

Priory Junior School



POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

Policy Date: June 2026
Review Date: June 2028

Statement of intent

Priory Junior School is committed to creating an environment where positive behaviour promotes successful learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-regulation and self-motivation, not blind compliance. It echoes our core values and highlights the importance of building supportive relationships, with a heavy emphasis on being safe, being kind, being ready, being curious and being ambitious

At Priory Junior School, we believe that desirable behaviour is inseparable from effective teaching and learning. Our approach to positive behaviour and learning follows a graduated response inline with Cambridgeshire Therapeutic Thinking. This trauma-informed framework helps us understand the causes of behaviour and respond to it with empathy and structure. All staff are trained in this approach to ensure consistency and shared understanding.

This policy also promotes:

- Our School Rules and Values (set out below)
- Positive relationships and emotional wellbeing
- Equality, diversity and inclusion, in line with the Equality Act 2010
- A graduated approach and recognises and responds to individual needs
- Equipping children with skills to self-regulate, build resilience and develop positive relationships.

Aims

This policy aims to:

- Establish a whole-school approach to maintaining high standards of behaviour that enables high-quality learning to take place
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to positive behaviour management that is applied equally to all pupils
- Define what we consider to be undesirable behaviour, including bullying and discrimination
- Create a consistent system of logging and monitoring behaviour

Behaviour Policy specific definitions

Therapeutic Thinking – A therapeutic approach to behaviour that prioritises helpful feelings and analysing behaviour to support wellbeing and intrinsic motivation.

Desirable behaviour – Behaviour held in high regard by an individual, the community or the environment.

Disruptive undesirable behaviour – Behaviour that disrupts learning or hinders an individual, the community or the environment.

Dangerous undesirable behaviour – Behaviour that will imminently result in injury to self or others, damage to property or behaviour that could be considered criminal.

Reward – A planned, logical, genuinely-earned response to a behaviour designed to help children learn and lead to the likelihood of this being repeated in all contexts.

Consequence – A planned, logical response to behaviour to help children learn and develop desirable behaviour that enables behaviour change.

Protective consequences – A necessary measure to manage the risk of harm. These may limit freedoms in order to protect self or others.

Education consequences – A measure to develop the child's understanding through educating, discussing and practising desirable behaviours.

Internal suspension – A protective consequence that involves a pupil spending a period out of their classroom, to allow the team around the pupil to formulate a plan to further support to reduce undesirable behaviour. The length and location will depend on the context.

Fixed-Term suspension – When a child is removed from school and the education is provided in a different setting. EG. work from home. The length will depend on the context.

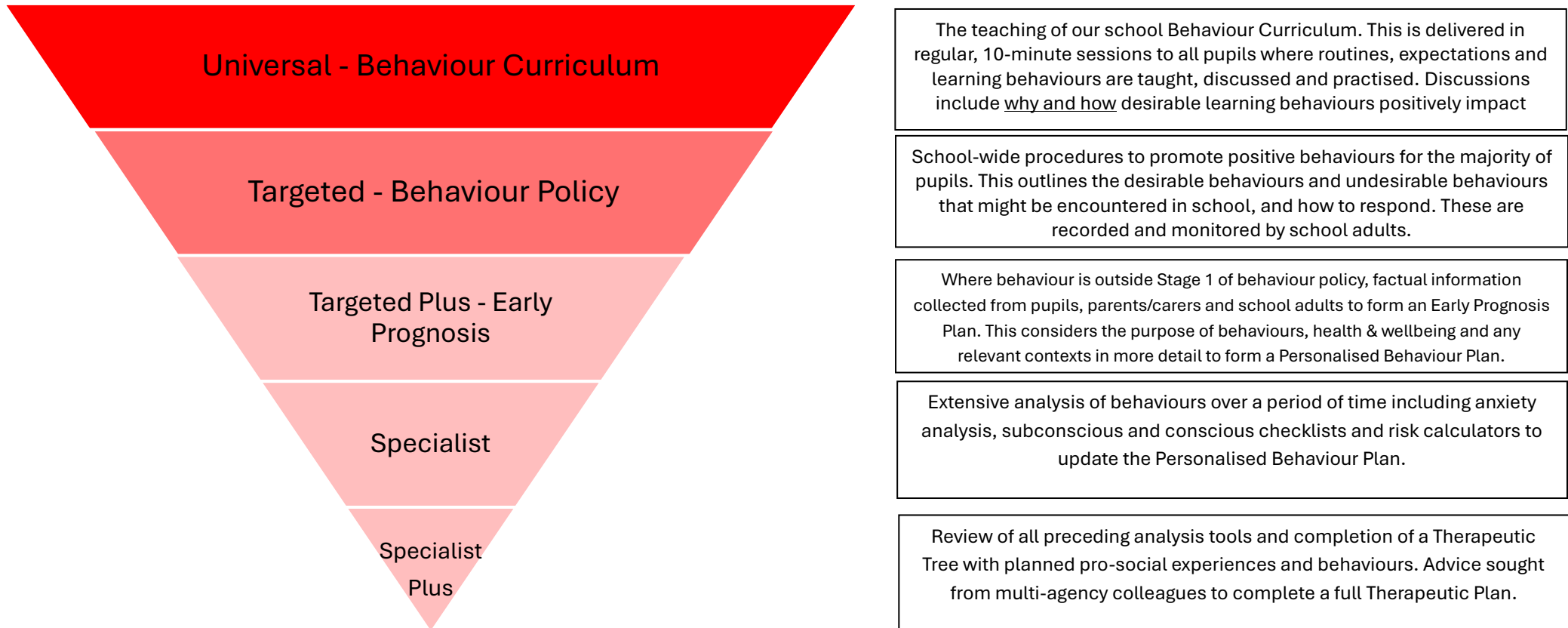
Early Prognosis – The first stage whereby extra analysis is carried out to explore further reasonable adaptations that might be necessary to increase desirable behaviour. See Appendices for examples.

