



Beenham Primary School

Behaviour Policy

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"Every interaction is an intervention"

Dr. Karen Treisman

The Beenham Way - be kind, be safe, be proud, underpins all aspects of our practice and reflects the values we expect children and adults to model every day. We believe that positive behaviour is taught, modelled and reinforced by adults, who share responsibility for creating the conditions in which children can thrive. Through a relational approach, we recognise behaviour as communication and ensure individuals receive the support, guidance and connection they need.

We work deliberately to foster a strong sense of belonging so that all children feel valued, included and aware of the important part they play in shaping our school culture. Consistency is central to our practice: adults use common language, expectations and routines to provide clarity and security for children, enabling them to make positive choices with confidence

1. Who this policy is for

This behaviour policy applies to all children, staff and families at Beenham School, as well as the wider school community. It sets out the shared expectations that enable us to uphold **The Beenham Way: to be kind, be safe, be proud**.

While not all children will fully understand every aspect of the policy, adults are responsible for ensuring that all children are taught the rules, routines and relational approaches that help them succeed. Staff make every effort to present expectations in ways that are meaningful, accessible and appropriate to each child's stage of development and individual learning needs. Through consistent modelling and supportive guidance, we help children understand what positive behaviour looks like and how they can contribute to a safe, inclusive and respectful school culture.

2. Purpose of this policy

- To promote a positive, inclusive culture where all members of the school community are kind, safe and proud
- Ensure fairness and equity for every learner, providing the support and opportunities needed for social, emotional and behavioural development
- Support children to understand, reflect on and learn from their behaviour, taking increasing responsibility for their choices within a relational framework
- Build strong, respectful relationships that foster belonging, empathy and positive interactions across the school community
- Maintain consistent, high expectations so that positive behaviour is the norm and contributes to a safe, calm and purposeful learning environment.

3. How we do it here



3.1 The Beenham Way

At Beenham Primary School, our three school rules '**be kind, be safe, be proud**,' form **The Beenham Way**. These rules underpin all aspects of school life and guide the behaviour, interactions and decisions of every member of our community.

Adults refer to The Beenham Way consistently and explicitly, using shared language to reinforce expectations and model the behaviours we want children to learn.

Children are taught what it means to be kind, safe and proud in developmentally appropriate ways. Through discussion, modelling and exploration, they learn how

these behaviours can be shown in lessons, during play and in all areas of school life. These rules are not separate from learning; they shape the culture of our classrooms, corridors and shared spaces.

The Beenham Way sets the standard for everyone in our community. It reflects who we are, what we value and the positive, respectful environment we work together to uphold.

3.2 Relational practice: the role for adults

Our approach to behaviour is grounded in the work of Paul Dix, outlined in, “When the Adults Change, Everything Changes” (2017). We also believe strongly that **‘every interaction is an intervention’** (Dr. Karen Treisman), and through this lens we view every moment with a child as an opportunity for connection, guidance and learning.

We are a trauma-informed school and inclusive practice is central to our ethos. Relational practice is a compassionate approach that places authentic, trusting relationships at the heart of behaviour teaching. Its purpose is to help children feel safe, connected and understood so they can engage positively with others and with their learning. All behaviour across the school is taught through this framework. Children are supported to understand the impact of their choices on themselves and those around them, and to reflect on their actions with increasing insight.

Developing empathy is a key skill: calm and consistent adults guide children to consider the feelings and needs of others while also advocating for their own, building the social and emotional foundations they need to thrive.

Our Behaviour Blueprint (see Appendix 8.1) sets out the shared strategies and techniques used by all adults in school, ensuring a consistent, relational approach that supports every child.

3.3 What children can expect from adults

At Beenham Primary School, every adult is committed to upholding The Beenham Way through their words, actions and interactions. Children can expect all adults to create the conditions in which they feel safe, valued and able to learn from their experiences.

Children can expect adults to remain calm, predictable and consistent in their approach. Adults use shared language, routines and relational strategies so that expectations feel clear and secure. Even when behaviour is challenging, adults respond with composure and professionalism, modelling the emotional regulation we teach and support in children.

