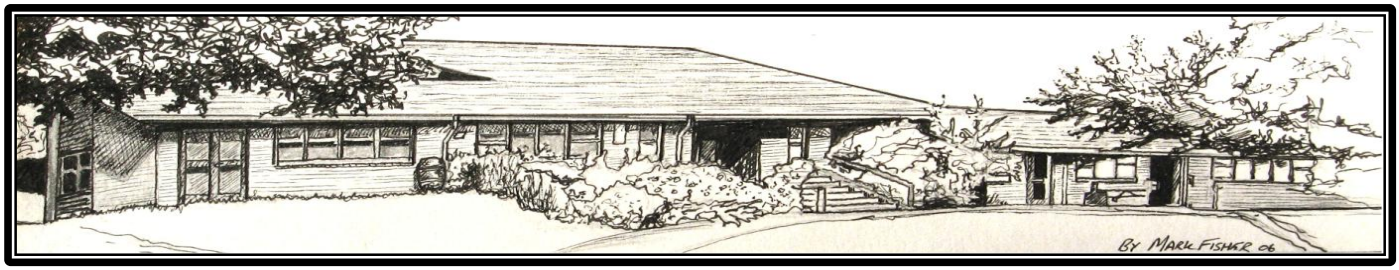

Sedlescombe Church of England Primary School

Behaviour for Learning Policy 2026-2027

Implemented	September 2026
Review Cycle	Annual
Review Date	Academic Year 2027-2028

DIOCESE OF CHICHESTER ACADEMY TRUST

Learning, Loving and Growing Together with God

THE TEACHER

I have come to the frightening conclusion:

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that creates the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, a child humanised or de-humanised.

Haim Ginott, Teacher and Child

Sedlescombe Church of England Primary School

Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	Honesty	Forgiveness
Courage	Thankfulness	Kindness

Vision:

Our school is a family where curiosity is the seed of all growth, and everyone is nurtured and challenged to learn and grow as a unique individual. Where enquiring minds are developed in a safe, loving environment where everyone belongs and is loved by God.

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Introduction:

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.' EYFS September 2014.

This therapeutic behaviour policy is the plan for the majority of children in our school. However, in addition to the strategies in this policy, some children may require an individualised Therapeutic Plan to formalise strategies that differ from this policy. Others may need a more flexible approach at times of anxiety, change or for specific circumstances. Our policy is underpinned by the principles of **Therapeutic Thinking**.

Principles of the Policy

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

This policy is based on the rights, responsibilities and needs of individual and groups of pupils:

- We all have the right to feel safe.
- We all have the right to work and learn.
- We all have the right to be respected.
- We are all responsible members of our school community.

Aims of the Policy:

It is our aim to provide our children with the tools they need to succeed in their learning by creating a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others. This is reflected in our school's vision:

Learning, Loving and Growing Together with God

- To use **praise** and **encouragement** as much as possible to create a **positive** and **happy** school.
- To provide a **safe** and **secure environment** for our children.
- **Staff** to **work together** for the well-being of all the children.
- To promote our **Christian values** and **school vision.**
- To support and include all children in developing good **learning behaviours** that support life-long learning.
- To ensure all children are **polite, helpful**, **kind** members of our school community supporting them in becoming **good global citizens**.
- To ensure that **no child is prevented from learning** by the behaviour of another child.
- To expect and promote **pro-social behaviours**.
- To encourage staff and parents to **set a good example** and always be a model of our vision and values.

What is Therapeutic Thinking?

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone in the dynamic.

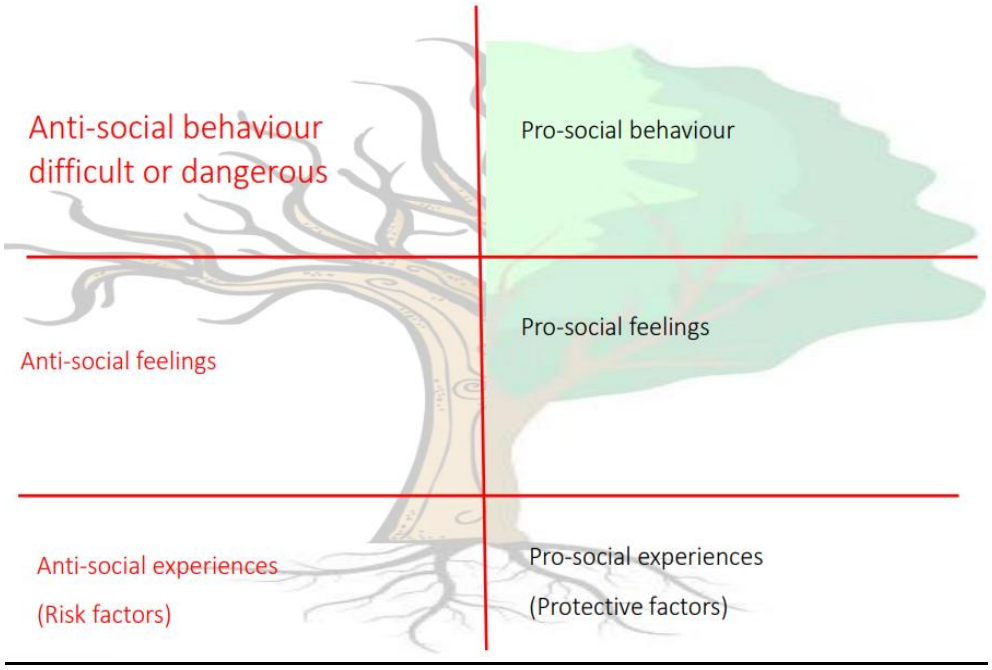
When we use a therapeutic approach we:

- Analyse behaviour rather than moralise about it.
- Look for the root causes from feelings and experiences rather than blanket behaviourist theory.
- Model therapeutic practices with all children, adults in school and parents or visitors from outside.
- Use language that is carefully chosen from universal scripts to be outcome and resolution focused rather than emotive.

At Sedlescombe CE Primary School we firmly believe that:

- Positive experiences create positive feelings.
- Positive feelings create positive behaviour.

The Therapeutic Tree:



Definitions:

Dynamic:

The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc.

Every child has a dynamic, every member of staff, every class, every school, simply, it means those affected by:

- The relationships people have with each other and how these relationships can change.
- The way in which people react to each other in a particular situation.
- The interactions of people when they are grouped with others through either choice or circumstance.

Prosocial:
Behaviour, which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Unsocial Behaviour:
Not enjoying or trying to behave sociably in the company of others, but **not** to the detriment of others.

Anti-social Behaviour:
Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour is likely to cause injury, harassment, alarm or distress.

Subconscious behaviour:
Unable to moderate or self-regulate.

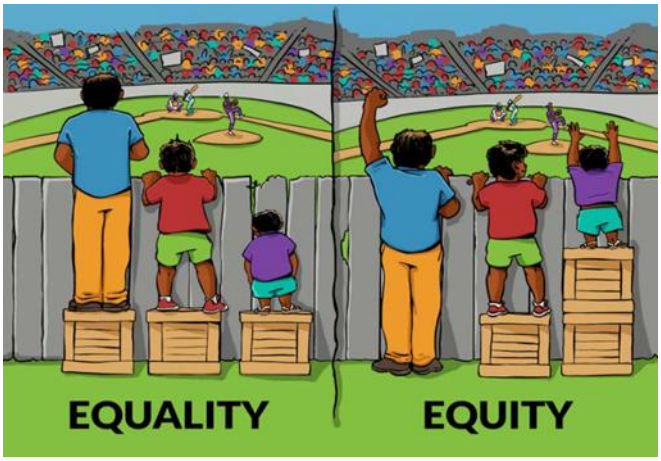
Conscious behaviour:
Unwilling to moderate or self-regulate.

Restorative practice:
To follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences.

