor or MyConcern as appropriate</li> <li>- Recovery Discussion</li> <li>- Therapeutic Plans</li> <li>- Behaviour Targets</li> <li>- Risk Assessment</li> </ul> |

(This table is not an exhaustive list of actions and responses)

Persistent low level behaviour should not be ignored and to mitigate, staff should have high expectations for behaviour and learning, model and praise the positive, appropriate behaviour and, above all, there should be consistency across the school with all staff following the behaviour policy and procedures.

### Detrimental Behaviour

**Detrimental behaviour** is defined as behaviour that disrupts, causes harm, distress or injury to an individual, the school community or to the environment. It may result in unhelpful feelings and negative experiences. There are different levels of detrimental behaviour as defined below:

**Difficult behaviour** is that which is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Detrimental behaviour of any level must be responded to, however, the response must be appropriate and proportionate to the situation and behaviour displayed.

At Millfield our aim is to respond to detrimental behaviour in a way that is therapeutic and supports the child in understanding why it is detrimental and minimise the recurrence of such behaviour. This will not be achieved through 'punishing' detrimental behaviour. It will instead often be the case that there will need to be a protective or educational consequence as defined below.

| Difficult Behaviour                                                                                                                                                                                                                                                                                    | Range of responses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Staff responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Medium level/risk:</b> <ul style="list-style-type: none"> <li>- Swearing</li> <li>- Inappropriate language</li> <li>- Disrespectful behaviour</li> <li>- Consistently not following instructions</li> <li>- Name calling</li> <li>- Persistently disrupting learning</li> <li>- Bullying</li> </ul> | <ul style="list-style-type: none"> <li>- Range of behaviour management strategies such as: the 'look', move places, reminder of expectations, supporting with task etc.</li> <li>- Use of "Obviously" to highlight behaviour and then the corresponding action</li> <li>- Planned additional PSHE lessons to support the needs of a group of children</li> <li>- Time to complete learning at playtimes</li> <li>- Restorative conversations to resolve conflict</li> <li>- Change of face</li> <li>- Complete work in another area or class</li> <li>- Use of Zones of regulation</li> </ul> | <p>All staff</p> <ul style="list-style-type: none"> <li>- Take responsibility for the children they are working with</li> <li>- Inform parents, carers and class teacher depending on the severity and frequency of behaviour</li> <li>- Recorded on Arbor or MyConcern as appropriate</li> <li>- Recovery Discussion</li> <li>- Risk Assessment</li> <li>- Behaviour targets</li> <li>- Therapeutic Plan</li> </ul> <p>To be escalated from support staff, to class teacher, to phase leader to SLT as required</p> |

(This table is not an exhaustive list of actions and responses)

**Dangerous behaviour** is that which is detrimental and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse, sexualised or violent behaviour. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

| Dangerous Behaviour                                                                                                    | Range of responses                                                                                                                                            | Staff responsibility                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>High level/risk:</b> <ul style="list-style-type: none"> <li>- Damaging school or other people's property</li> </ul> | <ul style="list-style-type: none"> <li>- Effective use of language</li> <li>- Incident to be investigated</li> <li>- Child to be removed to a safe</li> </ul> | <ul style="list-style-type: none"> <li>- Recorded on Arbor/ MyConcern by staff involved</li> <li>- Parents/carers to be</li> </ul> |

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| <ul style="list-style-type: none"> <li>- Throwing objects</li> <li>- Physical assault against a pupil</li> <li>- Physical assault against an adult</li> <li>- Leaving the premises</li> <li>- Racism</li> <li>- Bullying</li> <li>- Stealing</li> <li>- Spitting</li> <li>- Throwing objects</li> <li>- Use of a weapon</li> <li>- Defiance, repeatedly not following instructions which leads to unsafe behaviour</li> <li>- Discriminatory language</li> <li>- Sexualised behaviour or language</li> <li>- Child on child abuse</li> </ul> | <ul style="list-style-type: none"> <li>place</li> <li>- Other children to be removed from location to a safe place</li> <li>- Use of Zones of regulation</li> <li>- Physical intervention by staff only where safety of a pupil or other person is at risk (see appropriate Appendices regarding reasonable force and physical intervention)</li> <li>- Fixed term or permanent exclusion depending on the seriousness of the incident (see TEFAT/DfE guidance)</li> </ul> | <ul style="list-style-type: none"> <li>informed on the same day as the incident</li> <li>- Individual assessment and plan to be carried out to support the child moving forward</li> <li>- Recovery Discussion</li> <li>- Risk Assessment</li> <li>- Behaviour targets</li> <li>- Therapeutic Plan</li> </ul> |
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(This table is not an exhaustive list of actions and responses)

**Range of responses** is defined as a logical, explainable response to a valued or detrimental behaviour; a logical outcome of something occurring earlier; a conclusion reached by reasoning. These are designed to help children learn and develop valued behaviour transferable to all contexts.