Every adult in school places safety, both emotional and physical, at the centre of their practice. Children can expect adults to act swiftly and appropriately to keep them and others safe, to notice when they need support, and to create an environment where everyone feels protected, respected and able to thrive. Adults work together to uphold the safety and wellbeing of the whole school community.

Children can expect adults to help them explore their behaviour choices with curiosity, compassion and fairness. Mistakes are treated as opportunities for learning. Adults guide children to reflect on what happened, understand the impact of their actions and consider how to repair relationships where needed.

Through restorative conversations and relational support, adults help children build the skills they need to make positive choices in the future.

Children can expect adults to demonstrate kindness, safety and pride in all aspects of their work. Adults show what respectful, inclusive and responsible behaviour looks like through their interactions with children, families and colleagues. By modelling high expectations and positive relationships, adults help children understand how to contribute to a calm, purposeful and caring school community.

3.4 Positive recognition

Quality-first, relational teaching of behaviour aims to build children's intrinsic motivation to make positive choices. We achieve this through narrative praise that highlights the behaviours we want to see and by celebrating actions that go 'over and above' our expectations. Children are recognised by adults for following The Beenham Way and for contributing positively to our school community.

Positive recognition highlights both consistent high standards of behaviour and efforts to improve standards from individual children.

Children are also encouraged to notice these behaviours in their peers and to nominate others for recognition. This helps to strengthen empathy, reinforce shared values and build a culture where positive behaviour is actively celebrated by everyone.

Rewards in school have two simple purposes: to build relational currency between adults and children, and to provide a tangible reminder of the praise they have earned.

These may include:

- positive notes home (such as a phone call, Class Dojo message or conversation at pick-up)
- the awarding of Pride Points
- names added to recognition boards
- nomination for afternoon tea in Proud Assembly

We understand that "we get more of the behaviour we notice" (Paul Dix), and we work deliberately to shine a spotlight on the behaviours that align with, and exceed, our high expectations.

3.5 Behaviour Indiscretions

As children learn and develop, mistakes and behaviour indiscretions are a natural part of their growth.

When these occur, children are held accountable for their actions while also being supported to understand what happened and the impact of their behaviour on themselves and others.

Behaviour indiscretions are categorised within our **Behaviour Steps** (see Appendix 8.2), each with related corrections and sanctions.

Our Behaviour Steps are not always sequential; a single incident may be categorised at any step depending on its seriousness. For example, an incident involving serious harm would be recorded immediately as Step 5, even if no behaviours from Steps 1-4 had previously occurred.

Categorisation is always determined through discussion between the headteacher (Designated Safeguarding Lead), the Deputy Designated Safeguarding Lead and relevant adults, with external professional advice sought where appropriate.

Responses are always proportionate, delivered in a timely manner and carried out by a calm adult who was involved in the incident.

Following a period of reflection, restorative conversations take place between the adult(s) and child(ren) to unpick the incident and learn from it (see prompts in Appendix 8.3). These conversations, as well as any sanctions, are conducted privately to uphold the dignity of everyone involved.

We recognise that when children or adults have been dysregulated, cortisol levels can take up to 72 hours to return to baseline - restorative conversations only occur once all individuals are calm and regulated.

Because relational practice is rooted in safe, respectful relationships and in knowing our children well, both conversations and sanctions will look different for different individuals. They are always developmentally informed and tailored to the child's needs and context. The headteacher is available for consultation to ensure that interventions remain appropriate, consistent and aligned with our whole-school approach #

3.6 Working with families

Strong, trusting relationships with families are central to our relational approach. We work closely with parents and carers to share children's progress, development and achievements, including regular positive praise and celebrations of behaviour that reflects The Beenham Way. We also keep families informed when children have experienced behaviour indiscretions, ensuring that the adults around a child form a united, supportive team.

We take all concerns regarding behaviour seriously. Every concern raised by a parent or carer is followed up in school, although the actions taken may not always be visible externally, as these conversations and interventions are carried out privately.

We expect respectful, constructive interactions between all members of our school community. Upholding the dignity of staff, children, families and visitors is essential to maintaining a safe, positive and inclusive environment.

