



The Beeston Way – A Relational Approach to managing behaviour

Agreed by Governing Body	April 2026
Review date	April 2027
Responsible for this policy	<i>S.Knowles</i>

1.Aims

At Beeston Primary School, leaders and staff maintain high expectations for behaviour, conduct and attendance so that pupils can learn effectively in a calm, safe and inclusive environment. Regular attendance supports positive behaviour by enabling pupils to engage consistently with learning, develop emotional security and understand expected routines. Leaders recognise the strong link between attendance and behaviour and work proactively with families to remove barriers to regular attendance, ensuring behaviour supports learning, wellbeing and pupils' personal development.

The school recognises that behaviour is a form of communication and may reflect pupils' developmental stage, individual circumstances or unmet needs. Staff understand that behaviour develops over time and is shaped by experience. Responses to behaviour are informed, consistent and supportive, enabling pupils to feel safe and understood.

Through a trauma-informed, relationship-based approach, staff build secure and trusting relationships with pupils. The school separates the child from their behaviour and avoids shame-based responses, ensuring that pupils are treated with dignity and respect. This approach supports pupils to develop self-regulation, resilience and responsibility.

Behaviour is managed through clear expectations, consistent routines and predictable responses, which are well understood by pupils and applied consistently by all staff. Pupils know what is expected of them and understand how to behave appropriately in different contexts.

Pupils are explicitly taught expected behaviours and are supported to reflect on their actions, understand the impact of their behaviour on others, and take responsibility for repairing harm. This approach leads to positive attitudes, mutual respect and improving behaviour over time.

As a result, pupils feel safe, valued and ready to learn, and behaviour across the school supports a positive learning culture.

Through this policy and our Characteristics of Learning, we aim to ensure pupils:

- develop confidence, self-esteem and resilience
- demonstrate positive attitudes to learning
- build emotional literacy and self-regulation
- form respectful relationships and social skills
- take responsibility for their behaviour and actions
- develop independence and make appropriate choices

We recognise that behaviour develops over time and that pupils at different stages may require additional guidance and support. Staff use a nurturing, trauma-informed approach, including the principles of PACE (Playfulness, Acceptance, Curiosity and Empathy), while maintaining firm and fair boundaries. This ensures that learning is not disrupted and that behaviour improves over time.

By working together, we ensure pupils understand expectations, feel supported to meet them and are able to thrive academically, socially and emotionally

2. Legislation and Statutory Requirements

This policy is informed by and complies with current Department for Education (DfE) statutory guidance and legislation, including:

- Behaviour in Schools
- Searching, Screening and Confiscation in Schools
- Keeping Children Safe in Education
- The Equality Act 2010
- DfE guidance on restrictive physical intervention

- Supporting Pupils with Medical Conditions at School

This policy is implemented in line with the school's safeguarding responsibilities and commitment to equality, inclusion and pupil wellbeing.

3. Roles and Responsibilities

Clear roles and responsibilities ensure that behaviour and attitudes are managed consistently, fairly and effectively, supporting a calm, safe and orderly learning environment, as expected by Ofsted.

3.1 Governing Board

The Governing Board is responsible for:

- Approving and reviewing the Statement of Relationship Principles
- Reviewing this policy alongside the Senior Leadership Team
- Monitoring the effectiveness of the policy and holding leaders to account for its implementation

3.2 Senior Leadership Team (SLT)

The Senior Leadership Team is responsible for:

- Ensuring high expectations for behaviour, conduct and attendance
- Creating and sustaining a positive, safe and respectful school culture
- Supporting staff to manage behaviour consistently and effectively
- Monitoring behaviour records and policy implementation
- Ensuring rewards and sanctions are applied fairly and consistently

3.3 Staff

All staff are responsible for:

- Implementing this policy consistently and fairly
- Modelling positive behaviour, respectful language and self-regulation
- Using a restorative, trauma-informed approach to behaviour management
- Supporting pupils to understand expectations and take responsibility for their actions
- Adapting approaches to meet individual pupil needs where appropriate
- Recording behaviour concerns and incidents accurately on CPOMS

The Inclusion Team provides targeted support to staff and pupils, including through Individual Provision Maps and nurture support plans. The Senior Leadership Team and Inclusion Team support staff in responding to behaviour incidents.