Equality:
Treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity:
Giving everyone what they need to achieve success. At Sedlescombe we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

Equity = Equality



Roles and Responsibilities

The Governing Body

The Governing Body at Sedlescombe Church of England Primary School is responsible for:

- Setting the vision and values for the school and ensuring that these underpin the behaviour systems in the school.
- Reviewing and approving the Behaviour Code (Appendix 2) and ensuring that it supports the school's vision and values.
- In conjunction with the Headteacher review the Behaviour for Learning Policy and monitor its implementation and effectiveness.

The Headteacher

The headteacher is responsible for:

- Reviewing this Behaviour for Learning Policy in conjunction with the Governing Body;
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure positive reinforcement, restorative practice and protective consequences are applied consistently.

The Senior Leadership Team

The SLT is responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against due to race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re- occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

All Staff:

Everyone at the school is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in our school.
- Creating a calm, well-ordered environment for teaching and learning.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).

- Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by acting to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is always effective supervision of all pupils (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording behaviour incidents on Arbor on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others.

Parents:

Parents and carers are responsible for:

- Accepting and supporting the school's Behaviour for Learning Policy and therapeutic approach.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Children:

The children are responsible for:

- Following our school rules and guidelines.
- Becoming increasingly responsible for their own learning and behaviour and the school environment.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Supporting Behaviour:

The learning environment:

It is essential that the learning environment is well organised so that children can access the resources they need to support their learning. All resources should be clearly labelled and well organised into clear areas of learning. This means that the classroom must be uncluttered. The furniture should be arranged so that the children can move around the classroom freely as required. The school environment should be a space the children are proud of and want to look after, fostering pro-social behaviours and curiosity. Further information on the organisation of the learning environment can be found in the school's Learning Environment Policy.

Clear Routines:

Children respond well to routine, allowing them to feel safe and secure. The children need to know what the expectations are, and how they are challenged when they are not met. Expectations should be the reality throughout the school. The teacher needs to be clear on the routines and expectations and establish these early in the school year, however the teacher needs to constantly reflect and be flexible with these, referring to individual circumstances.

Consistency:

Consistency is essential; children need to know what the teacher's expectations are and the teacher needs to be tenacious in demanding that the children meet these expectations. Expectations and support may be different for individual children. The expectations need to be shared with all adults in the classroom and adults need to work together to support and model the same behaviour and expectations.

Relationships:

Relationships in the classroom create the atmosphere in which the children learn and behave. It is important that the teacher gets to know the children in the school well so that they know what they can use to motivate and interest the children to support pro-social behaviour. It can also help to avoid triggers to unsocial behaviours. To support children in behaving positively relationships need to be positive. These relationships are critical to comfort and forgive each other when things go wrong, starting a fresh the next day.

Adults as Role Models:

Adults in the school must model the behaviour we want from the children. Therefore, **all** adults need to:

- have high aspirations for ourselves and the teaching team;
- treat each other with kindness;
- have the courage to challenge and support each other in our roles and behaviour;
- be honest with each other.
- have enquiring minds and a desire to do our role to the best of our ability;
- apologise when we get things wrong and be willing to show forgiveness to each other;
- value each other and recognise our achievements, skills and contributions.

Working in Partnership:

We work closely with our parents to ensure the consistent approach of our therapeutic behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals. Parents will be informed of all incidents of dangerous anti-social behaviour and their protective consequences. Any discussions that take place with parents need to be logged using behaviour notes on Arbor, a meeting record can be found in Appendix 1.

Restorative Practice:

Restorative approaches refer to a range of methods and strategies which can be used to prevent relationship–damaging incidents from happening and to resolve them if they do happen. This needs to occur once regulation has taken place.

External discipline is controlling behaviour; internal discipline is teaching behaviour. To create change we need to understand, not simply suppress, the behaviour.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

We have no public methods of tracking behaviour that risk creating negative feelings – children cannot publicly see the judgement of staff, and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publicly to compare).

Behaviour Code:

It is important that every child knows what behaviour is expected from them while they are at school or taking part in school activities such as trips or sporting tournaments. For this reason, Sedlescombe Church of England Primary School has adopted a School Behaviour Code (outlined below) which is displayed in every classroom and around the school. This gives the children, staff and parents/carers a clear vision of what is expected.

They are not about the routines which children should follow but instead are a set of moral values which give children a clear message about the way they should behave.

Our Behaviour Code is reinforced during Collective Worship, Religious Education and RSHE lessons as well as in Philosophy for Children discussions, so that the children can learn why these values are so important and how to put these moral and Christian values into practice in real life situations.

Our Behaviour Code is there to guide the children in their behaviour and provide them with a model of what pro-social behaviour at Sedlescombe Church of England Primary School looks like. Is is built upon our school values of aspiration, courage, forgiveness, honesty, kindness and thankfulness. A display copy of the Behaviour Code is given in Appendix 2.

- Be courageous learners, persevering and taking risks
- Always be aspirational and try our best
- Treat everyone with kindness and help each other
- Be honest and well-mannered
- Be thankful for what we have and look after it
- Learn from mistakes and forgive each other

Learning Behaviours:

The Behaviour for Learning Policy also aims to support children in developing life-long learning behaviours that will support them to achieve well and to do their best in everything they wish to do throughout their lives.

In our school we focus on six key Learning Behaviours that we believe will support the children to be positive learners and achieve the best possible outcomes.

- Aspiration – Barry Butterfly
- Cooperation – Bella Bee
- Courage – Danny Dragonfly
- Creativity – Spencer Spider
- Curiosity – Freya Fox
- Independence – Dory Dormouse

Each Learning Behaviour is linked to a character that we believe models this learning behaviour. The animals have been chosen in consultation with the children. A poster that shows all of the Learning Behaviours is given in Appendix 3. Each of the learning behaviours is represented by an animal. The animal has traits and qualities that the children need to show to achieve the Learning Behaviour. In addition, we have chosen animals that live in the local environment and that the children can learn about during Forest School and school topics.

Aspiration:

- This learning behaviour is represented by a **butterfly called Barry**. Butterflies represent transformation and change. Aspiration is about setting goals to try and achieve new things. It is about being more than you currently are and growing and developing to try and achieve a goal or dream. It is important that children develop this learning behaviour because it will support children to push themselves to achieve more and will help them throughout life.

Cooperation:

- This learning behaviour is represented by a **bee called Bella**. Bees live and work together modelling teamwork. They are also extremely hard working. It is important that children develop this learning behaviour because it creates a sense of a learning community in which everyone supports each other to learn and make progress. Children also learn to compromise and to listen to others.

Courage:

- This learning behaviour is represented by a **dragonfly called Danny**. The dragonfly starts life as a larva living in water, grows and transforms into a dragonfly and takes flight leaving the only life it has known. This first flight shows great courage and requires a leap of faith as the future is unknown. A dragonfly cannot go back to its former life. It is important that children show courage in their learning as this enables them to try new things, accept challenges and be willing to make mistakes. So much learning can come from the mistakes we make and working hard to overcome these difficulties.

Creativity:

- This learning behaviour is represented by **spider called Spencer.** A spider weaves the most beautiful and creative webs in an array of spaces. It is important that children are creative learners so that they can solve problems, make links between their learning and apply their learning to new situations. This deepens children's knowledge and understanding. It also encourages children to develop unique and different ideas and to be inventive.

Curiosity

- This learning behaviour is represented by a **fox called Freya**. Foxes are very adaptable creatures and can live in the countryside and the town. They have a wide diet, willing to try new and different foods so they can survive in different environments. It is important that children are curious learners as this is what motivates them to learn and to ask questions. By being curious we can learn from others, learn new things and come to a better understanding.

Independence

- This learning behaviour is represented by a **dormouse called Dory**. A dormouse is a shy creature and likes to keep itself to itself. The dormouse hibernates during the winter to help it survive and can even go into a special state called torpor, when there is no food, to help it survive a poor harvest. These skills mean that it can survive on its own. It is important that children can be independent learners so that they can be lifelong learners and develop confidence in their own skills and abilities.

