Somers Park
Primary School

Behaviour Policy

October 2026

Responsibility:	Headteacher
Agreed:	October 2026
Next review due by:	October 2027

Amendments

Date	Who	Page/ Paragraph	
October 2026	CH	3	Explanation of Behaviour Pathway inserted
October 2026	CH	4	Amendment to include Restrictive interventions, including use of reasonable force, in schools

Contents

1. Aims
2. Expectations
3. Positive Actions and Stepped Sanctions- The Behaviour Pathway
4. Microscripts
5. Restorative conversations
6. School routines

1. Aims

We are a caring school community, and at the heart of our ethos is a behaviour policy that delivers practice that is simple, highly effective and consistent. We believe that the route to exceptional behaviour throughout the school begins with the behaviour of every adult and their ability to create and maintain a culture of certainty. That certainty comes through their calmness, compassion, positivity and the routines that are embedded in every classroom. This policy should be read in conjunction with the latest DFE Suspension and Permanent Exclusions Guidance. School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

The Policy is written with reference to the DFE Advice- Behaviour in School Guidance, Feb 2024 Behaviour in schools guidance (publishing.service.gov.uk)

2. Expectations

Adults

- Calmness, consistency and fairness to all.
- First attention is given to children showing the best conduct.
- Deliberate 'botheredness' where adults build positive relationships through praise and remembering things that are important to individual children.
- Meeting and greeting with a smile and a comment.
- Recognition of children who go 'over and above' by way of the recognition board in class; praise; a postcard home or by speaking to a carer.
- Carefully considered language and tone when addressing concerns with children. See Appendix 1.
- Consistent application of our school expectations: **Ready, Respectful and Safe.**

Children

Ready

- Arriving at school ready to learn.
- Wearing their uniform with pride and wearing the correct PE kit on their PE day.
- Taking care of the equipment that they need for lessons.
- Participating fully in lessons and building resilience.

Respectful

- Listening when an adult is talking.
- Being polite and demonstrating good manners to everyone.
- Respecting difference and acknowledging that everyone is equal.
- Looking after equipment and sharing it.
- Looking after our environment and not dropping litter.
- Lining up sensibly and quietly.

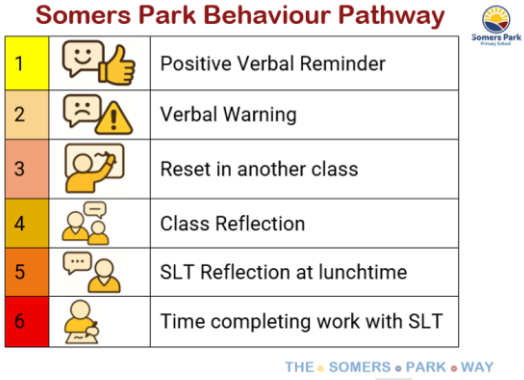
Safe

- Following instructions first time – every time.
- Standing up to bullying by informing an adult.
- Walking sensibly around school.
- Knowing who to approach for support.
- Staying safe online inside and outside of school.

Where a child behaves in a manner that does not meet the school's expectations, and they are out of school but identifiable as a pupil of the school (e.g. wearing school uniform) the law allows the school to address the behaviour and apply an appropriate consequence should it be deemed necessary.

3. Positive Action and Stepped Sanctions

We believe that positive action should be taken first, to prevent issues from arising wherever possible. We always praise in public but correct in private if a sanction does become necessary the following sanctions form our Behaviour Pathway:



*Refection: A time sanction with a restorative conversation at a point when the child is receptive. This may take the form of a reflection session during pupil's morning, lunchtime or afternoon breaktimes.

Low level behaviour which causes a disruption in a classroom is recorded by the adult in the Black Folder in each class. Examples of exemplary behaviour are also recorded. These folders are reviewed weekly by senior leaders, with action or celebration given as deemed necessary.

- Where behaviour requires more serious sanctions or is repeated, parents or carers will be informed. Behaviour Report Cards may be used with children to remind and encourage them to meet agreed targets.
- When a pupil persistently breaches the behavioral expectations, the school may work with parents to implement a Pastoral Support Plan (PSP); or seek the support of external agencies.