3.4 Parents and Carers

Parents and carers are expected to:

- Support the school's expectations for behaviour and attendance
- Engage positively with the school's restorative approach
- Encourage their child to follow 'The Beeston Way' school's expectations
- Inform the school of any changes that may affect their child's behaviour
- Raise concerns promptly with the class teacher

Strong partnerships between home and school support positive behaviour, good attendance and improved outcomes for pupils.

4. School Expectations – The Beeston Way

At Beeston Primary School, pupils are expected to follow our three clear school expectations, collectively known as The Beeston Way. These expectations apply at all times, including during lessons, assemblies, breaks and lunchtimes, whilst on educational visits, travelling to and from school, and when representing the school in uniform.

The Beeston Way has been developed through consultation with staff and pupils to ensure shared understanding and consistency. Our expectations are that all members of the school community are:

Ready – to learn, to listen and to engage positively

Respectful – to ourselves, others and the school environment

Safe – in our actions, choices and conduct

Staff ensure that pupils are supported to meet these expectations through well-planned learning experiences that are engaging, purposeful and appropriately challenging, with timely support where needed. Pupils are encouraged to remain focused, manage their behaviour and develop independence as learners.

Positive behaviour is recognised through both public and private praise, reinforcing pupils' self-esteem, motivation and sense of achievement. By consistently promoting The Beeston Way, we ensure a calm, respectful and safe environment where all pupils can learn effectively and develop positive attitudes and behaviours over time.

5. Additional Strategies to Support Individual Pupils

Some pupils may require additional, targeted support to help them regulate their emotions and behaviour and meet the school's expectations. At Beeston Primary School, these supports are used where appropriate and are tailored to the needs of the individual pupil.

The following strategies may be implemented:

- Reflective Journals
- Individual Provision Maps
- Aims to Success Report
- Headteacher Report

These strategies are planned, implemented and reviewed through a team-around-the-child approach, which may include the class teacher, key adults, the SENCo and other relevant professionals. The aim is to support pupils to develop emotional regulation, positive relationships, self-esteem and self-regulation skills so that they can engage positively with learning and consistently meet school expectations. These targeted approaches operate alongside the school's universal classroom provision.

Where further support is required, pupils may also access additional interventions and provision, including:

- Structured transition support at the start and end of the school day (e.g. meet and greet with a key adult)
- Sensory integration breaks
- Targeted emotional literacy and regulation interventions
- Access to safe, calm spaces
- Time to Talk opportunities
- Planned reflection time with a trusted and knowledgeable adult or supporting professional

These strategies support inclusion, promote emotional wellbeing and help ensure that behaviour improves over time, enabling pupils to succeed socially, emotionally and academically.

6. Use of Restrictive Intervention, Including Reasonable Force and Seclusion

In line with Department for Education (DfE) guidance, there may be rare circumstances in which staff are required to use reasonable force to prevent a pupil from:

- causing disorder
- injuring themselves or others
- damaging property

The use of restrictive physical intervention is exceptional and will only be considered when all other strategies have been attempted or are insufficient to manage the risk safely.

Any restrictive physical intervention must:

- be used only as a last resort, with prevention, de-escalation and calming strategies prioritised
- involve the minimum amount of force necessary
- be applied for the shortest possible time
- be proportionate to the risk presented
- maintain the safety, dignity and wellbeing of all individuals involved
- never be used as a punishment, or to enforce compliance
- be recorded accurately in line with school procedures

Parents and carers will be informed as soon as reasonably practicable when restrictive physical intervention or seclusion has been used, and the incident will be discussed openly and transparently. Where appropriate, a follow-up meeting will be offered to ensure shared understanding and support for the pupil. **(appendix 1)**

All staff receive regular Team Teach training, a nationally recognised, DfE-aligned approach to positive handling and risk reduction. Team Teach emphasises proactive strategies, emotional awareness, de-escalation and diversion, with restrictive physical intervention used only where necessary to prevent harm.

Staff act in accordance with:

- DfE guidance on Restrictive Physical Intervention and the Use of Reasonable Force in Schools
- the school's Care and Control Policy

The use of restrictive intervention is monitored by senior leaders to ensure safeguarding, consistency and compliance with statutory requirements

7. Suspensions and Permanent Exclusions (Aligned with DfE "Suspensions and Permanent Exclusions" guidance)

7.1 Decision to Suspend or Permanently Exclude

In accordance with DfE statutory guidance, only the Headteacher has the authority to decide to suspend (fixed-term exclusion) or permanently exclude a pupil. This decision will be lawful, reasonable and fair, and will be taken only as a last resort.