Celebrating Learning Behaviours

In each classroom the Learning Behaviours are displayed prominently for the children to see. Each of the animals linked to the learning behaviours has a name to encourage the children to behave in this way. Feedback and recognition is given to children when something has not been asked for, not just celebrating the things that are expected. Specific certificates (Appendix 4) and stickers, added into their reading records, are given to children privately when pro-social behaviour is observed above and beyond the expected.

School Rewards and Positive Reinforcement

The Behaviour Policy at Sedlescombe Church of England Primary School aims to always promote the positive, giving encouragement and praise, rather than criticism and punishment. We prioritise the pro-social behaviours by valuing examples in every child, praise, thanking them and using proximal praise. It aims to develop an understanding of the Christian values of forgiveness, honesty, thankfulness and kindness.

When a child needs to be spoken to about their behaviour and breaking the Behaviour Code the conversation needs to be constructive and kind using positive language i.e. please remember to walk, thus giving the child advice on how to improve and explaining why the behaviour is unacceptable or dangerous.

To ensure that high expectations in behaviour and learning are continually being promoted, a structured reward and positive reinforcement system has been set-up for use **throughout** the school by **all** members of staff.

Party Points

Party points are awarded to individuals in recognition of positive behaviour for learning and prosocial behaviours.

These are given out by any adult in school to any child who is modelling and exceeding our school values and behaviour expectations.

Each class has a glass jar in which the Party Points are collected. The Party Points are taken to Worship each Monday morning and added to the School Party Point glass jars. When the glass jars are full **all** of the children in the school are rewarded with a class party.

Head Teacher Award
Any member of staff can nominate a child to be given a Headteacher Award for making them go "WOW". This may be for a number of reasons where the child has shown exceptional effort or improvement. The award is linked to the school learning behaviours or values and are individual to each child. These are awarded to the child by the headteacher.

Achievement Cups
Achievement Cups are given out at the end of terms 2, 4 and 6 at a special Tea Party with the Headteacher. Each teacher chooses two children from their class who have made exceptional effort with their learning over the previous two terms.

The children are rewarded with the Class Achievement Cup and a certificate which outlines the reason that the child has been chosen to recieve this award. This needs to be prepard ahead of the afternoon tea (Appendix 5) and be passed to the Headteacher for checking and laminating. Children should not recieve the award more than once in a Key Stage. Parents will be invited to attend the Afternoon Tea and share in the child receiving their award.

Unsocial and Anti-Social Behaviours

Unsocial behaviour
Not doing as instructed, but not to the detriment of others.

Unsocial behaviours
• Leaving their desk without permission • Leaving the carpet during input/story without permission • Refusing to complete the work set • Refusing to get changed for PE • Choosing to do another activity than the one the class are doing • Rocking on their chair • Calling out/talking to a friend • Not listening to instructions • Playing/fiddling with equipment

Sequence of support for unsocial behaviour:

- Positive phrasing (verbal warning)
- Limited choice (Warning)

If these strategies don't work the behaviour becomes anti-social as it is detrimental to others.

Antisocial Behaviour

Antisocial Behaviours	Dangerous Antisocial Behaviours
• Aggressive shouting/calling out disruptively • Continued interruptions • Swearing • Answering back, mimicking • Name calling • Lying • Refusal to carry out an adult's request • Distracting or disrupting others' learning by shouting, banging, making noises • Throwing small equipment	• Leaving the school building or premises • Spitting (directly at another) • Pushing aggressively • Scratching or pinching • Hair pulling • Hitting, kicking or fighting • Biting • Punching • Throwing furniture

Sequence of support for anti-social behaviour:

- Positive phrasing (verbal warning)
- Limited choice (Warning)
- Disempowering the behaviour and/or de-escalating (Time Out)
- Protective or Educational consequence (SLT)

Please be aware, all these behaviours could be a sign of the child **needing help**, **attention** or that they are **bored**.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes antisocial.

All children have the right to feel safe and secure whilst at school, for this reason any child breaking the Behaviour Code needs to know that there is a consequence for their actions. Although all staff should have high expectations and reward all positive behaviour there are a minority of children who at times display challenging behaviour or make a poor behaviour choice. For this reason, the following framework has been devised to provide **all staff** with support and guidance in dealing with unsocial and anti-social behaviours.

To be effective it is essential that **all staff** implement the policy and that we are consistent when dealing with challenging behaviour. This must be followed in the classroom, on the playground, in worship, in the corridor and by teaching assistants working with children outside the classroom. It is critical that any consequences are as a direct response to the behaviour and offer a learning opportunity. For example: throwing sand at another child at playtime, obviously the child will not be able to play in the sand and must play in another area, opportunities will be built into the day to model appropriate play.

It is essential that the **whole school** adopts the **same approach** and that all staff support the implementation of the policy to ensure it is as effective as possible. Examples of the stages can be found in Appendix 6.

Staged Approach

Stage 1: Reminder: Positive Phrasing– No Consequence

- This is given to those children who break the Behaviour Code at a low level.
- A verbal reminder is given to the child to let them know that they have broken the Behaviour Code and need to think about their choice of behaviour.
- There is no consequence at this stage.

Playground

- A reminder is given to the child using positive phrasing

Stage 2: Limited choice- No Consequence

- The Behaviour Code is broken; the positive phrasing reminder has been ignored.
- Children can choose between 2 options decided on by the class teacher e.g. "Do you want to do your work sat at your desk or sat next to me?"

Playground

- The Behaviour Code is broken; the positive phrasing reminder has been ignored.
- Children are asked to move from the area they are playing in and given a choice of 2 to go to.

Stage 3: Disempowering the Behaviour and/or De-escalation

- The child is given an immediate de-escalation time for ten minutes. Children sent to partner class will be given a de-escalation (calm down / thinking) card to take with them.
- Class teacher contacts parents to discuss the behaviours and the de-escalation time.
- **Class teacher to record behaviour incident on Arbor.**

The de-escalation classes are:

- Year 1 to Year 2
- Year 2 to Year 1
- Year 3 to Year 4
- Year 4 to Year 5
- Year 5 to Year 6
- Year 6 to Year 1

Playground

- The children are given de-escalation time for 10 minutes where they will have to stand with the adult on duty.
- A child may move straight to this stage without a warning if it is a more serious incident.

Stage Four: De-escalation time Deputy Headteacher and Letter Home

- A child continues to break the Behaviour Code. The child is sent to the Deputy Headteacher for time-out for the rest of the lesson (work to be provided).
- A child can also be sent to the Deputy Headteacher for a serious incident as outlined on the Classroom Behaviour Summary (Appendix 7).
- The Deputy Headteacher will send a letter home informing the parent about the child's behaviour. A copy of this letter must be given to the Headteacher who will log the letter on Arbor.
- A text will be sent home advising of the letter coming home.
- Learning opportunities to be built in to develop pro-social behaviours and relationships.

Playground

- If a child reaches the Deputy Headteacher stage of the Behaviour Code at lunchtime the incident should be **fully investigated by the lunchtime team**. Once it has been ascertained what has happened and that Deputy Headteacher is the appropriate sanction then the child should be taken to the Deputy Headteacher by the TA who has investigated the incident. A summary of playground behaviour can be found in Appendix 8.
- The child will stay with the Deputy Headteacher for the remainder of their lunchtime, and a Deputy Headteacher Letter (Appendix 9) will be sent home informing parents of the incident and log it on Arbor.
- The school office will send a text home informing the child's parents about the Deputy Headteacher letter.

Stage Five – Headteacher Letter

- The child continues to misbehave and is sent to the headteacher. It can also be given for a one-off serious incident.
- A Behaviour Incident Checklist Sheet (Appendix 10) for the incident must be completed by the member of staff investigating the incident as soon as possible and be handed to the Headteacher – **must be the same day**.