- Internal suspension may be used, for pupils whose behaviour persistently disrupts the learning of others, or whose actions persistently do not meet the expectations of Ready, Respectful or Safe.
- For behaviour that requires more serious sanctions, this would be decided upon after reflection rather than in the heat of the moment.
- For more extreme breaches, the school may also use suspension or permanent exclusion.
- The use of restrictive intervention, including reasonable force, is permitted in line with the DFE guidance Restrictive interventions, including use of reasonable force, in schools.
  In this document it reminds us that:

  All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:
  1. causing injury to themselves or others
  2. committing a criminal offence
  3. damaging property
  4. causing disorder among pupils at the school, whether during a teaching session or otherwise
- When an adult is working 1:1 with a child, they should only use reasonable force if they are alone and the child is in immediate danger, attempting to harm themselves or others, or causing damage to property. Additional adult support should be sought at the earliest opportunity.
- Under the direction of the Headteacher, the school adopts the right to use search powers outlined in the 'Searching, Screening and Confiscation, Advice for Schools,' July 2022, for items outlined in the document (p.7), with the additional item of e-cigarettes / vapes added.

4. Microscripts

These should be kept to around 30 seconds and should be calmly delivered. An example might be:

- *I've noticed that…*
- *You know the school rule is to be ready / respectful / safe…*
- *Can you remember when I put you on the recognition board / sent a postcard home / when I spoke to mum about…and how that made you feel?*
- *I expect you to…*
- *Thank you for listening.*

5. Restorative conversations

These should be undertaken in private and when the child is receptive. An example might be:

- *What happened?*
- *What were you thinking at the time?*
- *Who was affected and how?*
- *What needs to be done to make things right?*
- *How could we do things differently in the future?*

6. School routines

We believe that routines help children to feel calm and secure, with good manners becoming a positive habit.

- Moving around school quietly and sensibly.
- Tidying away equipment and belongings.
- Holding doors open or standing back for adults.
- Greeting adults.

- Listening attentively in assemblies.

The expectations for behaviour are outlined in '*The Somers Park Way',* the Behaviour Curriculum which pupils are taught at Somers Park Primary School.

The Governing Body will evaluate the impact of the policy by receiving an annual update as part of the Headteacher's report to Governors.

For information about the school's approach to the prevention of bullying and how we deal with it, please see the Anti-Bullying Policy which is available on the school website.

Appendix 1:

Misconnection and connection with children and their feelings
The words to say it using PACE (acceptance, curiosity, empathy)

Type of discount of a child's feelings	Examples of non-accepting, lack of curiosity and empathy	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting/curious/empathic
Disapproving	• 'Stop crying.' • 'Come on, don't make a fuss.' • 'Don't get angry.' • 'Now just stop that right now.'	• 'You are wrong to have that feeling.' • 'I'm not comfortable dealing with your feelings.' • 'This is a bad feeling to have.'	• 'I can see you are really angry/upset/disappointed by this.' • 'It's really fine for you to feel like this.' • 'If the child is not behaving in a safe way and you need limit-setting: 'It's really fine to feel this, but I need you to be safe so I'm going to stop you doing x.…'
Dismissing	• 'Come on now cheer up.' • 'Don't be silly.' • 'It's nothing to worry about.' • 'Let's have a smile from you.' • 'Just forget about it/move on.'	• 'Don't have the feeling you are having. Have a nicer feeling instead.' • 'Your feelings are not important.' • 'You are a burden; you need to change your feelings to suit me.' • 'You are not worth listening to.'	• 'I can see that you are really angry with me for doing x.' • 'So x is really painful for you.' • 'So x makes you mad.' • 'No wonder you are feeling x. it is hurtful when xx.'
Defensive e.g. child says 'I hate you'	• 'Don't you dare…' • 'Don't talk to me like that.' • Guilt inducing responses – 'I've spent all morning with you and then you go and…'	• 'You are someone who makes other people feel bad.' • 'Feel ashamed.' • 'Feel guilty.' • 'It's your fault.' • 'Feel bad about who you are.'	• 'I am sorry I raised my voice. I needed you to stop (hurting x) but I should have found another way.' • 'I realise I got triggered by you doing x. I apologise.' • 'I can hear just how cross and angry you are with me.' • Empathising with the negative transference: 'So you are seeing me as someone who is being really unfair… and if you are seeing me like that, I can imagine you may be feeling pretty angry with me right now.' • Parent: 'I will come back in 5 minutes when I've thought of a good way for us to solve this problem (essential time away to self-regulate).'
Deflecting/ distraction	• Changing the subject. • 'Don't worry, let's look at this book, shall we go and play in the sand?' • 'Be brave.'	• 'Stop feeling what you are feeling.' • In deflecting the child's behaviour can escalate – as they don't feel heard.	• Validating empathy: 'No wonder you are feeling x. It IS painful when x happens.'
Diminishing the child's experience by comparing it to another, or to your own experience	• 'It's not that bad, Bobby has had much worse than that and he's ok.' • 'I know just what you are feeling because it happened to me.' • 'You're making a mountain out of a molehill.'	• 'You are just making a fuss.' • 'You shouldn't be feeling this.' • 'Your painful feelings aren't really that painful.'	• 'Thank you for having the courage to let me know just what you are feeling right now.' • 'So, you're letting me know that you are feeling really miserable right now…. I can understand that…'
Patronising	• 'Look when we feel angry what we need to do is xx.' • 'You are just tired.' • 'Now now come on, pull yourself together.'	• 'I know better than you.' • 'What you feel is irrelevant, unimportant.' • 'Your feelings are not warranted given the situation.'	• 'Will you help me to understand what that felt like for you…?' (**curiosity**) • 'Will you let me know what might help you right now? If I was really helping you in the way you need what might I be saying/doing now?'