At Millfield we have broken detrimental behaviour into 3 levels from low level to dangerous:

**Low level 3/risk:** behaviour which is resulting in little or no harm/first time it has happened/a one-off with very little harm caused.

**Medium level 4/risk:** persistently displaying behaviour which includes deliberate acts that cause some harm, causing emotional or physical harm usually through intentional behaviours.

**High level 5/risk:** one off or persistent behaviours that are unsafe and do, or could cause significant emotional or physical harm. Usually deliberate.

It is important to teach children how to behave appropriately resulting in helpful feelings and positive experiences. They make progress in their behaviour just as they do with their skills and knowledge in all areas of the curriculum. As they develop empathy and an understanding of the consequences of their behaviour, they will become better able to self-regulate their behaviour and make valued and positive behaviour choices.

### Effective use of language

When faced with difficult or dangerous behaviour our staff will respond in a way that is most likely to reduce anxiety and calm the situation. This means:

- Using positive phrasing (saying what behaviour you want to see)
- Giving a limited choice
- Disempowering the behaviour (reducing attention for difficult behaviours)
- Using a logical range of responses. (See Appendix 3 'What to say')
- Using the Therapeutic script (see Appendix 3 'What to say')

### Different types of responses

Where children continue to display detrimental behaviour, despite being reminded or where significant harm has been caused, staff may use a response to reduce any further harm or disruption (Protective Consequences) and to teach the children how to behave appropriately resulting in helpful feelings and positive experiences (Educational Consequences). An educational consequence must always be given following a protective consequence to ensure that children are given the opportunity to learn from their mistakes. Longer term protective consequences may be needed if it is likely that the same harmful behaviour will be repeated. For example, a child may be asked to have their playtimes inside for a period of time whilst they work on making valued behaviour choices.

### **Responses: for low level difficult behaviour (Low level)**

In lessons, low-level difficult behaviour should be dealt with quickly and in a low-key way to reduce any disruption to learning. Behaviours at this level include behaviours resulting in little to some harm, though they may be disruptive to their own and others' learning.

Sequence of responses to low-level behaviours, staff should draw on a range of positive strategies such as:

- Distract and refocus
- Reduce any anxiety (e.g. offer support)
- Ignore secondary behaviours
- Praise others for making good choices
- Tactical ignoring
- Non-verbal clues
- Time in a calm space or alternative environment
- Consideration to the learning environment

**Reminder** – the adult will remind the child of what they want them to do.

**Warning** – as above and the adult will also remind the child what logical consequences will follow if they continue to make the wrong behaviour choice.

**Protective consequence** is given to ensure that others are able to learn or play e.g. Time in an alternative space or with an alternative adult: work is completed at a quiet table in the class /sit at a quiet bench outside if at playtime.

Time in another space: work is completed in the neighbouring class.

**Educational consequence** – a consequence related to the behaviour is given e.g. Tidy up mess made, Practise lining up, Re-do/finish work in own time with support if needed

**Make amends** – if appropriate a child may have a **restorative conversation** to repair any damage to a relationship. If behaviour is classed medium level 4/risk, the child should have the opportunity to discuss the behaviour with an adult to reflect on their feelings, behaviour and its consequences. Behaviour incidents at medium level 4/risk should always be **recorded** on Arbor.