- The Headteacher will contact the child's parents/carers to inform them of what has happened and explain that their child's behaviour is unacceptable and may put them at risk of exclusion.
- A Headteacher Letter (Appendix 11) will be sent home following the telephone call.
- A personalised behaviour programme will be considered if this incident is linked to a pattern of poor behaviour.
- This is given for serious incidents and will be logged on Arbor and in the child's individual file.

Stage Six – Exclusions

- For the most serious incidents that seriously harm the education or welfare of children or others such as staff; suspension and exclusion can and will be used as a consequence.
- Suspensions and exclusions can be given for a very serious one-off incident or persistent incidents.
- Exclusions and suspensions will be considered for incidences such as physical and verbal assault, preventing others from learning, preventing staff from teaching, bullying and damage to property.
- Exclusion and suspension are considered on a case-by-case basis.
- If a suspension or exclusion is given as a consequence for a serious or persistent breach of the school's Behaviour for Learning Policy, the Trust's Exclusion Policy will be followed.

As a result of the 1986 Education Act, and in common with all Schools, there is no corporal punishment.

Physical Interventions

In some circumstances, staff may use reasonable force as part of a restrictive intervention to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Staff will always seek to prevent situations from escalating and will use appropriate de-escalation strategies wherever possible before considering the use of reasonable force.

Incidents involving physical restraint or reasonable force must:

- Only be used when necessary and as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time necessary
- Be reasonable, proportionate and necessary in the circumstances
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported in accordance with statutory guidance and the Trust's Restrictive Intervention Protocol

Full details of the school's approach to restrictive interventions, including the use of reasonable force, can be found in the DCAT Restrictive Intervention Protocol.docx and the Department for Education's guidance *on Restrictive Interventions, Including Use of Reasonable Force, in Schools*.

Confiscation

Any prohibited item found in a pupil's possession will be confiscated. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes or e-cigarettes
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

Any prohibited item will be dealt with in accordance with Department for Education guidance and, where appropriate, may be retained, disposed of, passed to the police or returned to a parent/carer.

The school may also confiscate any item considered harmful to the safety, welfare or discipline of the school. Such items may be retained, returned to a parent/carer or disposed of as appropriate.

Authorised members of staff may search for and confiscate any item which is prohibited by law or banned under the school's policies where they have lawful authority to do so.

Searching, screening and confiscation procedures are carried out in accordance with the Department for Education's latest guidance on *Searching, Screening and Confiscation*.

Pastoral Support

Pastoral support forms an important part of the behaviour framework at Sedlescombe CE Primary School. Much of the support given is of an informal nature and teachers and support staff have an important part to play. Their specific responsibility is to spend time with the children to sort out any problems that arise.

In addition to this, Relationship, Sex and Health Education (RSHE) is a valued element of the school curriculum.

Working in partnership with parents/carers helps us to reach a better understanding of any issues that may be impacting on a child's behaviour and the best way to support the child in improving their behaviour.

If any problem or query concerning a child's work, behaviour or welfare arises, parents/carers are advised to contact the class teacher in the first instance (preferably by appointment or at the end of the school day) or the Headteacher if the matter is either urgent or personal.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Leader will observe and/or assess a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

A summary of the Behaviour for Learning Policy is sent home to all parents/carers to ensure that they have a full understanding of the policy (Appendix 12 and 13).

Monitoring Arrangements

This Behaviour for Learning Policy and Behaviour Code will be reviewed annually by the Headteacher and Local Governing Board (LGB). At each review, the policy will be approved by the LGB.

Links with other Policies

This Behaviour for Learning Policy is linked to the following policies:

- Anti-Bullying Policy
- DCAT Exclusion Policy
- Positive Handling and Physical Intervention guidance
- Safeguarding Policy
- Assessment for Learning and Teaching Policy
- Learning Environment Policy

Appendices

- **Appendix 1: Parent Meeting Summary**
- **Appendix 2: Behaviour Code Display Copy**
- **Appendix 3: Learning Behaviours Poster**
- **Appendix 4: Learning Behaviours Certificates**
- **Appendix 5: Achievement Cup Certificate**
- **Appendix 6: Therapeutic Thinking Examples**
- **Appendix 7: Classroom Behaviour Summary**
- **Appendix 8: Lunchtime Behaviour Summary**
- **Appendix 9: Deputy Headteacher Letter**
- **Appendix 10: Behaviour Incident Checklist**
- **Appendix 11: Headteacher Letter**
- **Appendix 12: Summary of Learning Behaviours for Parents**
- **Appendix 13: Summary of Behaviour Policy for Parents**

Appendix 1:

Sedlescombe Church of England Primary School
Parent Meeting Summary

Date of meeting:	
Persons present at meeting:	•
Summary of discussion at the meeting:	
Use a continuation sheet if necessary	

Summary of the key points:
1)
2)
3)
Actions for the key points:
1)
2)
3)

Signed: _____ (staff member)

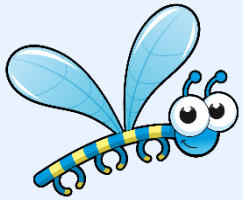
Signed _____ (parent / carer)

Copy to be given to the Headteacher and a digital copy uploaded to Arbor

Behaviour Code
SEDLESCOMBE CE SCHOOL
Be courageous always persevering and taking risks
Always be aspirational and try your best
Treat everyone with kindness
Be honest and well-mannered
Be thankful for what we have and look after it
Learn from mistakes and forgive others

Sedlescombe Learning Behaviours

Courage



Danny Dragonfly

Aspiration

Barry Butterfly

Creativity

Spencer Spider

Curiosity

Freya Fox

Independence

Dory Dormouse

Cooperation

Bella Bee

Learning, Loving and Growing Together with God

Learning, Loving and Growing Together with God

Independence Award
Learning, Loving and Growing Together with God

Aspiration Award
Learning, Loving and Growing Together with God

Curiosity Award
Learning, Loving and Growing Together with God

Cooperation Award
Learning, Loving and Growing Together with God

Creativity Award
Learning, Loving and Growing Together with God

Courage Award
Learning, Loving and Growing Together with God

Achievement Cup 2026
AWARDED TO
Child's Name
Learning, Loving & Growing Together with God

	Positive Phrasing *(Can include distracting / redirecting)*	**Limited Choice**	**Disempowering the Behaviour and/or De-escalation**	**Protective or Educational Consequence**
Unsocial Behaviours: *If you become frustrated by this and 'hector' the child, you can cause them to become anti-social – are we expecting them to obey*				
Leaving desk without permission	'Who else can I see sitting well at their desk?' 'Stay seated in your chair…	"Are you going to sit on your own or with the group? (repeat)	"You can listen to the instructions / story from there."	"We will check you understand how to … before you go out to break."
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	"Would you like to sit in your carpet space/at your desk, or next to me?" (repeat)	"You can listen to the instructions / story from there."	"We will check you understand how to…. before you go out to break."
Refusing to complete the work set	"I know you want to do …… but first I need you to …., then you can …." "Can you tell me…. /Show me ….?"	'I can see you are not ready to do math's now, so we can do …. or …. and come back to math's when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the table or book corner? (repeat) 'Are you starting your work with words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)	'You can choose to finish it later.'	Rehearsing and practicing completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class.

Refusing to get changed for PE	"I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe."	"Are you going to change all your kit or just shoes and socks?" (repeat) You can choose to get changed here or in the cloakroom/other classroom." (repeat)	"Well done to everyone getting changed quickly and safely for PE." (remind of importance of changing). *There may be a safeguarding or body conscious issue here so you do need to check this.* *There could be a previously arranged place agreed for private changing if necessary.*	
Refusal to do PE	"I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit." (repeat).		'You can do a lesson with the other class later if you would like to?'	"Before break, we will talk about the bits you find difficult in PE."
Not listening to/ following instructions	"I can see you are not choosing to listen at the moment, would you like me to explain again now or after the lesson?" "Well done everyone for stopping (in PE) when asked as that is the safe way to do PE." "Fantastic listening from…. I like the way you are staying still and listening so you can follow my instructions."		"You can choose to have another go later."	"We will check you understand how to…. before you go out to break."