A suspension or permanent exclusion may be considered where:

- there has been a serious breach of the school's behaviour policy, and/or
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others

Before making a decision, the Headteacher will consider all relevant facts, the school's behaviour policy, the pupil's individual circumstances and any support already in place. Advice from external agencies may be sought where appropriate.

7.2 Grounds for Suspension or Permanent Exclusion

A serious breach of the behaviour policy is defined as behaviour that presents a risk of significant physical or psychological harm, involves serious damage to property, or constitutes illegal activity.

Examples may include (but are not limited to):

- physical assault
- serious or deliberate destruction of property
- sexual assault or sexually harmful behaviour

Suspension or permanent exclusion will not be used for low-level disruption and will not be applied for minor incidents.

7.3 Use of Permanent Exclusion

Permanent exclusion will only be used in exceptional circumstances, where:

- it is in response to a one-off serious incident; or
- it follows a range of interventions that have been exhausted and behaviour has not improved

Where a pupil is unable to access education safely within the school, consideration may be given to alternative or specialist provision, in line with DfE guidance and the pupil's individual needs.

7.4 Consideration of SEND and Vulnerable Pupils

When considering suspension or exclusion, the Headteacher will give due regard to:

- whether the pupil has special educational needs or disabilities (SEND)
- whether reasonable adjustments and support have been implemented
- any individual behaviour plans, risk assessments or EHCP provisions

Where appropriate, additional support or review of provision will be considered to avoid exclusion wherever possible.

7.5 Reintegration Following Suspension

In line with DfE guidance, a reintegration meeting will take place following any suspension. This meeting will involve the pupil, parents/carers and relevant staff and will:

- review what has happened and the expectations for future behaviour
- agree clear and achievable targets for the pupil
- identify support or adjustments required from the school
- clarify how parents/carers can support positive behaviour
- consider how relationships will be repaired and restored

This reintegration process supports improvement in behaviour and positive attitudes to learning.

7.6 Safeguarding and Monitoring

All suspensions and exclusions are recorded and monitored by senior leaders to ensure:

- consistency and proportionality
- compliance with statutory guidance
- effective safeguarding and inclusion

The Governing Board is informed and exercises its responsibilities in line with DfE requirements.

8. Special Educational Needs and Disability (SEND)

Beeston Primary School is an inclusive school. All pupils are expected to follow the school's behaviour expectations; however, the school recognises that some pupils may require additional or adapted support to do so consistently.

The school fulfils its duties under the Equality Act 2010 by ensuring that pupils with protected characteristics, including disability, are not disadvantaged. Reasonable adjustments may be made, and responses to dysregulated behaviour may be differentiated to reflect individual needs.

Where behaviour may indicate unmet need, the school will consider whether a pupil has underlying special educational needs, disabilities, or additional support needs. Behaviour is not viewed in isolation.

The SEND Team in school works with staff to assess pupils where behaviour suggests unmet need, following the graduated response outlined in the [SEND Code of Practice \(2015\)](#). This may include consultation with parents/carers and, where appropriate, engagement with external agencies.

The school works in close partnership with parents and carers and ensures that behaviour responses are fair, proportionate and supportive. Sanctions will not be applied in a way that discriminates against pupils for behaviour arising from a disability or SEND.

Further information can be found in the school's [SEND Policy](#).

9. Anti-Bullying

At Beeston Primary School, bullying is not tolerated. We are committed to providing a safe, inclusive and respectful environment where all pupils feel protected, valued and able to learn.

In line with DfE guidance, bullying is defined as repeated and intentional behaviour, by an individual or group, that causes physical or emotional harm to another person or group, where there is an imbalance of power and the behaviour is difficult to stop or defend against.