Together, we model the behaviours and values we want our children to learn, ensuring they feel supported, understood and part of a strong, caring community.

4. Reasonable adjustments: supporting children with additional needs

For some children with identified or emerging additional needs, particularly those with social, emotional, communication or regulation needs, adults may use differentiated responses. These adjustments ensure that all children can access our expectations and are supported to succeed within The Beenham Way.

Reasonable adjustments may include:

- prioritising de-escalation and regulation over sanctions
- increased adult support or supervision
- use of calming spaces or reduced stimulation
- adapted consequences focused on recovery, reflection and repair
- flexibility around timelines or transitions.

These adjustments are made in line with the Equality Act 2010, statutory SEND guidance, and our safeguarding duties. Where reasonable adjustments are made, referrals may be made to external services to support with adapted long-term approaches and plans (for example, a therapeutic support plan).

Reasonable adjustments do not mean unlimited tolerance. The school has a duty to safeguard children, staff, visitors and the wider learning environment. Where behaviour presents a serious or sustained risk, further action will be taken to ensure safety and uphold the integrity of our school community.

5. Restrictive intervention, including use of reasonable force

Beenham Primary School works in line with the statutory guidance on restrictive interventions, including the use of reasonable force, effective April 2026 [Use of reasonable force and other restrictive interventions guidance](#).

5.1 Definitions

Restrictive interventions are actions that limit a child's movement, liberty or independence. These include reasonable force, physical restraint, non-physical restriction and seclusion.

Reasonable force means using no more force than is necessary, for the least amount of time, to manage a risk.

Seclusion refers to preventing a child from leaving a space where they are alone in order to manage an immediate risk of harm.

5.2 Use of restrictive intervention

Restrictive intervention is always a last resort. We work proactively to prevent incidents through positive relationships, trauma-informed practice, early intervention and de-escalation strategies. Reasonable adjustments and individual planning are used to support children with SEND and additional vulnerabilities. Restrictive interventions may be used only when necessary to prevent injury, serious damage to property, a criminal offence, or serious disorder. They must never be used as punishment or to enforce compliance and must always be proportionate and time limited.

Seclusion is used only to manage an immediate and serious risk of harm. It is never used as punishment or as a planned behaviour strategy. Any use of seclusion involves continuous supervision, a safe and appropriate space, and lasts for the shortest time possible. The child is released immediately once the risk has reduced.

5.3 Post-incident

We will keep a written record of every incident involving reasonable force or seclusion, whether or not force was used. Records are completed as soon as practicable on the same day and include child details; date, time and location; staff involved; events leading up to the incident; de-escalation strategies used; the type and duration of the intervention; the rationale for its use; the impact on the child; and post-incident actions.

Parents/ carers will be informed as soon as practicable following any incident involving restrictive intervention or seclusion. Communication will be timely, respectful and grounded in our commitment to partnership with families. This will usually include same-day verbal contact, followed by written confirmation outlining what happened, why the intervention was necessary, how long it lasted, any injuries or medical attention required and the agreed next steps to support the child.

After any restrictive intervention is used, our priority is to support the child's emotional wellbeing, sense of safety and dignity. Staff involved will also receive appropriate debrief and reflection time. The incident will be reviewed to understand contributing factors and to identify how future occurrences can be prevented. Restorative approaches are used where appropriate to rebuild trust, repair relationships and strengthen the child's understanding of what happened.

All incidents involving restrictive intervention are reviewed by the headteacher, who ensures that practice remains proportionate, justified and aligned with statutory guidance and The Beenham Way. Anonymised data is shared with governors, who monitor patterns and trends to ensure that restrictive interventions remain rare, justified and in line with statutory guidance.

6. Exclusions

Our relational approach is rooted in the belief that behaviour is learned, supported and shaped through positive relationships. Exclusion is not viewed as an effective tool for long-term behaviour change and is used only in the most exceptional circumstances. Our priority is always to keep children and adults safe and to maintain a calm, respectful and productive learning environment. For example, exclusion may be considered when the threshold of 'serious harm' is met (see Behaviour Step 5, Appendix 8.2). Serious harm is defined by risk and impact, not intent.