Choosing to do another activity than the one the class are doing (reading /drawing on whiteboard etc.)	"I can see you are choosing to read/draw now rather than join in. If you do this…. first, then you can draw/read after that."	"You can choose to do this now or later." (repeat)	"You can choose to do this later if you would like to when the others are doing …?"	"We can check you understand what to do before you go out to break."
Rocking on their chair	"Put the 4 chair legs on the floor."	"Do you want to sit on the chair or the carpet?" (repeat)		"We may need to practice how to sit on the chair safely before break time."
Calling out / talking to a friend	"We are taking it in turns to listen. Who else can I see listening carefully?" "I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?"			"We can check you understand what to do before you go out to break."

	Positive Phrasing *(Can include distracting / redirecting)*	**Limited Choice**	**Disempowering the Behaviour and/or De-escalation**	**Protective or Educational Consequence**
Antisocial Behaviours: Note the frequency as it is usually this that makes it intolerable – only very frequent and persistent will require SLT intervention				
Continued interruptions	"I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break." "I can see you are not choosing to listen at the moment; would you like me to explain again after the lesson?" "I can see you know the answer, but it's ….'s turn to share their thoughts."	"We can talk about making sure other children are able to learn when you are ready. Would you like to talk to me or …?" (repeat)	If the interruptions are valid and the pupil is keen to get their point across, ensure they understand the 'rules' of the conversation. If it is, being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation and exploration
Swearing **Name calling** **Lying**	"I can see that you're not happy at the moment." "I can see that you are upset." "We can talk when you are ready."	"When you are ready we can talk here, or in the library or in the office." (repeat) "We will carry on when you're ready." "We can talk when you are ready, Would you like to talk to me or …?"	"I can see that you are not happy. When you are ready to speak to me properly, I will listen (then ignore to they are ready).	Conversation and exploration. "Thank you for telling me / showing me how you are feeling. If you can tell me I can listen / help."

Refusing to carry out an adult's request	"Put the pen on the table." "I can see you are not ready to do this right now." "I can see that something is wrong, if you want to talk, I will listen. I am here to help."	"Walk with me to the library or book corner." (repeat)		Rehearsing and practising tasks.
Distracting / disturbing others' learning by shouting, banging, making noises	"I can see that you are not happy at the moment and you are not ready to learn / play."	"When you are ready we can talk here at the table or in the book corner." (repeat)	"I can see that you are not happy. When you are ready to speak to me properly, I will listen (then ignore to they are ready).	Rehearsing and practising completing tasks. Catch-up time.
Leaving the classroom without permission	"I can see that you are not happy at the moment."	"Come back into the room when you are ready and we can talk here or with …. Who would you like to talk to me or ….?" (repeat) "You can come and find me when you are ready."	"I can see that you are not happy at the moment. When you are ready to ready to come back to class I will listen." (then ignore until they are ready to return as long as another adult is in the area)	Educational opportunities: Identify early warning signs for need to leave the class. Ceation of a 'safe space' if staying in the class is difficult.

Danage to property	"I can see that you are not happy at the moment."	"When you are ready to talk we can talk here or in the book corner, or in the office." (repeat)		Assistiing with the repairs or planning the repairs.
Stealing	"I can see that you have taken something that doesn't belong to you."	"When you are ready to return it you can give it to me or leave it in the box." (repeat)		Research the real world implications.
	Positive Phrasing *(Can include distracting / redirecting)*	**Limited Choice**	**Disempowering the Behaviour and/or De-escalation**	**Protective or Educational Consequence**
Dangerous Antisocial Behaviours: Likely to need SLT support after following the script				
Leaving the school building **Leaving the premises**	"I am not chasing you. I will be standing here to make sure that you are safe. When you go to (Adult inside) we can solve the problem." "You have left the school premises so I am calling the police."	I can see there is something wrong. When you come inside would you like to speak to Mrs. Oakley or Mrs. Harvey?" (give a choice of two people that are available) "When you come in would you like to go to your safe place or the book corner?" (repeat)		Conversation and exploration. Possible limited to outside space. Escorted in social situations such as breaktimes. Restricted off-site activities.

Spitting directly at another person **Pulling hair** **Pushing aggressively** **Scratching** **Hitting** **Kicking** **Punching** **Fighting** **Biting** **Throwing furniture** **Physical or verbal bullying**	"Your actions have hurt me / child's name. Use your words and I will listen."	"I can see there is something wrong. Do you want to come inside and talk to Mrs.Oakley or Mrs. Harvey? (give a choice of two people that are available) If already inside the choice would be to come and talk to one of these adults away from wherever they're now.	"Child's name I can see that something has happened." "I am here to help." "Talk and I will listen." "Come with me and …"	Protecive consequences. Possible limit to outside space. Escorted in social situations / breaktimes. Differentiated teaching space. Exclusion.

All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial following any of these difficulties

Examples of responses:

- "Name, you have used your safe space, well done."
- "You are making a good effort with your learning."
- "Thank you for telling me how this made you feel."
- "Thank you for being honest with me and tlling me the truth."
- "I can see that you are upset, you body language is telling me you are cross."
- "I can understand how that could be upsetting / annoying."

Post incident recovery and debrief measures (Restorative Practice)

- "It is time for a chill and a chat."
- "Tell me what happened when …"
- "How were you feeling when you …"
- "Who has been affected?"
- "How can you help to put this right?"
- "So, let's practice what we have learnt so we can do things better next time."

Managing Playground Behaviour Positively and Consistently

Incident	Level	Consequence	Who deals with this consequence?	Does a parent or carer need to be informed and by whom?
Not taking turns / hogging equipment	**Warning**	Positive phrasing (verbal warning) • "Let's make sure everyone gets a turn." • "Show me what taking turns looks like." • "How can you include others in the game?" If behaviour continues - removal from area for the rest of playtime – limited choices or time out with an adult	Playground Staff Repeated behaviour logged on Arbor (Level 1 Negative (defiance / disruptive behaviour)	No if Positive phrasing has a positive outcome (verbal warning) Yes, verbally by class teacher, if behaviour continues and Time Out given.
Leaving children out of games	**Warning**	Positive phrasing (verbal warning) of kindness. • "How can we make sure everyone has someone to play with?" • "How could you include them in your game?" • "Let's find a way for everyone to join in." Ensure child has someone to play with – setup a game If continues - time out on playground with an adult	Playground staff Repeated behaviour logged on Arbor (Level 1 Negative (playground unkindness)	No if Positive phrasing has a positive outcome (verbal warning) Yes, verbally by class teacher, if behaviour continues and Time Out given.
Not Respecting equipment	**Warning**	Positive phrasing (verbal warning) • "Let's look after our equipment so everyone can enjoy it." • Show me how we use the equipment safely." • "Our equipment needs careful hands." Asked to clear up if a mess has been made. If continues – removal from area for the rest of the playtime – limited choices or time out with an adult	Playground staff Repeated behaviour logged on Arbor (Level 1 Negative (playground unkindness)	No if Positive phrasing has a positive outcome (verbal warning) Yes, verbally by class teacher, if behaviour continues and Time Out given.