### **Responses for serious or dangerous behaviour (High level 5/risk)**

Behaviours that are high level 5/risk, are unsafe and do, or could, cause emotional or physical harm. Where medium level 4/risk behaviour has continued, despite the use of the strategies above, the adult should consider whether Behaviour Targets (Appendix 6), Recovery Discussion or Therapeutic Plan are required. Staff should complete the appropriate form when requesting a Recovery Discussion. (Appendix 5)

### **Sequences of responses to serious and extremely serious behaviours:**

**De-escalation:**

Staff use a system of Conflict Resolution to help children to learn about and reflect on their behaviour and how this is linked to their emotions. Staff will explicitly teach emotional literacy alongside dealing with the conflict in the moment. Wider work on understanding emotions is taught as part of the curriculum both in groups, and individually where necessary across the school. The school will work closely with parents when children need additional support. There is a de-escalation script to be used by staff. (see Appendix 3)

This system is applied consistently and fairly by staff members and for the youngest children is modelled by staff to teach them about their own feelings as well as the feelings of others. Staff are quick to support children and help distract them if needed. Where children are finding managing their emotions too overwhelming, staff will allow them some space and time; this may be away from the classroom.

**Conflict Resolution:**

Steps used by staff:

- Approach calmly, stopping any hurtful actions.
- Acknowledge children's feelings.
- Gather information.
- Restate the problem.
- Ask for solutions and choose one together.
- Be prepared to give follow-up support.

Where there has been damage to property a restorative approach will also be used, e.g. washing off pen from walls with support from staff; where children are finding it difficult to engage with this process, staff will support them to achieve the required behaviour before returning to normal activities.

**Physical Intervention**, in accordance with DfE Use of Reasonable Force, in some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (Intervention Book) and reported to parents
- Be proportionate.

**Emotional Recovery** – once the situation has been made safe, if the child is still feeling anxious or angry, they will be given some time and space to recover emotionally. This will vary for different children, but spaces that can offer this include: the Acorn Room (Activity Room), a breakout space, the Conker Room (SENDCo and Family Support and Mental Health Lead's office), Headteacher's office. An adult will always be present or watching from nearby. The impact of high level 5/risk on other children and adults within school must be considered. Children who have been affected by the behaviour should also be given time and space to recover emotionally, as above. Adults should also ensure that they take the time to debrief with the class teacher or member of DSL/SLT/SENCo/FSMHL as appropriate.

**Reflecting, repairing and restoring** – after an incident where harm has been caused and once the child has had time to calm, they will be helped to reflect on what has happened, how they and others feel and the effects of what has happened. They will be guided to think about how they can repair any damage done (physical or emotional) and how to restore relationships with those affected. All children will work through this with an adult. Some children may respond well to alternative approaches such as co-creating a comic strip to illustrate what happened and what other choices could have been made. This reflection will only be effective once the child is feeling calm and positive so there may be a necessary delay between an incident and the reflection process. Adults will stress that it is ok to make mistakes as long as you learn from them.

**Range of responses** – responses at medium 4 and high level 5/risk will be timely, fair, proportionate and reparative (e.g., writing an apology letter). This may involve the loss of play or lunchtime. Any behaviour at high level 5/risk will be dealt with by a member of DSL/SLT/SENCo/FSMHL, who will decide on the most appropriate protective and educational consequences. The school will work closely with relevant external agencies to support a child where high level 5/ risk behaviours are repeated.

If harmful and/or unsafe behaviours are frequent for a child, then we will consider analysing their behaviour further and setting up an individual Therapeutic Plan (see Appendix 4).

**Malicious allegations** by children against staff will be taken very seriously. The Headteacher and parents will be involved and carefully considered actions will be taken. This could include temporary or permanent exclusion.

### **Child-on-child Abuse**

Where detrimental behaviour is deemed to be child-on-child abuse in any form, it will be recorded appropriately on Arbor and/or MyConcern. This behaviour is then monitored closely by SLT/DSLs and appropriate work undertaken with the child to ensure they understand the behaviour and this is not repeated. This is in line with the Safeguarding and Child Protection Policy and KCSIE.

### **Searching, Screening and Confiscation**

On the rare occasion that we need to search and screen children, we will do so in accordance with government advice and statutory guidance. This means that staff can search a child or their belongings for any item if the child gives consent. The Headteacher or an authorised member of staff, also has a statutory power to search and confiscate items, without consent, if they have reasonable grounds for suspecting that the child may have a prohibited item in school (e.g. a weapon, illegal drugs, stolen items, any item that the child may be intending to cause damage or injury with.) In addition to the items outlined above, staff may also search for mobile phones and/or medicine. Children can bring mobile phones into school, but they must hand them in to the office, who will keep them safe. They can then collect them from the office at the end of the school day. Any medicine should be handed in to the school office with a completed form and parental consent.

Any prohibited items found as listed above will be given to a member of SLT who will contact parents and return to parents if appropriate. It may be necessary to also contact the police.