Bullying is therefore:

- deliberately harmful
- repeated over time
- intended to intimidate, upset or hurt
- based on an imbalance of power

Bullying may take many forms, including:

- Emotional bullying – excluding, isolating, intimidating, or deliberately undermining a pupil
- Physical bullying – hitting, kicking, pushing, damaging belongings or any form of violence
- Verbal bullying – name-calling, insults, teasing, sarcasm or spreading rumours
- Prejudice-based and discriminatory bullying, including behaviour related to:

race or ethnicity
religion or belief
gender or sex
sexual orientation (homophobic/biphobic)
gender identity (transphobic)
disability

- Sexual bullying or harassment – unwanted sexual comments, gestures, physical contact or sharing sexualised content
- Cyberbullying – bullying using digital technologies such as social media, messaging apps, gaming platforms or online forums

10. Child-on-Child Abuse

Bullying may form part of child-on-child abuse, as outlined in Keeping Children Safe in Education. Child-on-child abuse can include physical, emotional or sexual abuse, sexual harassment or violence, coercion, exploitation, online abuse and harmful behaviour within relationships. All such behaviour is treated as a safeguarding concern.

Reporting and Responding

Pupils are encouraged to report bullying to a trusted adult and are supported to do so. All reported incidents are:

- taken seriously
- investigated promptly and thoroughly
- responded to in a way that supports the victim and addresses the behaviour

Victims are supported to feel safe and reassured. Pupils responsible for bullying behaviour are supported to understand the impact of their actions, take responsibility and change behaviour, in line with the school's restorative approach.

All bullying incidents are recorded and monitored on the school's electronic system (CPOMS) to ensure effective follow-up and oversight.

The school works closely with parents and carers to address bullying and prevent recurrence, promoting positive behaviour, respect and inclusion across the whole school community.

Further information can be found in the school's [Anti-Bullying Policy](#)

11. Pupil Reward System

At Beeston Primary School, we use positive reinforcement to promote high standards of behaviour, attendance and attitudes to learning. Our reward system reinforces consistently high expectations and motivates pupils to demonstrate positive behaviour and attitudes. Pupils take pride in meeting expectations, show respect for others and engage positively in learning, contributing to a calm, orderly and inclusive school environment.

Our Pupil Reward System is directly aligned with The Beeston Way and recognises pupils who are consistently Ready, Respectful and Safe.

Pupils are awarded points for:

- demonstrating the school's expectations (Ready, Respectful, Safe)
- good attendance and punctuality
- appropriate behaviour
- effort, resilience and achievement in learning

Points earned may be exchanged for items from the school Reward Shop. Parents and carers can access their child's reward account online to track progress and achievements. Points also contribute to each pupil's allocated House total, which is shared weekly during celebration assembly, promoting teamwork, participation and a sense of belonging.







Early Years Foundation Stage (EYFS)

In Nursery (FS1) and Reception (FS2), rewards are developmentally appropriate. Class Dojo is used to reinforce positive choices throughout the day. Pupils receive small rewards at set milestone points, alongside weekly certificates recognising individual successes. Immediate praise and stickers are used in FS1, and all achievements are celebrated at the end of the year through a leaving ceremony.

12. The Beeston Way

To support pupils in meeting The Beeston Way expectations, each class develops a Classroom Charter, agreed jointly by pupils and staff at the start of the academic year. The charter sets out how pupils are expected to be Ready, Respectful and Safe in both the classroom and playground, promoting shared understanding and consistency.

Where pupils do not meet these expectations, staff provide positive reminders and appropriate support, using de-escalation, guidance and restorative strategies to help pupils regulate their behaviour and make positive choices.

The Beeston Way		
Ready, Respectful, Safe		
Step 1	Reminder 	Adults will remind you of their expectations (what you should be doing).
Verbal reminder: At Beeston we are Ready, Respectful, and Safe		
Step 2	Reinforcement 	Adults will remind you again. They may have a quiet chat with you inside or outside of the classroom, on your own.
Verbal reminder: At Beeston we are Ready, Respectful, and Safe		
Step 3	Reflection 1 	You will spend time reflecting on your behaviours in another classroom. An adult will take you to another classroom.
Verbal reminder: At Beeston we are Ready, Respectful, and Safe		
Step 4	Reflection 2 	<p>The Reflection Room is a calm and quiet space to help you if you are finding learning or behaviour tricky. It gives you time to calm down, think about what has happened, and get ready to return to class.</p> <p>You may be asked to go to the Reflection Room if: someone has been hurt on purpose an adult's instructions have not been followed unkind or inappropriate language has been used school property has been damaged</p> <p>The Reflection Room is not a punishment. It is a safe place to help you reflect on your behaviour and work out how to make things right. If a serious incident happens, your parents or carers will be informed so school and home can support you together.</p>
Step 5	Restoration 	<p>When you are ready, an adult will talk with you about what has happened and help you think about how to make things better.</p> <p>Sometimes, a School Leader may also talk with your parents or carers so that everyone understands what has happened and can support you. In some situations, you may have a suspension. This might mean: an internal suspension, where you work in school but not in your usual class, or an external suspension, where you stay at home for a short time.</p> <p>We are here to help you learn from what's happened and support you to make positive choices next time.</p>
Step 6	Reintegration 	Your parent/s will attend a meeting with School Leaders to agree the expectations for coming back into the classroom.