Suspension or permanent exclusion may be considered where one or more of the following applies:

- Injury to a child or adult requiring medical attention, first aid beyond minor treatment or preventing the adult from continuing work
- Targeting of vulnerable areas, including the head, face or neck
- Use of objects in a way that could cause injury to others
- Repeated physical assaults within a single incident or session
- Escalation of behaviour despite appropriate de-escalation and support
- Loss of ability to maintain safety, where reasonable adjustments are no longer sufficient

In applying these thresholds, we recognise that serious harm may arise through cumulative risk as well as through a single severe incident. Repeated physical assaults on staff or children, even where individual incidents result in minor injury, constitute a safeguarding concern and will normally be considered to meet the threshold for suspension where safety cannot be reliably maintained despite reasonable adjustments and de-escalation.

Each situation will be considered case by case, taking account of the child's needs, history and support in place.

6.1 Fixed-term exclusion (suspension)

If a child seriously breaches the behaviour policy, and their continued presence in school would pose a significant risk to the safety, welfare or learning of themselves or others, the headteacher may decide that a fixed-term exclusion is necessary. In some cases, suspension may be used not as a punishment, but as a protective measure to allow time for review and planning. During a suspension, work will be provided for the child to complete at home.

Following a suspension, the child and their parents or carers will meet with the headteacher to plan a supportive reintegration. This meeting will focus on understanding what happened, identifying the support needed and ensuring the child feels welcomed back into the school community. Every day is treated as a fresh start, and children return without judgement or resentment.

6.2 Permanent exclusion

Permanent exclusion is an absolute last resort. The Secretary of State for Education states that schools must demonstrate that all reasonable steps have been taken to avoid exclusion, and the governors of Beenham Primary School fully endorse this principle. Our policies and practices are designed to promote inclusion and provide early, targeted support for children. A permanent exclusion will only be considered when a thorough risk assessment indicates that allowing the child to remain in school would be seriously detrimental to the education or welfare of the child themselves or others. The presence of SEND does not prevent exclusion where thresholds are met, but it does require that decisions are careful, proportionate and evidence informed. All decisions are made in line with statutory guidance and with the child's dignity and long-term wellbeing at the forefront.

7. Conduct beyond school

Our expectations for behaviour extend beyond the school site because children remain ambassadors for Beenham Primary School within the wider community. We expect children to uphold The Beenham Way wherever they are identifiable as members of our school.

Teachers and the headteacher have a statutory power to respond to behaviour that occurs outside the school premises, in line with Section 89(5) of the Education and Inspections Act 2006. This allows the school to regulate behaviour beyond the school gates where it is reasonable to do so.

In accordance with our behaviour policy, children may be disciplined for misbehaviour when they are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- identifiable in any way as a pupil of Beenham Primary School

The school may also take action in response to behaviour outside school that:

- has repercussions for the safe and orderly running of the school
- poses a threat to another child, member of staff or member of the public
- could bring the school into disrepute or adversely affect its reputation

This includes behaviour in the local community, online conduct and interactions that occur outside school hours where the child's association with the school is clear.

Our approach remains relational and proportionate. We work with families to understand what has happened, support the child to reflect on their actions, and ensure that expectations are upheld consistently both in and beyond school.

8. Appendices

8.1 Behaviour Blueprint

*"Getting the **culture** right is pivotal...
the culture is set by the way the **adults**
behave."*

Relational currency

- Drip effect over time
- Built and maintained with **small, frequent, personal** interactions
- Work to **remain in credit**
- With high investment, children feel **supported** and able to take risks

Relentless routines & high expectations

- Routines need to be **explicitly** taught and modelled
- If low standards are rewarded = low effort reinforced
- Publicly recognise and narrate behaviour that is **over and above**
- Certainty around behaviour is **expected, respected** and **unquestioned**

> Positive notes <

- Notes (either with a postcard or via Class Dojo) share *over and above* behaviours with families
- **Deliberate botheredness** of writing a note to highlight the behaviour (and further reinforce it)
- **Proportionate** response: fractions of notes can be earned over time