### **Unforeseeable Behaviour**

Unforeseeable behaviours are behaviours not covered by the statement, never previously experienced or a result of an uncontrollable situation. These will be assessed and acted upon accordingly then reflected in the policy when it is reviewed. This will allow more situations to be known and actions in place to deal with them.

Staff dealing with unforeseeable behaviour should follow the steps above for serious and dangerous behaviour.

### **Recording, Reporting and Communications**

To support the development of valued behaviours, reduce and support difficult/dangerous behaviours, effective and timely communication is key.

Staff who deal with an incident of detrimental behaviour are responsible for recording this on Arbor and SLT/DSLs will follow this up where necessary. It may also need to be recorded on MyConcern if there are existing concerns for the child, they are under Social Care or Targeted Support, there is a change in behaviour or the behaviour is targeted at one of the 9 protected characteristics. Any incidents MUST logged on MyConcern must be reported to a DSL in a timely manner.

### **Communication with Parents/Carers**

Millfield Primary School values working in partnership with parents in all aspects of school and seeks to engage parents in supporting the management of behaviour within the school. This policy is available to all parents via the school website.

It is important that staff communicate both valued and detrimental behaviours with parents/carers. Staff will endeavour to share information in an open and honest manner and will use the same factual language that is used to record the incident.

For medium and high level/risk behaviours, parents may be contacted by either the class teacher or a member of SLT/DSL. This could be a telephone conversation or a face-to-face meeting which then should be recorded in the communication logs on Arbor. Staff should check that the child is not open to Social Care or Targeted Support before making contact. If a child is open to Social Care or Targeted Support, it may be most appropriate for a member of SLT or a DSL to make contact.

Where a child has been excluded, this will be confirmed in writing to the parents/carers. A letter detailing the outcome of the reintegration meeting will also be sent to parents/carers, following successful reintegration.

### **Internal Exclusion**

The Headteacher in conjunction with the Senior Leadership Team may decide to issue an internal exclusion rather than a statutory exclusion. This decision will be based 'on the balance of probabilities.' e.g. it is more likely than not that a fact is true. Advice may be sought from the Trust. An internal exclusion may be between 1-2 days. The child will be isolated from their peers and have no contact with the other children. The child will be supervised in an appropriate place to be determined at the time depending on for example the age of the child and staff availability. Work will be provided by the class teacher. Lunch and break time will be spent inside. Parents will be informed prior to an internal exclusion and a record will be kept on the child's file. On completion of an internal exclusion, parents may be called in to meet with a member of the Senior Leadership Team to identify positive next steps.

### **Internal Exclusion & Safe Regulation Spaces**

Internal exclusion or time-out in an alternative space is used as a proportionate, time-limited measure to support pupil regulation and maintain a safe, effective learning environment <sup>1</sup>. Pupils placed in internal exclusion maintain access to the curriculum, appropriate adult support, toilet facilities, scheduled breaks, and drinks <sup>2</sup>. In accordance with DfE guidance on behaviour in schools and restrictive interventions, internal exclusion will never involve forcible seclusion or confinement in an isolated space

from which a child cannot leave, except in emergency situations where immediate reasonable force is required to prevent imminent harm<sup>3</sup>

### **Exclusion**

At Millfield, an exclusion will only be used as a last resort. All of our children are entitled to work in a safe and secure environment free from violence and disruption. Exclusions will only be considered when the Headteacher risk assessments conclude that the welfare and safety of other members of the school community cannot be assured.

Serious incidents need to be treated on an individual basis and the circumstances investigated by a member of SLT or DSL. All staff will ensure that they try to de-escalate situations and promote valued behaviours.

In exceptional circumstances fixed term and permanent exclusions may be considered for a first or 'one off' offence.

Types of behaviour which may result in any type of exclusions can include:

- Violent behaviour
- Continual wilful insolence to adults in front of other children
- Damage to any school property
- Stealing
- Leaving school premises without permission
- Sexualised behaviour including harassment, abuse or assault
- Carrying an offensive weapon (This list is not exhaustive)

If a child may possibly be permanently excluded, the school must take into account of the *DfE Guidance: Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion*.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### **Part time and/or Reduced Timetables**

In exceptional circumstances, there may be a need for a child to be placed on a temporary part-time timetable. This will be used in instances where being in full time education is not considered to be in the best interests of the child's mental or physical health. This may be to reduce their level of anxiety, to re-integrate them after a long absence or as a protective measure, where their behaviour is persisting in causing harm to others despite all attempts to prevent it. This is a time-limited arrangement and will include a plan for support and dates for regular review as well as an end date. This will always be discussed and agreed with parents and the aim will be to work towards the child attending full time. Guidance from the Local Authority will be followed and a local owned plan will be completed and shared with parents.