Telling tales	**Warning**	Positive phrasing (verbal warning) of kindness and honesty • "Is this a problem you need help with, or a problem you can solve yourself?" • "Are you trying to keep someone safe, or are you trying to get someone into trouble?" • "Let's think about whether an adult needs to help with this." If continues - Time Out on playground with an adult	Playground staff Repeated behaviour logged on Arbor (Level 1 Negative (playground unkindness)	No if Positive phrasing has a positive outcome (verbal warning) Yes, verbally by class teacher, if behaviour continues and Time Out given.
Spoiling other children's games	**Warning**	Positive phrasing (verbal warning) of fairness • "How can you be a positive player in this game?" • "What could you do to play rather than disrupt the game?" • "Let's agree on the rules so everyone can enjoy the game." • "Let's look after what other children are building and creating." • "If you'd like to join in, let's find a positive way to do that." If continues - removal from area for the rest of playtime – limited choices or time out with an adult.	Playground staff Repeated behaviour logged on Arbor (Level 1 Negative (playground unkindness)	No if Positive phrasing has a positive outcome (verbal warning) Yes, verbally by class teacher, if behaviour continues and Time Out given.
Unkind language	**Warning**	Positive phrasing (verbal warning) of kindness • "Use kind words please." • "Choose words that help, don't hurt." • "What could you say that is honest and kind?" • "Let's choose words that make other people feel valued." If continues - removal from area for the rest of playtime – limited choices or time out with an adult	Playground Staff Repeated behaviour logged on Arbor (Level 1 Negative (playground unkindness)	No if Positive phrasing has a positive outcome (verbal warning) Yes, verbally by class teacher, if behaviour continues and Time Out given.

Incident	Level	Consequence	Who deals with this consequence?	Who is informing the parent / care giver?
Dangerous Play • Climbing where not permitted • Throwing objects • Using equipment unsafely • Running into others	Low	De-escalation time with playground staff. Use the playground script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Demonstrate correct and safe way to play. • Temporary removal from the activity / area • Restricted access to the equipment. Should not return to the game until calm and restorative action taken. Consider time out with an adult.	Playground Staff Logged on Arbor (Level 1 negative behaviour)	Class Teacher verbally at the end of the day. "I wanted to let you know that today [child] was making some unsafe choices during playtime. We spent some time talking about the potential consequences of those actions and how they might affect others. They reflected well and practised the safer behaviour before returning to play. It may be helpful to reinforce at home the importance of making safe choices when playing with others."
Defiance • Refusing a reasonable instruction • Walking away from an adult • Repeatedly saying "No".	Low	De-escalation time with playground staff. Use the playground script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Restorative action with the adult involved • Rehearse respectful ways to disagree or ask for help. • Opportunity for a fresh start. • Complete original task or expectation. • Reflection time before rejoining activities. Should not return to the game until calm and restorative action taken. Consider time out with an adult.	Playground Staff Logged on Arbor (Level 1 negative behaviour)	Class Teacher verbally at the end of the day. "Today [child] found it difficult to follow an adult instruction and initially refused. Once calm, we talked through what happened and discussed more respectful ways to communicate when they disagree or feel frustrated. They were able to complete the expectation successfully afterwards."

Play Fighting • Pretend wrestling • Chasing and tackling • Play punches or kicks	Low	De-escalation time with playground staff. Use the playground script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Reflect on consequences of play fighting. • Check nobody was hurt or upset. • Removal from the game. • Supported alternative activity for a period. • Demonstration of safer play choices before returning. Should not return to the game until calm and restorative action taken. Consider time out with an adult.	Playground Staff Logged on Arbor (Level 1 negative behaviour)	Class Teacher verbally at the end of the day. "There was an incident of play fighting today. Although there was no intention to hurt anyone, we discussed how quickly this type of play can escalate and how it can make others feel unsafe. [Child] understood this and rejoined play appropriately afterwards."
Swearing – undirected • Swearing after losing a game • Swearing when frustrated • Use of inappropriate language generally	Low	De-escalation time with playground staff. Use the playground script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Reflect on impact of language. • Practise alternative phrases. • Reflection time with an adult. Should not return to the game until calm and restorative action taken. Consider time out with an adult.	Playground Staff Logged on Arbor (Level 1 negative behaviour)	Class Teacher verbally at the end of the day. "Today [child] used inappropriate language when they were feeling frustrated. We talked about acceptable ways to express strong feelings and practised alternative phrases they could use next time. They responded positively to the discussion and returned to learning appropriately."

Teasing • Repeated jokes at another child's expense • Mocking mistakes • Persistently winding someone up	Low	De-escalation time with playground staff. Use the playground script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Explore how the child felt • Identify more positive ways to interact. • Supported restorative conversation • Time out from the situation. Should not return to the game until calm and restorative action taken. Consider time out with an adult.	Playground Staff Logged on Arbor (Level 1 negative behaviour)	Class Teacher verbally at the end of the day. "I wanted to make you aware that [child] engaged in some teasing behaviour today. We discussed the difference between having fun and making someone feel uncomfortable. They reflected thoughtfully and worked to repair the situation. It may be helpful to continue those conversations about empathy and kindness at home."
Unkindness – deliberate • Intentionally excluding others • Deliberately upsetting a friend • Purposefully saying hurtful things	Low	De-escalation time with playground staff. Use the playground script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Repair the relationship through apology or positive action. • Identify what could be done differently next time. • Restorative meeting with adult support. • Temporary removal from the situation. Should not return to the game until calm and restorative action taken. Consider time out with an adult.	Playground Staff Logged on Arbor (Level 1 negative behaviour)	Class Teacher verbally at the end of the day. "Today [child] made a deliberate choice that upset another child. We spent time exploring the impact of those actions, helping them understand how the other child may have felt, and discussing how to put things right. [Child] was able to reflect on their choices and take steps to repair the relationship. Have you noticed any similar difficulties at home, particularly around friendships or managing disagreements?"

Unsporting Behaviour • Walking away from the game • Throwing equipment down • Gloating at losing team • Sulking and spoiling the game for others	Low	De-escalation time with playground staff. Use the playground script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • If refusing to follow the rules – time out & can rejoin once they can accept the agreed decision. • It's great to feel proud but how can you show that respectfully? • Support child to congratulate and encourage others before rejoining the game. • How can we handle disappointment respectfully? • Give replacement language that could be used and practise using. Should not return to the game until calm and restorative action taken. Consider time out with an adult.	Playground Staff Logged on Arbor (Level 1 negative behaviour)	Class Teacher verbally at the end of the day. "Today [child's name] became upset after losing a game and walked away from the activity. Once they had some time to calm down, we talked about how it feels to lose and ways to manage those feelings positively. They returned and handled the situation well afterwards." This isn't something we're overly concerned about at the moment, but we wanted to keep you informed so we can work together to help [child's name] develop those important social skills."

Incident	Level	Consequence	Who deals with this consequence?	Who is informing the parent / care giver?
Abusive Language - Not Directed	**Med**	De-escalation time with AHT. Use the playground behaviour script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. Give ideas for how to handle differently next time.	Logged on Arbor: AHT (Level 2 negative behaviour)	Assistant Head letter & phone call home
Damaging Equipment or Property (non-accidental)	**Med**	De-escalation time with AHT. Use the playground behaviour script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Clean, repair or tidy the item. • Help organise or care for equipment • Write or verbally explain how the damage affects others. • Loss of access to the equipment. • Helping an adult with setting up or tidying away equipment. Give ideas for how to handle differently next time.	Logged on Arbor: AHT (Level 2 negative behaviour)	Assistant Head letter & phone call home
Repeated defiance and rudeness	**Med**	De-escalation time with AHT Use the playground behaviour script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Restorative conversation with adult involved. • Rehearse respectful way to disagree, express frustration. • Completion of the original expectation once calm. Should not return to the playground until calm and restorative action taken.	Logged on Arbor: AHT (Level 2 negative behaviour)	Assistant Head letter & phone call

Deliberate Unkindness	**Med**	De-escalation time with AHT Use the playground behaviour script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Genuine apology verbal, written. • Action to repair the relationship. • Show kindness towards the affected child. Should not return to the playground until calm and the situation has been resolved e.g. an apology.	Logged on Arbor: AHT (Level 2 negative behaviour)	Assistant Head letter & phone call
Impulsive Aggressive Behaviour	**Med**	De-escalation time with AHT. Use the playground behaviour script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Apologise check on well-being of person affected once calm. • Repair any damage caused. • Practise regulation strategies. Should not return to the playground until calm and the situation has been resolved.	Logged on Arbor: AHT (Level 2 negative behaviour)	Assistant Head letter & phone call
Swearing - Directed	**Med**	De-escalation time with AHT. Use the playground behaviour script to investigate, reflect and reconnect. Consider an appropriate restorative action and logical consequence. • Restorative conversation with person affected. • Sincere apology (written, verbal, act of kindness). • Rehearse respectful ways of communicating upset/frustration. Should not return to the playground until calm and the situation has been resolved.	Logged on Arbor: AHT (Level 2 negative behaviour)	Assistant Head letter & phone call