Pick up your own tab

- Behaviour indiscretions are between the adult and the child and dealt with **privately**
- Passing children to another adult is for **regulation time** for **both** parties
- Behaviour indiscretions must always be followed up by the adult involved
- When both the adult and child are ready, use **restorative conversations** and **proportionate sanctions**
- Aim to deliver and execute sanctions in the same day

Beenham Primary School Behaviour Blueprint



Visible consistency, visible kindness

This is how we do it here

- Everyone in school benefits from **unconditional positive regard**
- Adults have the same **expectations**, the same **responses** and the same **boundaries**
- Adults always have **calm** and **consistent** responses

> Recognition boards <

- **Positive noticing** of good behaviours
- **Visible** in every classroom, in the hall and on the playground
- Focus on individual social or learning behaviours and attitudes
- Emphasise **collaborative** effort for the whole class: the aim is for all learners to get their name on the board
- Reward **effort**, not achievement

The 30-second intervention

- > Your poor behaviour does not deserve my time
- > You are better than the behaviour you are showing right now
- > Here is proof that I know

*"I have noticed that
you haven't started with your work
yet."*

*Do you remember when you did that
amazing writing last week? That was
a great effort from you. That is the
effort I want to see again today.*

Thank you for listening."

- Deliver **in the moment** and **privately**
- Move away to allow **take-up time**
- Follow-up with recognition or sanctions as needed

8.2 Behaviour Steps

Step 1		
Behaviours included:	Adult response: - Early intervention - Redirection	Support offered:
a) Wandering around school/ class b) Deliberately calling out and interrupting in class c) Deliberately interrupting/ annoying other children d) Ignoring instructions g) Pushing in line h) Swinging on chairs i) Other behaviours that demonstrate unkind and/or unsafe choices	a) Non-verbal gestures - Eye contact - Hand signals - Tap on the desk b) Proximity - Move closer to child - Put hand gently on shoulder c) Reminder of expectations - Positive noticing of other children meeting expectations d) 30-second intervention e) change of seat/location	- Adult talks with child - Praise for behaviour corrections - Positive noticing - Short restorative conversation at appropriate time

Step 2		
Behaviours included:	Adult response: - Reminder of Expectations - Opportunity for Reset	Support offered:
a) Persistent step 1 behaviour b) No response to an adult's repeated request c) Refusal to do anything, including classwork d) Throwing small objects in temper, e.g. pens, pencils, books (not aimed at anyone) e) Being physical (but not inflicting pain) with others, e.g. pushing f) Verbal unkindness g) Dangerous behaviour towards self, e.g. climbing high fence on playground or on toilets/doors h) Rudeness to an adult i) Being dishonest j) Swearing (not in an abusive context) k) Leaving a classroom or the playground without permission l) Damaging property e.g. classroom equipment m) aggressive play	Sanctions may include: a) catching up with learning lost in lesson time during break times b) separation from the rest of the class but within the class; movement to another class; being kept with an adult on the playground; sitting out of play c) Reparation of damage	- Reflection time given and restorative conversation prompt sheet completed - Restorative conversation held between adult and child at appropriate time - Praise for positive reflection and correction

Step 3		
Behaviours included:	Adult response: - Caution - Regulate and reset	Support offered:
a) Persistent Step 2 behaviour b) Extreme rudeness/abusive language c) Derogatory comments linked to protected characteristics e.g. race, religion, sexual orientation, disabilities, or cause deep emotional hurt d) Intentional spitting at someone e) Intentional physical harm to others: leaving a mark/clearly causing pain f) Intentional damage to property/furniture e.g. tables, chairs g) Inappropriate personal exposure h) Inappropriate touching j) Use of (or exposing others to) explicit or inappropriate language in relation to their age k) Online bullying - sending rude images/messages online	Sanctions may include: a) Loss of break time(s) -restorative time used to 'give back' to the community (e.g. litter pick, jobs for class) b) Move for one session to another class/office space c) Reparation of damage d) Exclusion from a specific activity, e.g. football games on the playground	- Reflection time given and restorative conversation prompt sheet completed - Restorative conversation held between adult and child at appropriate time - Parents/carers contacted for Step 3 Behaviour Meeting: Step 3 letter sent home to parents by headteacher, detailing what was discussed in the meeting and any outcomes/actions - Develop Therapeutic Support Plan, if appropriate - Child completes Individual Daily Success Plan for next 5 consecutive school days to promote kind, safe, proud behaviour <i>All incidents of St 3 behaviour, including related actions & docs must be recorded on CPOMS</i>