Therapeutic Tree – A tool used to analyse and identify helpful/unhelpful feelings, positive/negative experiences and how this information can inform planned actions to promote desirable behaviour.

Therapeutic Plan – The highest level of analysis completed where other stages have not had the desired impact. This would normally be in consultation with external agencies. See Appendices for the various analysis tools that we use in school to identify patterns and triggers for behaviour.

Graduated Response to Behaviour

The diagram below details the graduated response that we follow in school. Examples of the Therapeutic Thinking Resources, such as Early Prognosis, can be found in the appendices.



Roles and Responsibilities

All stakeholders at Priory Junior School have a responsibility for the positive behaviour and learning experiences for all children. When working together, routines and procedures have greater success. The differing roles are set out below.

Teachers and Teaching Assistants are responsible for:

- Delivering the Behaviour Curriculum to set out the expectations, rules and routines of the school
- Using positive rephrasing, distraction and de-escalation as primary strategies to promote and progress behaviour
- Use educational and protective consequences to promote and progress behaviour
- Implement and review Targeted and Specialist routes where necessary

The Headteacher is responsible for:

- Providing training for staff in this policy and relevant procedures (EG. Therapeutic Thinking) to ensure policies are followed consistently
- Monitoring the effectiveness of this policy and reporting on the effectiveness to the Governing Body
- With other Senior Leadership Team members, monitoring behaviour to identify patterns, support of training that may be needed
- Ensuring that effective systems are in place to record and report behaviour incidents
- Holding all staff members to account for its implementation
- Reporting any prejudice-based incidents, suspensions and exclusions to the Governing body and Local Authority

Parents/Carers are responsible for:

- Helping their child understand appropriate behaviour in different situations and reinforcing awareness of school rules and expectations
- Fostering positive relationships with the school and supporting the implementation of this behaviour policy
- Encouraging self-regulation and independence

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

Our Rules and Values

The Priory Pentagon is a visual representation of the key rules and values in our school that we expect all children to develop and demonstrate during their time at Priory Junior School. These are woven through the curriculum, our Behaviour Curriculum, PSHE lessons and collective assemblies.



We recognise that clear structures of predictable outcomes have the best impact on behaviour. Rules, routines and consistency are vital principles delivered by staff and required by children. This is promoted through a consistent framework and approach for recognising and rewarding success and de-escalating undesirable behaviours. We acknowledge the importance of explicitly teaching children what desirable behaviour looks like and having high expectations.