Incident	Level	Consequence	Who deals with this consequence?	Who is informing the parent / care giver?
Abusive Language - Directed	**High**	Head teacher for rest of session, contact parents, structured playtimes, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home
Bullying - Physical	**High**	Head teacher for rest of session, contact parents, structured playtimes, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home
Bullying - Verbal	**High**	Head teacher for rest of session, contact parents, structured playtimes, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home
Bullying (indirect)	**High**	Head teacher for rest of session, contact parents, structured playtimes, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home
Fighting	**High**	Head teacher for rest of session, contact parents, structured playtimes, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home
Deliberately hurting others / physical violence	**High**	Head teacher for rest of session, contact parents, structured playtimes, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home
Racist Incident	**High**	Head teacher for rest of session, contact parents, structured playtimes, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home
Sexual orientation incident (homophobic)	**High**	Head teacher for rest of session, contact parents, structured playtimes, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home
Stealing	**High**	Head teacher investigation, contact parents, behaviour plan considered	Logged on Arbor: HT (Level 3 negative behaviour)	Headteacher letter & phone call home

Playtime Behaviour Script

Step 1: Approach Calmly

Purpose: Model self-control and avoid escalating the situation.

- Move towards the child at their level (kneel if needed).
- Use a neutral tone and open body language.

Example Starters:

- "I can see there's been a problem here. Let's talk."
- "I'm here to help sort this out."
- "Take a breath with me before we start."

Step 2: Describe the Behaviour

Purpose: State what happened without judgement. Focus on facts, not labels.

- Describe the action.

Example Starters:

- "I saw you push Tom when he was in the line."
- "I heard shouting when you were playing football."
- "You threw the ball at someone after they scored."

Step 3: Reinforce Expectations

Purpose: Remind the child of the agreed school rules and values.

- Link behaviour back to expectations

Example Starters:

- "At playtime, we keep our hands and feet to ourselves."
- "We take turns and use kind words."
- "At our school, we play games safely so everyone enjoys themselves."

Step 4: Invite Reflection

Purpose: Help the child process what happened and why. Build empathy and self-awareness.

- Listen actively and give space.
- Offer prompts if they're stuck.

Example Starters:

- "What happened just before that?"
- "How were you feeling?"

- "How do you think the other person felt?"
- "If you could change one thing about what happened, what would it be?"

Step 5: Offer Choices or Consequences

Purpose: Encourage responsibility. Give a sense of control within clear boundaries.

- Offer positive options where possible (limited choices, de-escalation time).
- State consequences calmly if needed.

Example Starters:

- "You can choose to rejoin the game safely or take 5 minutes to calm down."
- "Would you like to apologise now, or after a short break?"
- "If this carries on, the consequence will be sitting out of football today."

Step 6: Rebuild & Reconnect

Purpose: End positively so the child feels supported, not rejected.

- Show they can make a fresh start.
- Reinforce belonging.

Example Starters:

- "Thank you for talking with me. Let's have another go."
- "I know you can play kindly – I'll be watching for that."
- "Go and enjoy your game now. Remember what we talked about."

Optional Follow-Up (Later in the Day)

Purpose: Reinforce learning once the child is calm and back in class.

- Short, positive check-in to show consistency and care.

Example Starters:

- "How did playtime feel after our talk?"
- "What worked better for you after we sorted things out?"

"What's one thing you want to try tomorrow at playtime?"

Sedlescombe Classroom Behaviour Summary

REWARDS

PARTY POINTS
- Given to any child by any member of staff for making the right choice and exceeding expectations.
- Party Points are placed in the class jar and bought to Worship on Monday and placed into the school bucket to earn a Party.

STICKERS
- Given to the child for particular reasons linked to the values and ethos we want the children to demonstrate:
  - Good Manners
  - Kindness, showing consideration to others
  - Honesty
  - Forgiveness
- Stickers are added to the child's reading record and encourage parents to ask about why they have been received.

CERTIFICATES
- For learning behaviours and values exceeding the expectations of all children.

HEAD TEACHER AWARD
- Given to a child for producing outstanding work or behaviour.
- Child is sent to the headteacher to share work

PARTY TIME
- Whole school reward for every child.
- Class or school parties once the children fill the school bucket.

CONSEQUENCES

POSITIVE PHRASING (VERBAL WARNING)
- Unsocial behaviour: Low level breach of the behaviour policy. Reminders given.

LIMITED CHOICE (WARNING)
- Positive phrasing reminder has been ignored.
- Child given limited choices to help stop the unsocial behaviour.

DE-ESCALATION / TIME-OUT IN PARTNER CLASS
- Repeated poor behaviour / limited choice ignored.
- Child is sent to de-escalation class for 10 minutes.
- Contact parent to inform of behaviour (telephone / person)

DE-ESCALATION TIME BEHAVIOUR LEAD and LETTER HOME
- Repeated poor behaviour choice or more serious incident (anti-social behaviour).
- Child is sent to Behaviour Lead for the rest of the lesson to complete their work.
- Behaviour Lead letter and text sent home.

HEAD OF SCHOOL
- Repeated poor behaviour choice or serious incident child is sent to the Headteacher.
  - Child remains with the Headteacher for rest of day (internal exclusion).
  - Parents are contacted and a meeting arranged to discuss the behaviour.
  - Fixed term exclusion can be considered at this point.
  - Behaviour will be monitored and behaviour modification programme considered.

DE-ESCALATION TIME: parents are informed and recorded on Arbor. Meetings and conversations recorded on Arbor under behaviour notes and communications.

CONSEQUENCE LADDER

POSITIVE PHRASING: WARNING
- Low level behaviours
- Calling Out
- Off-task behaviour
- Not following instructions
- Failure to listen
- Swinging on chairs

LIMITED CHOICE
- Ignoring positive phrasing reminders

DE-ESCALTION: TIMEOUT CLASS
- Repeated low level behaviour
- Deliberate rudeness to child or an adult
- Refusal/Defiance

DE-ESCALATION CLASSES
- Year 1 to Year 2
- Year 2 to Year 1
- Year 3 to Year 4
- Year 4 to Year 5
- Year 5 to Year 6
- Year 6 to Year 1

DE-ESCALATION BEHAVIOUR LEAD (SADIE)
- Continued low level behaviour
- Dangerous Behaviour

HEAD OF SCHOOL
- Repeated defiance and rudeness
- Fighting / deliberately hurting others
- Bullying / intimidating behaviour
- Stealing

Sedlescombe Lunchtime Behaviour Summary

REWARDS

PARTY POINTS

- Given to any child by any member of staff for making the right choice and exceeding expectations.
- Party Points are placed in the class jar and bought to Worship on Monday and placed into the school bucket to earn a party.

STICKERS

- Given to the child for particular reasons linked to the values and ethos we want the children to demonstrate:
  - Good Manners
  - Kindness, showing consideration to others
  - Honesty
- Stickers are added to the child's reading record and encourage parents to ask about why they have been received.

CERTIFICATES

- For learning behaviours and values exceeding the expectations of all children.

HEAD TEACHER AWARD

- Given to a child for producing outstanding work or behaviour for them.
- Child is sent to the headteacher to share work and receive certificate and 5 Party Points.

CONSEQUENCES

POSITIVE PHRASING (VERBAL WARNING)

- Low level breach of the behaviour policy (unsocial behaviour). Reminders given.

LIMITED CHOICE

- Positive phrasing reminder has been ignored.
- Children are asked to move from the area they are playing in and given a choice of two other areas to go to.