### **Anti Bullying:**

The school does not tolerate bullying, physical threats, abuse or intimidation of any kind. Everyone has the responsibility to work together to stop bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents are also recorded on our internal recording systems. .

"Bullying is a repeated pattern of behaviour that intentionally hurts or harms"

We also use child friendly definitions for identifying bullying which is regularly reinforced to the children through assemblies.

|             |             |
|-------------|-------------|
| S – several | S - start   |
| T - times   | T - telling |
| O - one     | O - other   |
| P - purpose | P - people  |

All forms of bullying (discrimination and intimidation) will be addressed. Bullying can include:

- Physical pushing, hitting, kicking, pinching, stealing or hiding belongings.
- Name calling, sarcasm, persistent teasing and emotional torment through ridicule, humiliation.
- Sectarian or Racial taunts or gestures.
- Insults, offensive or sexual comments/remarks, threatening language
- Indirect social exclusion, spreading rumours or stories, graffiti, defacing property, displaying literature or materials of a racist or sexual nature.
- Unwanted physical conduct
- Offensive or abusive text or internet messages and all forms of cyberbullying.
- Racial abuse

Staff are aware of signs and symptoms to watch out for when spotting if someone is being bullied and will take action. Systems are in place including class 'check-in' emotion boards and access to the class 'wishes and feelings' boxes' for children to raise concerns and staff to respond to. Children are taught explicitly about bullying in school and actively promote anti-bullying messages. In appropriate cases, such as those involving child-on-child abuse, sexual harassment or violence additional appropriate safeguarding support would be put in place and any relevant agencies contacted to ensure appropriate support offered, in line with statutory guidance outlined in KCSIE 2025.

### **Prevention of bullying and discrimination. Encouraging confidence to raise issues:**

There are many strategies in school but some include:

- Taught lessons and focus weeks on bullying as part of the PSHE curriculum
- Assemblies and visitors
- Posters designed by the Young Carers Group
- Educating children about Modern Britain aligned to British Values, protected characteristics, discrimination
- Wishes and Feelings boxes in all classes/communal areas where children can place a note
- Emotion 'check-in' boards for children in class
- Family Support and Mental Health Lead support, restorative and recovery discussions
- Promotion of safe adults and telling someone in school to seek help
- Posters displayed for National Helplines such as Childline, Young Minds, NSPCC
- Zones of regulation

Please also refer to the [TEFAT Anti-Bullying Policy](#).

### **School Uniform**

Having a school uniform is very important and there are a number of benefits including:

- To set a high expectation and standard for personal appearance
- To create a sense of belonging and cohesion for the school community, regardless of background
- To set an appropriate tone and mindset for education and being in school.

- To provide a safe and secure environment, reducing opportunities for bullying or peer pressure to wear the latest fashions or other more expensive clothing

Millfield offers parents the opportunity to buy second hand uniforms and any lost property is also used to support families. Parents and carers can contact school if they are having any issues with the cost of school uniforms.

So as to avoid indirect discrimination reasonable adjustments will be made, as appropriate, for pupils with a protected characteristic. This should be discussed directly with the school in the first instance and careful consideration given to any such request.

#### Review:

This policy is reviewed every two years. It may be reviewed earlier than this, if the government introduces new regulations, or if recommendations are received on how the policy might be improved.

## Appendices

### **Appendix 1 - Key definitions:**

**Detrimental behaviour:** Behaviour which is unhelpful and negative, that which causes harm to an individual, a group, to the community or to the environment.

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme valued to extreme detrimental behaviour. A behaviour policy should increase valued behaviour and reduce detrimental behaviours through planned responses.

**Being therapeutic:** An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour, through planned and sustained positive experiences.

**Conscious behaviours:** Those that are the result of thought and planning; a behaviour a child is unwilling to contain.