At Priory Junior School, this is achieved through:

- Consistent teaching and modelling of the behaviour curriculum
- Explicit teaching of routines and systems to create positive social norms
- Regular assemblies promoting prosocial behaviour
- Explicit teaching of emotional vocabulary so children can understand how they are feeling in order to regulate their emotions
- Consistent and clear language used by all adults when speaking to children
- Having high expectations for behaviour and supporting those that find this more difficult through reasonable adjustments
- Recognising and praising those that are demonstrating desirable behaviours

Desirable Behaviour

The table below outlines some desirable behaviours (non-exhaustive) and some example measures that could be taken to recognise and reward desirable behaviours

	Desirable behaviours	Response
Stage 1 Teachers Teaching Assistants Play Team	Engaging in lessons Demonstrating school rules and values Completing work to a good standard Collaborating well with others Being respectful to peers and adults Looking after the school environment Helping friends and classmates during break and lunchtime	Non-verbal gestures EG. Thumbs up, nod Verbal praise Merits Achievement Awards Positive phone calls to parent/carer Sharing work with another adult in school Sharing work in assembly Priory Postcard Play Team Praise note given to class teacher
Stage 2 Teachers Unit Leader SENCO	Consistent application of stage 1 Completing work to a very high standard Challenging self to achieve in a task that would normally be more difficult Commitment to further improve the school environment EG. Offering to litter pick Helping other children who are outside of 'regular' friendship groups Completing additional/different homework to supplement learning Significant assistant with tidying up at lunchtime	Positive phone call from a member of the Senior Leadership Team Invited to attend a Termly Tea Party with Unit Leaders and/or SENCO Ticket to eat lunch early with a friend Golden Welly (to accrue extra OPAL time)
Stage 3 Deputy Headteacher Headteacher	Consistent application of stage 1 & 2 Significant improvement in an element of learning and/or presentation Leading an element of play with others outside	Headteacher's Award Letter of praise from the Headteacher Headteacher's Lunch

Undesirable Behaviour

Undesirable behaviour includes anything that causes harm to others in the school community or the school environment and can be categorised as disruptive or dangerous. This policy supports staff to respond predictably, promptly and confidently where any undesirable behaviour occurs, with the aim of restoring a calm and safe environment in which all pupils can learn and thrive whilst attempting to unpick the cause of such behaviour.

Disruptive behaviour

Disruptive behaviour negatively impacts learning, but is not dangerous. Disruptive behaviour can lead to lost learning time and can harm positive relationships in the classroom. Staff across the school make our agreed expectations of behaviour and routines clear through regular age-appropriate teaching and reflection about what we do and why we do it. Where disruptive behaviour occurs, staff will always consider whether a pupils' needs are being met. For example, are increased movement breaks required for a pupil who struggles to sit still or a defined fidget toy for children who have sensory needs.

The table below outlines some disruptive behaviours (non-exhaustive) and some example measures that could be taken in response.

	Disruptive behaviours	Response
Stage 1 Teachers Teaching Assistants Play Team	Talking unnecessarily Making deliberate, unhelpful noises Calling out without permission Refusing to start work or follow instructions Inappropriate use and/or breaking of equipment Use of unkind language towards others Leave the seat and/or classroom during learning time without permission Being unsafe when lining up Conflict between children Hiding (EG. Under tables, in cupboards)	Positively rephrase to direct, distract or encourage the child to make positive choices Repeat instructions with clear, firm language and choice of two acceptable options, followed by 'thank you' Work to be completed during break or at home Praise and thank other children for making the right choices Protective consequence to protect the learning environment – move seats, brief period in another classroom Educational consequence to discuss the impact of behaviour and practise desirable behaviours. EG practising lining up Contacting/Meeting with parent/carers to discuss disruptive behaviour Adult-led Restorative conversations with peers Reparative conversation with an adult Application of our Anti-bullying Policy Recording of actions on School Behaviour Monitoring Sheet

Stage 2 Teachers Teaching Assistants Unit Leaders SENCO	Repetition of Stage 1 behaviours that have not improved within 4-week period despite Stage 1 responses being implemented Purposely ignoring instructions from an adult Interrupts learning for another class Misuse of technology or using school devices for inappropriate purposes Swearing or targeted words towards peers/adults (e.g derogatory, racist, homophobic or misogynistic) Kicking/slamming school furniture Throwing small items of school property Climbing on furniture with no regard for safety Damaging school environment. EG displays Bullying Refusal to return to the classroom	Use of de-escalation strategies. Eg. Distraction, planned scripts, use of Ready Room Early Prognosis completed to inform a Personalised Behaviour Plan Weekly/Fortnightly meetings with parent/carer to discuss progress towards Personalised Behaviour Plan Individual chart that is monitored daily Protective consequence to protect the learning environment – learning to take place outside of own classroom Educational consequence to discuss the impact of behaviour and practise desirable behaviours, outside of learning time Meeting with Teacher, Unit Leader and Parent/carer Structured lunch timetable Recording of actions on School Behaviour Monitoring Sheet Individual Behaviour Log set up for child on MyConcern Application of our Anti-bullying Policy Adult-led Restorative conversations with peers Reparative conversation with an adult
Stage 3 Deputy Headteacher Headteacher	Repetition of Stage 2 behaviours that have not improved within 4-week period despite Stage 2 responses being implemented Significant disruption of the learning environment	Use of de-escalation strategies. Eg. Distraction, planned scripts, use of Ready Room Protective consequence to protect the learning environment - learning to take place with Deputy Headteacher or Headteacher Educational consequence to discuss the impact of behaviour and practise desirable behaviours, outside of learning time Suspension/exclusion Meeting with Teacher, Deputy Head/Headteacher and Parent/carer Recording of actions on School Behaviour Monitoring Sheet Individual Behaviour Log set up for child on MyConcern