Some pupils may require additional support to understand and regulate their emotions, which can impact their behaviour and learning. Staff use recognised emotion-coaching strategies, including the Zones of Regulation, to support pupils to identify their emotions and make appropriate behaviour choices.

Where a pupil is unable to regulate and continue learning in the classroom, or where behaviour is impacting others, they may access the Reflection Room. This provides a calm, supervised space for restorative conversation and regulation support, enabling pupils to return to learning when they are ready.

13. Playground Behaviour

When inappropriate behaviour occurs on the playground, pupils will receive a verbal reminder of the school's expectations. If behaviour continues, pupils will be supported through a restorative conversation with an adult in the Reflection Zone.

If this support does not resolve the behaviour, or if there are concerns about safety, the pupil will be escorted indoors to the Reflection Room for further support.

A pupil will be removed from the playground immediately if they:

- pose a risk to their own safety or the safety of others
- display aggressive or violent behaviour, verbal or physical (e.g. hitting, kicking, spitting, swearing or throwing objects)
- engage in bullying behaviour (persistent incidents will be managed in line with the Anti-Bullying Policy)
- deliberately damage school equipment

These steps ensure a safe, calm and positive playground environment for all pupils.

14. Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school has a robust and vigilant safeguarding culture. All concerns relating to sexual harassment or sexual violence are taken seriously, recorded appropriately and acted upon promptly in line with statutory guidance. Staff are trained and confident to respond to disclosures, and leaders ensure that effective systems are in place to protect pupils, manage risk and secure timely support from external agencies where required.

Pupils are encouraged to report anything that makes them feel unsafe or uncomfortable, however minor it may seem. All reports will be listened to and acted upon.

The school's response will be:

- prompt and proportionate
- considered and consistent
- supportive of all pupils involved
- decided on a case-by-case basis

The Designated Safeguarding Lead (DSL) will take the lead in managing reports of sexual harassment or sexual violence and will determine appropriate action in line with statutory guidance. Where necessary, the DSL will consult with or refer to Children's Social Care, the Police or other relevant agencies.

The school has clear procedures in place to manage concerns, which may include:

- responding sensitively and appropriately to disclosures
- completing and reviewing risk assessments, where required
- managing incidents internally where appropriate
- referral to Early Help services
- referral to Children's Social Care
- reporting concerns to the Police

Further information on safeguarding procedures can be found in the school's [Safeguarding and Child Protection Policy](#).

15. Screening, Searching and Confiscation

While it is unlikely that pupils will bring inappropriate items into school, there may be occasions where confiscation is necessary. Any confiscation will be reported promptly to a member of the Senior Leadership Team.

Searching and screening of pupils are carried out in line with [DfE statutory guidance on Searching, Screening and Confiscation](#). Parents and carers will be informed if their child has been searched.

Staff have the legal power to search without consent where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item. Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers or vapes
- fireworks
- pornographic images or videos
- any item staff reasonably believe has been, or may be, used to:
 - commit an offence
 - cause injury to a person
 - damage property

Any prohibited items found will be confiscated and will not be returned. Where items such as weapons, knives, stolen goods or illegal drugs are found, these will be passed to the police.

The school may also confiscate items that are considered harmful or detrimental to the safety or wellbeing of the school community. These items may be returned following discussion with senior leaders and parents/carers, where appropriate.

16. Safeguarding

The school recognises that changes in a pupil's behaviour or emotional presentation may be an indicator of abuse, neglect or other safeguarding concerns. Where staff have concerns that a pupil may be suffering or likely to suffer significant harm, these will be acted upon immediately in accordance with the school's Safeguarding and Child Protection Policy and statutory guidance set out in Keeping Children Safe in Education.