**Consequence:** A logical, explainable response to a valued or detrimental behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

**Dangerous behaviour:** That which is detrimental and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

**Difficult behaviour:** That which is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

**Equality:** Affording people the same equal status, rights and opportunities.

**Equity:** The differentiated measures to provide equal opportunities.

**Externalising:** When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

**Internal discipline:** Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

**Internalising:** When a person's natural response to unhelpful feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

**Valued behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

**Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.

## **Appendix 2 - Subconscious and conscious behaviour checklist:**

### Subconscious behaviours – behaviours that choose us

- Behaviours that are evident without any thought or planning.
- Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity.
- Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
- Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

**Below is a checklist to explore whether the behaviour of an individual child is subconscious.**

**Please use this checklist to analyse the behaviour and identify anxieties.**

### Subconscious behaviour analysis checklist

| Question                                                                                                   | Response | Solutions or differentiation through Anxiety Mapping.<br>Predict and prevent escalation                                       |
|------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------|
| Is the behaviour medical or habitual?                                                                      |          | Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought <b>advice</b> on the best way to support them? |
| <b>What is causing the anxiety?</b><br>(topic, adult, time, activity, peers, transition, noise etc.)       |          | How do we <b>lower</b> their anxiety? (topic, adult, time, activity, peers, transition, noise etc.)                           |
| <b>What is causing the fear?</b><br>(topic, adult, time, activity, peers, transition, noise etc.)          |          | How do we <b>support</b> them to feel less fearful?                                                                           |
| <b>What is causing the anger?</b><br>(topic, adult, time, activity, peers, transition, noise etc.)         |          | How do we <b>support</b> them to feel less angry/manage their anger? (Roots and Fruits)                                       |
| <b>What is causing the confusion?</b><br>(topic, adult, time, activity, peers, transition, noise etc.)     |          | How do we provide <b>support/structure</b> so they feel less confused?                                                        |
| <b>What is causing the embarrassment?</b><br>(topic, adult, time, activity, peers, transition, noise etc.) |          | How do we <b>support them</b> to feel less embarrassed/ manage these feelings?                                                |
| <b>What is stimulating/overwhelming them?</b>                                                              |          | How do we <b>manage this stimulus?</b> (topic, adult, time, activity, peers, transition, noise etc. Anxiety Mapping)          |

Conscious behaviours – behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning

- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
- Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.
- Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

Below is a checklist to explore whether the behaviour of an individual child is subconscious.

Please use this checklist to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

### Conscious behaviour checklist

| Question                                                               | Response | Solution or differentiation                                                                                                                                                            |
|------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What is their desired outcome of their behaviour?</b>               |          | Is there any other way they could get their desired outcome using valued behaviours, such as asking, negotiating etc.?                                                                 |
| <b>What is the motivation to behave anti-socially?</b>                 |          | What gains or benefits practically or emotionally are achieved through the behaviour?                                                                                                  |
| <b>What is the motivation to behave in a helpful and positive way?</b> |          | Is there any practical or emotional benefit or incentive to behaving in a helpful and positive way?                                                                                    |
| <b>What are the expected consequences?</b>                             |          | Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid? |
| <b>How can I impact the child's beliefs or values?</b>                 |          | What helpful and positive experiences have you identified that will impact positively on their understanding, motivation, beliefs and values resulting in valued conscious behaviour?  |

## **Appendix 3: What to say...**

### **De-escalation Script**

- . Child's name
- . I can see something had happened
- . I am here to help
- . Talk and I will listen
- . Come with me and ...

### **Language Activity**

- . Positive phrasing
- . Limited choice
- . Disempowering the behaviour
- . De-escalating scripts

### **Positive Phrasing**

- . Stand next to me
- . Put the pen on the table
- . Walk in the corridor
- . Switch the computer screen off
- . Walk with me to the library
- . Stay seated in your chair

### **Limited Choice**

- . Where shall we sit? In the library or here?
- . Put the pen on the table or in the box.
- . I am making a drink, orange or lemon?
- . Are you going to sit on your own or with the group?
- . Are you starting your work with the words or the pictures?