DE-ESCALATION TIME

- The children are given de-escalation time for 10 minutes where they will have to stand with the adult on duty.
- A child may move straight to this stage without a warning if it is a more serious incident.

DE-ESCALALTION TIME BEHAVIOUR LEAD

- Repeated poor behaviour choice or more serious incident child is sent to Behaviour Lead
- This should be preceded by a full investigation of what has happened.
- Behaviour Lead letter sent home and logged on Arbor.

HEAD OF SCHOOL

- Repeated poor behaviour choice or serious incident child is sent to the Headteacher.
  - Remain with Headteacher for the rest of lunchtime.
  - Parents are contacted.
  - Up to 1 week of structured playtimes.
  - Behaviour modification programme will be considered.
  - Suspension can be considered.

DE-ESCALATION TIME: parents are informed and recorded on Arbor. Meetings and conversations recorded on Arbor under behaviour notes and communications.

CONSEQUENCE LADDER

POSITIVE PHRASING (VERBAL WARNING)

- Not respecting equipment
- Telling lies / telling tales
- Leaving children out of games
- Spoiling other children's games
- Unkind language

LIMITED CHOICE

- Ignoring positive phrasing reminders
- Inappropriate play with others
- Misusing equipment
- Arguments

DE-ESCALATION TIME —PLAYGROUND

- Rudeness to an adult, back chat
- Refusal to do as asked
- Bad Sportsmanship
- Deliberately winding-up / teasing
- Repeat of behaviour after warning
- Undirected abusive language
- Undirected swearing

DE-ESCALATION TIME—BEHAVIOUR LEAD (SADIE)

- Play fighting / dangerous play
- Directed abusive language
- Directed swearing

HEAD OF SCHOOL

- Repeated defiance and rudeness
- Fighting / deliberately hurting others
- Bullying / intimidating behaviour
- Stealing

Sedlescombe Church of England Primary School

Learning, Loving and Growing Together with God

Monday 18th May 2026

Dear Parent/Carer of _____,

Playground Behaviour Concern
I am writing to make you aware of behaviour shown by your child during playtime today that did not meet the expectations of our school.

What happened?
Details of the incident:
- _____
- _____
- _____

Immediate actions taken
Following the incident:

- I met with your child to discuss what had happened.
- We reflected on the choices that were made and the impact these had on others.
- Your child spent some time away from the playground as a consequence of their behaviour.
- We discussed positive strategies and expectations for future playtimes.

Moving forward
We are keen to support your child in making positive choices and enjoying successful playtimes. We are hopeful that this conversation and consequence will help prevent a recurrence.

However, should similar concerns continue, we may need to introduce additional support measures, such as:
- Structured playtimes
- Additional adult support and monitoring
- A Behaviour Support Plan with clear targets and review points

How you can help
Please take some time to discuss this incident with your child and remind them of the importance of:

- Being kind and respectful to others
- Following adult instructions
- Making safe and sensible choices
- Living out our school values in their interactions with others

By working together, we can help your child develop the skills and behaviours needed for happy, safe and successful playtimes.

Should you wish to discuss this matter further, please contact your child's class teacher or the school office.

Thank you for your continued support.

Yours sincerely,
Miss S. Wahnon
Behaviour Lead

Sedlescombe Church of England Primary School

Learning, Loving and Growing Together with God

Monday 18th May 2026

Dear Parent/Carer of _____,

Classroom Behaviour Concern
I am writing to make you aware of behaviour shown by your child in the classroom today that did not meet the expectations of our school.

What happened?
Details of the incident:
- _____
- _____
- _____

Immediate actions taken
Following the incident:
- The behaviour was addressed by staff at the time.
- Your child had the opportunity to reflect on what had happened.
- We discussed how their actions affected their own learning, the learning of others and the school environment.
- We explored more positive choices and strategies for the future.

Moving forward
At Sedlescombe CE Primary School, we want every child to feel safe, valued and able to learn without disruption. We are committed to supporting children to make positive choices and to learn from mistakes.

We are hopeful that this discussion and reflection will help your child make positive choices moving forward.

However, should similar concerns continue, we may need to introduce additional support measures, such as:
- A Behaviour Support Plan with agreed targets
- Additional adult support or check-ins

• Adaptations to classroom routines or seating arrangements
• Further communication between home and school

How you can help
Please take some time to discuss this incident with your child and remind them of the importance of:

• Showing respect to adults and classmates
• Following instructions promptly
• Using kind and appropriate language
• Taking responsibility for their actions
• Allowing everyone, including themselves, to learn successfully

By working together, we can support your child in developing the positive behaviours and attitudes that help them thrive both socially and academically.

If you would like to discuss this further, please do not hesitate to contact your child's class teacher or the school office.

Thank you for your continued support and partnership.

Yours sincerely,
Elise Brogan
Head of School

Sedlescombe Church of England Primary School

Learning, Loving and Growing Together with God

Monday 18th May 2026

Dear Parent/Carer of _____,

Serious Behaviour Concern

I am writing to inform you of a serious incident involving your child today. The behaviour displayed did not meet the expectations of Sedlescombe CE Primary School and has caused significant concern.

Details of the incident

- _____
- _____
- _____
- _____

Actions taken by the school
Following the incident:

- I met with your child to discuss the incident in detail.
- Your child was given the opportunity to explain their actions and reflect on the impact of their behaviour.
- Appropriate consequences were put in place in line with our Behaviour Policy.
- The incident has been recorded and shared with relevant staff.
- Expectations moving forward have been clearly explained to your child.

Why this is a concern

At Sedlescombe, we expect all pupils to demonstrate respect, kindness and responsibility towards others. The behaviour described above fell significantly below these expectations and impacted the wellbeing, safety and/or learning of others. Whilst we understand that children sometimes make mistakes, it is important that serious incidents are addressed promptly so that all children can learn and play in a safe, positive environment.

Next steps
We will continue to support your child in making positive choices. However, should further incidents occur, we may need to consider additional measures, including:
• A Behaviour Support Plan
• Structured or supervised playtimes
• Increased behaviour monitoring
• Meetings with parents/carers to agree further strategies
• In cases of repeated or serious concerns, more formal consequences in line with the school's Behaviour Policy

How you can support
We would greatly appreciate your support in discussing this incident with your child and reinforcing the importance of:
• Respecting others at all times
• Following adult instructions
• Making safe and responsible choices
• Demonstrating our school values through their actions
Working together gives us the best opportunity to support your child in making positive changes and preventing further concerns.

If you would like to discuss this matter further, please contact the school office to arrange a meeting.

Thank you for your support and partnership.

Yours sincerely,
Elise Brogan
Head of School

Sedlescombe Behaviour Incident Record Checklist			
Child's Name:			
Date of Incident:			
Time of Incident:			
Names of Staff Involved:			
Distraction Strategies			
De-escalates Behaviour	⇩	**Escalates Behaviour**	⇧
Describe what pupil is doing		Find something to praise	
Provide reminders about successes		Reminders about rules and responsibilities	
Offer limited choices		Divert from confrontation	
Offer 'get out with dignity'		Start sentences with I	
Express feelings calmly and honestly		Don't take behaviour personally	
Stay in control		Stay focused and objective	
Repeat clear simple instructions		Think of calm images	
Avoid the power struggle		See beyond the behaviour	
Take a step back physically and mentally		Ignore	
Provide a description of the incident on the ABC Sheet overleaf.			
Which techniques should be tried next time:			
Adjustments made in view of incident:			
Additional advice needed:			
Who will inform adult with parental responsibility?			
Checklist completed by:			

Behaviour Incident Log - ABC Sheet		
Antecedent	**Behaviour**	**Consequence**
• What happened just before the incident? • Was there a trigger for the incident?	• Key behaviours exhibited in chronological order. • Highlight any new behaviour.	• What happened after the incident? • Was there a consequence? • Inform any victims of the consequence of the child's actions in a child friendly language.