17. Pupil Transition

The school ensures effective transition arrangements to promote pupils' wellbeing and continuity of support. Pupils participate in transition sessions with new teachers, and staff hold transition meetings to share relevant information, including safeguarding, SEND and pastoral needs. This ensures that vulnerabilities are identified, and appropriate support and monitoring are in place from the start of the new term or academic year.

18. Training

All staff receive regular training to support the effective implementation of this policy and to ensure consistent, confident and appropriate responses to pupil behaviour. Training provides staff with practical strategies to support emotional wellbeing, regulation and positive behaviour.

As part of induction, and through ongoing continuing professional development, staff receive training in child protection and safeguarding, adverse childhood experiences (ACEs), emotion coaching, trauma-informed practice and behaviour management. This ensures staff understand their safeguarding responsibilities and are equipped to support pupils effectively.

19. Monitoring Arrangements

This Behaviour Policy, including the Written Statement of Behaviour Principles (Appendix 2), will be reviewed by the Headteacher and approved by the Governing Board, in line with statutory requirements.

20. Links with Other Policies and Guidance

This policy should be read alongside the following school policies:

- Safeguarding and Child Protection Policy
- Exclusions (Suspensions and Permanent Exclusions) Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy

This policy is informed by Department for Education statutory guidance, including:


- Behaviour in Schools

- Keeping Children Safe in Education
- Suspensions and Permanent Exclusions
- The Equality Act 2010

This behaviour policy will be reviewed by the Headteacher and Senior Leadership Team and the Governors Pupil Support Committee.

The written statement of behaviour principles (Appendix 2) will be reviewed and approved by Pupil Support Committee.

Appendix 1.




Beeston Primary School

Town Street, Leeds, LS11 8PN
"Engage, Enjoy, Enrich, Excel"

Use of Restrictive Intervention

Name of pupil:	Class:	Date:
Name/s of staff involved:		
Place and time of incident:		
Reason for Restrictive Intervention:		
Has the incident been recorded on CPOMS? Does it include the following information: <ul style="list-style-type: none"> Events leading up to the incident Description of incident De-escalation strategies tried/used Description of type of Restrictive Intervention used (Physical or Seclusion) and who was involved (See PBSP at back of BIPRA or back of form) How did the pupil respond? 		
The outcome of the incident:		
Was anyone injured? Who and what injuries were sustained? Was a CFS0a completed?		
Was any property damaged? If so, what?		
Did a restorative conversation take place? Record details. If not, why not?		
Was the child checked for injury by two staff members? Did the parent check for injuries?		
Signed by:	Name:	Date:

Headteacher- Mr. N. Edensor
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Beeston Primary School

Town Street, Leeds, LS11 8PN
"Engage, Enjoy, Enrich, Excel"

Arm responses:
Side step in
Cross step in
Drop elbow
Pump
Conductor
Clock
Crossover
Neck disengagement:
Steering wheel
Fix & stabilise
Windmill
Snake
Elbow swing
Neck Brace
Bar & brace behind
Elbow guide out of headlock
Spin out of strangle
Prompts Guides & Separations:
Prompt touch
Caring C guide
Steering away
Arm walk
Turn gather guide
Half shield
Clothing responses:
Closed fist hold
Tube grip
Close to neck
From behind
Hair responses:
One handed grab
Two handed grab
Knuckle squeeze
Bite responses:
Eye bulge
Jaw manual manipulation
One Person Holds:
Prompt touch
Caring C guide
Single person double elbow
Small Child Supports:
Caring C guide
Caring C kneeling
Kneeling double elbow
Two person friendly escort
Beanbags to hold single person
Bean bags to hold two person friendly
Change of face in beanbag
Help alongside beanbag
Response to dead weight

Restorative Practice

It is an expectation of best practice that if a CYP has needed to be held that restorative practice should take place after the incident. It is at the discretion of the setting as to which scheme they choose to use and the below is a suggestion.