Step 4		
Behaviours included:	Adult response: - internal referral	Support offered:
a) Persistent step 3 behaviour (four in a half term) b) Running out of school grounds c) Throwing dangerous/heavy objects and furniture (e.g. tables, chairs) d) Serious challenge to authority (including not responding to direct instruction from the headteacher) e) Dangerous acts of vandalism f) Stealing g) Bullying (persistent victimisation, whether physical or verbal) h) Extreme unprovoked physical aggression to other children i) Sending sexually explicit photographs or messages via mobile phone or other media j) Explicit verbal abuse k) Extreme, unwarranted lesson disruption l) Online bullying, including explicit images and abusive messages online	Sanctions may include: a) Loss of break time(s) – restorative time used to 'give back' to the community (e.g. litter pick, jobs for class) b) Move for two sessions to another class/office space c) Reparation of damage d) Exclusion from a specific activity, e.g. football games on the playground	- Reflection time given and restorative conversation prompt sheet completed - Restorative conversation held between adult and child at appropriate time - Parents/ carers contacted for Step 4 Behaviour Meeting: Step 4 letter sent home to parents by headteacher, detailing what was discussed in the meeting and any outcomes/actions - Develop Therapeutic Support Plan and refer to West Berkshire TTST, if appropriate - Child completes Individual Daily Success Plan for next 10consecutive school days to promote kind, safe, proud behaviour <i>All incidents of Step 4 behaviour, including related actions & docs must be recorded on CPOMS</i>

Step 5		
Behaviours included:	Adult response: - formal meetings - referral to external services/ agencies	Support offered:
a) 2 incidences of step 4 behaviour in a half-term b) behaviour(s) that meet the threshold of significant harm	a) Exclusion from the class and playground into another year group or space in school (1 day) b) Reparation of damage c) Fixed-term suspension - Letters to be sent to parents - Letters to be sent to WB and SEND team/Social Worker if needed - Chair of Governors informed d) Permanent Exclusion	- Reflection time given and restorative conversation prompt sheet completed - Restorative conversation held between adult and child at appropriate time - Parents/ carers contacted for Step 5 Behaviour Meeting: Step 5 letter sent home to parents by headteacher, detailing what was discussed in the meeting and any outcomes/actions (to be completed next school day) - Develop Therapeutic Support Plan and refer to West Berkshire TTST - Child completes Individual Daily Success Plan for next 15 consecutive school days to promote kind, safe, proud behaviour <i>All incidents of Step 5 behaviour, including related actions & docs must be recorded on CPOMS</i>

8.3 Restorative conversation prompts

What happened?	Who has been affected?	What needs to happen now?
What has brought us here today? What happened next? And then? Tell us the issues that have brought us here today? Tell us more about... What were your thoughts at the time? What were you thinking? What was happening before? What was in your head? What do you think about it now? How were you feeling? What else? At that point, what were you thinking/feeling? When that happened, what happened next?	How have they been affected? Anyone else? Tell us more about... How have you been affected? How have others been affected? Anything else to add? What has been the hardest thing for you? Has anyone else been affected? How do you feel now? Was anyone else involved? How have others been affected?	What do you need to move on from this? What would that look like? Tell us more about... What will help you move on from this? What else needs to happen? Do you all agree with that? Anything else to add? How does that leave you feeling? What will it look like when it is done? What do you think about what has been suggested? If you can't do that, what can you do? When will it be done? When would be a good time to check in with you to see that you have fixed the problem with -- and you are doing what we agreed? How are you feeling now?