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Advice giving, lecturing, solution focusing	• 'Now what you need to do is…' • 'You should have, you could've…' • 'Just don't think about it anymore.'	• 'Don't feel what you are feeling, just act or think instead.' • 'You always get it wrong, other children know how to do things better.'	• Wait until they are calm: 'Let's think together about what might be best to do now.' • 'I'm wondering if we can think together of another way to deal with x as it's not OK to x.'
Clichés	• 'Life's hard, life's not fair, man up, big boys don't cry, welcome to the real world, you need to be the man of the house now.'	• 'I am all wrong, my feelings are all wrong.' (Shaming)	• Model a full range of feelings with vocabulary to match the intensity of the child's feeling 'So I guess you felt heart-broken.' (instead of a bit sad) • 'Sounds like you are furious with me.' (instead of a bit cross).
Questioning	• 'Why did you do this?' • 'Why do you feel like this?' • 'Why do you feel angry?' • 'Are you angry now?' (requires yes/no) • 'Are you sad now?' (requires yes/no answer)	• 'Think about your feelings, stop feeling them.' • Stress inducing and drives disconnection. • 'Why' questions move the child away from what they are feeling into thinking. Questions without empathy are never therapeutic.'	• Curiosity 'Will you help me understand what you were feeling then?/How it felt when x happened?…'
Overwhelming, over involved, Merging	• 'Oh, my poor baby.' • 'Oh, this is dreadful, see now I am crying too.' • 'I feel frightened by what you are saying.'	• 'Look after my feelings as well as your own.' • 'Take care of me now.'	• Show or say you are moved. Tears are fine, Sobbing uncontrollably is not!! Don't say you are scared by what they are saying otherwise they now have to deal with your feelings as well as their own. • 'We must suffer the [child's] pain without getting lost in it.' (Grotstein 2005) • 'The [child] is dependent on the adult's courage to experience what he cannot experience so it's safe to experience it.' (Grotstein 2005)
Ignoring	'No response, or minimal response.'	• 'Your feelings don't matter.' • 'I will only pay you attention if you stop feeling what you are feeling.' • 'Ignored feelings can become part of what's known as the *unvalidated unconscious* (feelings that are never fully felt because in infancy they have never been validated by the parent). So these children end up not knowing what they feel.' (Stolorow and Atwood 1989) • 'Children for whom *broad areas* of [felt] experience failed to evoke validating attunement in caregivers and, consequently, perceptions remain ill defined and feelings tend to be felt as diffuse bodily states.' (Robert Stolorow 1989) • 'That which becomes off-limits in the communication with the parent eventually becomes off-limits [for the person themselves] – even in the privacy of their inner life.' (Diana Fosha, 2000, p 40). • These unvalidated feelings can then transform into challenging behaviour or become psychosomatic symptoms because they have never evolved from bodily sensations to being symbolised in words (via the adult's accepting, empathising use of mental state talk).	