!-escape- The LifeSpace Interview by Fritz Redl

i- isolate the CYP, away from sources of anxiety
e- explore what happened, from the perspective of the CYP
s- share what happened, from YOUR perspective
o- connect the 'what happened' to the 'why it happened'
a- alternatives, what could the CYP do next time if the situation recurs
p- plan, prepare and where appropriate, practice for next time
e- enter the environment or re-enter the environment

Prompt Touch	Using physical contact to reinforce an instruction. No force used.
Shepherd	One hand on the back and one caring 'i' supporting the nearest elbow to ensure no access to the MOS's ribs.
Caring C' Guide	Sometimes referred to as a 'side-slap rug', 'Caring' 'c's' above the elbows with the MOS at the side of the CYP.
Friendly Escort	2 adults, supporting CYP's arms with the hands at the hips. Adults should be using their nearest hand to cup underneath the CYP's wrist, and their body or outside hand to cover. Where a CYP being held drops their weight the MOS(s) must lower themselves and the CYP to the floor in a controlled manner. MOS should lunge with nearest knee to CYP on the floor to reduce the impact on the spine.
Response to dead weight	

Headteacher- Mr. N. Edensor
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Appendix 2

Written Statement of Behaviour Principles

Rationale and Purpose

In accordance with the Education and Inspections Act 2006, the Governing Body is required to produce and regularly review a written statement of behaviour principles to guide the Headteacher and Senior Leadership Team in developing the school's behaviour policy.

This statement guides the Headteacher and Senior Leadership Team at Beeston Primary School in implementing The Beeston Way, a trauma-informed and relational approach to managing behaviour. It reflects the school's values and community aspirations, and aligns with statutory guidance, including Behaviour in Schools (DfE, February 2024), safeguarding duties, and Ofsted's Education Inspection Framework.

This document sets out principles, not procedures. Operational responsibility rests with the Headteacher, who must ensure the Behaviour Policy reflects these principles and is applied consistently and fairly.

The Behaviour Policy must be reviewed annually, communicated clearly to all stakeholders, and published on the school website.

- These principles apply to pupil behaviour: on the school site
- during educational visits and enrichment activities when behaviour impacts the school community beyond the school gate

Behaviour Principles

1. Behaviour as Communication (Inclusion & Safeguarding)

Beeston Primary School recognises that behaviour is a form of communication, particularly for pupils who may have experienced adversity, trauma or unmet needs. Our approach promotes early identification of need, appropriate support, and reasonable adjustments, ensuring no pupil is unfairly disadvantaged.

2. Safe, Calm and Respectful Environment

The school is committed to providing a calm, orderly and safe environment where pupils and adults are treated with dignity and respect. Bullying, prejudice-based behaviour, harassment and discrimination are actively prevented and addressed in line with the Equality Act 2010.

3. High Expectations for All

The school maintains consistently high expectations of behaviour for all pupils. Expectations are clear, well-communicated and applied fairly, with support adapted to individual needs so that all pupils can meet them.

4. The Right to Learn

Every pupil has the right to learn without disruption. Behaviour expectations promote respect for learning and ensure that low-level disruption is addressed swiftly and effectively so that learning time is protected.

5. Strong Relationships and Restorative Practice

Positive, trusting relationships underpin behaviour management at Beeston Primary School. Staff use restorative and relational approaches to resolve conflict, repair harm and support behavioural change, while maintaining clarity around expectations and consequences.

6. Developing Self-Regulation and Personal Development

Pupils are explicitly taught strategies to develop self-regulation, emotional literacy, resilience and empathy. Adults understand that regulation is taught and supported over time, particularly for younger pupils and those with additional needs.

7. Accountability and Reflection

Pupils are supported to reflect on their actions, understand impact, and take responsibility in a developmentally appropriate way. Accountability is restorative and educative, not punitive.

8. Adult Behaviour and Professional Conduct

All staff model the behaviour they expect to see, demonstrating calm, respectful and regulated responses. Consistency across classrooms and phases is a shared responsibility.

9. Characteristics of Learning

The school's Characteristics of Learning underpin expectations for behaviour and attitudes to learning, enabling pupils to become confident, resilient and reflective learners.

10. Partnership with Parents and External Agencies

Positive behaviour is supported through open, respectful partnerships with parents and carers. Where needed, the school works collaboratively with external agencies to ensure pupils receive timely and effective support.

11. Sanctions and Exclusions

Sanctions form part of a wider supportive approach and are used appropriately, proportionately and lawfully. Suspensions and permanent exclusions are used only as a last resort, in line with statutory guidance.

12. Protection of Staff and Community

The Governing Body affirms that abuse, threatening behaviour or violence towards staff will not be tolerated. The school will take decisive action to protect staff wellbeing and uphold a safe working environment.

Review

This Written Statement of Behaviour Principles is reviewed annually and approved by the Pupil Support Committee of the Governing Body.