### **Disempowering the Behaviour**

- . You can listen from there
- . Come and find me when you come back
- . Come back into the room when you are ready
- . We will carry on when you are ready



**Appendix 4: Therapeutic Plan**  
**Millfield Primary School**

**Therapeutic Plan**

Name:

Date of Birth:

Date:

Year:

| Common behaviours | Heightened behaviours | Pre-emptive Resources & Strategies | Response to Heightened Behaviours |
|-------------------|-----------------------|------------------------------------|-----------------------------------|
| <div></div>       | <div></div>           | <div></div>                        | <div></div>                       |
| <div></div>       |                       |                                    |                                   |

| Parent Comments | Child Comments | Teacher Comments |
|-----------------|----------------|------------------|
| <div></div>     | <div></div>    | <div></div>      |

## Appendix 5: Recovery Discussion Form

Recovery Discussion

Date:

|                                                                                                                                                              |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Child's name:</b>                                                                                                                                         | <b>Class:</b> |
| <b>Team around the child (teacher/s, TA/s, FSA, SENCO, Family Worker, Social Worker, Family etc.):</b><br>-                                                  |               |
| <b>Presenting behaviour:</b> (think about Scholarpack incidents, My concern logs, SEND etc.)<br>-                                                            |               |
| <b>Invisible suitcase:</b> ( <i>consider your own and the child's</i> )<br>-                                                                                 |               |
| <b>Pupil Voice</b><br>-                                                                                                                                      |               |
| <b>What have you already tried?</b><br>-                                                                                                                     |               |
| <b>Behaviour Target</b> (please consider a priority behaviour that you would like to target;<br>Eg. transition, knocking over furniture, hurting peers)<br>- |               |
| <b><i>Please complete all of the above boxes before the Recovery Discussion</i></b>                                                                          |               |
| <b>Recovery Discussion date:</b>                                                                                                                             |               |
| <b>Discussion:</b><br>-<br><b>Next steps/ solutions:</b><br>-                                                                                                |               |
| <b>Review date:</b>                                                                                                                                          |               |

**Review:**

**What is working well?**

**What are the worries?**

**Next Steps:**

**Review of Behaviour target:**

**New Behaviour target:**

**Documents**

**Strategies/Resources to use:**

- Behaviour Policy - [https://docs.google.com/document/d/1iKjq2BGiorF3Ey\\_iyw3wS6q1XqtzVP\\_I5rq3fvo52N0/edit](https://docs.google.com/document/d/1iKjq2BGiorF3Ey_iyw3wS6q1XqtzVP_I5rq3fvo52N0/edit)
- Behaviour Targets - <https://docs.google.com/document/d/1KJ-JV2CLy-jXUoDK0-Bl6Pzf3pMyLLBnoX-KKsGHM8/edit?tab=t.0>
- Anxiety Mapping - <https://docs.google.com/presentation/d/1W59RUBdQdSZ3pAx752HCV5zVYTka1TzU/edit#slide=id.p124>
- ABC Grid - <https://docs.google.com/document/d/1Tj2h4cBPp3orAbfedpsWoQH2rIDfgUrz-e0iyoATYDg/edit>
- Trauma Tree - <https://docs.google.com/presentation/d/1gYVGjv-QLAA6Nn2Cg2am1zu7PaD1XoJnntvnNhKQyiA/edit#slide=id.p>
- Therapeutic Plan - [https://docs.google.com/document/d/1ChH\\_xG6CXEP8ttx-t4xepZk9MhBdGyRmDEs9TDARrPw/edit](https://docs.google.com/document/d/1ChH_xG6CXEP8ttx-t4xepZk9MhBdGyRmDEs9TDARrPw/edit)
- Relationship Building
- Wishes and Feelings/Three Houses - <https://docs.google.com/presentation/d/1gYVGjv-QLAA6Nn2Cg2am1zu7PaD1XoJnntvnNhKQyiA/edit#slide=id.p>
- Check ins
- Transition - front office, adult guided, check ins, meet and greet
- Visuals - timetables, task planner, now/next/then boards
- Reward

## Appendix 6:

### Millfield Behaviour Targets

Name:

Class:

Date completed:

Date to begin:

| Behaviour Expectation                                                                                     | What (observable behaviour)                                                                                            | How (What conditions or provision to support)                                                                                   | When (success criteria, time, event)                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>To be able to transition from classroom to the playground without hitting or kicking another child</i> | <b>Walking to and from the classroom/playground at break times with an adult without hitting/kicking another child</b> | Walking holding the adult's hand                                                                                                | December 2024 - share behaviour targets ready for implementation in January 2025<br><br>Implement behaviour target Spring 1 Wk 1 7/1/25<br><br>Recovery Discussion 13/1/25 to share behaviour targets, review progress and discuss next steps<br><br>To be reviewed weekly |
|                                                                                                           |                                                                                                                        | Walking beside the adult but not holding their hand                                                                             |                                                                                                                                                                                                                                                                            |
|                                                                                                           |                                                                                                                        | Walking in with an adult a distance behind                                                                                      |                                                                                                                                                                                                                                                                            |
|                                                                                                           |                                                                                                                        | Walking in without an adult                                                                                                     |                                                                                                                                                                                                                                                                            |
|                                                                                                           |                                                                                                                        | Time with an adult before re-entering the classroom (to have milk when relevant)                                                |                                                                                                                                                                                                                                                                            |
|                                                                                                           | <b>Walking to and from the classroom/playground at lunch times with an adult without hitting/kicking another child</b> | Walking holding the adult's hand                                                                                                |                                                                                                                                                                                                                                                                            |
|                                                                                                           |                                                                                                                        | Walking beside the adult but not holding their hand                                                                             |                                                                                                                                                                                                                                                                            |
|                                                                                                           |                                                                                                                        | Walking in with an adult a distance behind                                                                                      |                                                                                                                                                                                                                                                                            |
|                                                                                                           |                                                                                                                        | Walking in without an adult                                                                                                     |                                                                                                                                                                                                                                                                            |
|                                                                                                           |                                                                                                                        | Staff in the hall to use the walkie talkie to call a member of playground staff to alert them to Noah leaving the lunch hall to |                                                                                                                                                                                                                                                                            |

|  |                                                                                                     |                                                                                                   |  |
|--|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--|
|  |                                                                                                     | allow an adult to walk him round from the hall to the playground                                  |  |
|  | <b>Walking to the playground at the end of the school day without hitting/kicking another child</b> | Collected by TA from the classroom several minutes before the end of the school (with belongings) |  |
|  |                                                                                                     | Walked out at the same time as the rest of the class with a TA and holding the TAs hand           |  |
|  |                                                                                                     | Walked out at the same time as the rest of the class with a TA walking beside them                |  |
|  |                                                                                                     | Walked out at the same time as the rest of the class with a TA walking a distance behind          |  |
|  |                                                                                                     | Walked out with the class and standing holding the class teacher's hand                           |  |
|  |                                                                                                     | Walking out with the class and beside the class teacher                                           |  |
|  |                                                                                                     | Walking out with the class                                                                        |  |
|  |                                                                                                     |                                                                                                   |  |
|  |                                                                                                     |                                                                                                   |  |

**Appendix 7: This Behaviour Statement should be read in conjunction with the other policies and documents listed below:**

- <https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms>
- Anti-Bullying Policy: The Elliot Foundation Academies Trust [Anti-Bullying-Policy.308408902](#)
- Physical Intervention Policy [CCC Restrictive Physical Intervention Policy Guidance](#)
- [Exclusion Guidance: Cambs LA](#)
- Guidance to Principals on Permanent Exclusion: The Elliot Foundation Academies Trust
- DfE Behaviour in Schools Guidance <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Working Together to Safeguard Children  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)
- DfE Use of Reasonable Force in Schools  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
- Cambridgeshire Therapeutic thinking (formerly STEPS)  
<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-services/cambridgeshire-steps>
- TEFAT Safeguarding and Child Protection Policy  
[https://d180ur4pf89izg.cloudfront.net/uploads/asset/attachment/6375/Master\\_2025\\_TEFAT\\_Safeguarding\\_and\\_Child\\_Protection\\_Policy\\_1\\_1.pdf](https://d180ur4pf89izg.cloudfront.net/uploads/asset/attachment/6375/Master_2025_TEFAT_Safeguarding_and_Child_Protection_Policy_1_1.pdf)
- Appendix A Local Safeguarding Arrangements  
<https://docs.google.com/document/d/1AdScwjAgdFsUexWXmhGmhDFFp8QuprqSoEwXu1uk7bE/edit?tab=t.0>
- Behaviour in schools: Advice for Headteachers and school staff Sept 2022  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- [Ofsted guidance: Positive environments where children can flourish](#)
- Sexual Violence and Sexual Harrassment Between Children in Schools and Colleges  
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Mental Health Statement [Wellbeing and Mental Health Statement 2023](#)
- Uniform Policy [Millfield Uniform Policy 2022](#)
- [Arbor behaviour levels descriptors](#)