Dangerous behaviour

Dangerous behaviour is behaviour which will predictably result in injury or harm. If a dangerous behaviour poses an immediate risk of harm to others, the space should be evacuated. This could be a classroom, corridor or playground. If the pupil has a Therapeutic Plan in place, the plan will be used to de-escalate the behaviours, otherwise a standard de-escalation script will be implemented.

The table below outlines some dangerous behaviours (non-exhaustive) and some example measures that could be taken in response.

	Dangerous behaviours	Response
Stage 1 Teachers Teaching Assistants Play Team	Abusive language that could cause upset Yelling, shouting and screaming Throwing items – other children present, but not harmed Property misuse/damage	Use of de-escalation strategies. Eg. Distraction, planned scripts, use of Ready Room Explorative, restorative conversations post-incident to gain deeper understanding Protective consequence to restore safe learning and working environments Educational consequence to progress child's understanding Early Prognosis completed Meeting with Teacher and parent(s)/carer(s)
Stage 2 Teachers Teaching Assistants Unit Leaders SENCO	Repetition of Stage 1 behaviours that have not improved within 4-week period despite Stage 1 responses being implemented Abusive language that could be considered threatening or discriminatory Throwing items – others harmed Hitting peers/adults with and without intent to harm	Use of de-escalation strategies. Eg. Distraction, planned scripts, use of Ready Room Explorative, restorative conversations post-incident to gain deeper understanding Application of anti-bullying policy Protective consequence to restore safe learning and working environments Educational consequence to progress child's understanding Therapeutic Plan completed following further analysis of observed behaviours Referral to external agencies for specialist support. Meeting with Teacher, Unit Leader and parent(s)/carer(s)

Stage 3 Deputy Headteacher Headteacher	Repetition of Stage 2 behaviours that have not improved within 4-week period despite Stage 1 responses being implemented Physical assault of another child Physical assault of an adult Criminal behaviour Absconding from the school site Threatening abuse against an adult or pupil Use, or threat of use, of an offensive weapon or prohibited item Inappropriate touch of a peer or staff member which is deemed unsafe and/or overly sexualised	Use of de-escalation strategies. Eg. Distraction, planned scripts, use of Ready Room Explorative, restorative conversations post-incident to gain deeper understanding Application of anti-bullying policy Protective consequence to restore safe learning and working environments Educational consequence to progress child's understanding Therapeutic Tree completed following further analysis of observed behaviours Referral to external agencies for specialist support. Suspension/exclusion Meeting with Deputy Headteacher/Headteacher and parent(s)/carer(s)
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Suspension and Exclusions

Where a serious breach or repeated dangerous or disruptive behaviour event occurred, the Headteacher has the authority to issue a fixed-term suspension, internal suspension, or permanent exclusion in line with statutory guidance and the school's Behaviour Policy. Suspension is always used as a last resort. It is not a punishment in isolation but is used as a circuit breaker to allow the school, relevant staff, parents/carers, and external agencies to come together to formulate an appropriate plan that will support the pupil positively going forward. This process ensures that time is taken to understand the underlying causes of the behaviour, review current provision, and implement targeted strategies and adjustments to reduce the risk of future incidents. The decision to suspend will always be proportionate, fair, and made in the best interests of the pupil, their peers, and the wider school community to maintain safety, dignity, and a calm learning environment.

Permanent exclusion will only be considered in the most extreme circumstances, where all other supportive and reasonable options have been exhausted, and where allowing the pupil to remain in school would seriously harm the education or welfare of others or themselves.

Bullying

There are various definitions of bullying, but most have the following in common:

- It is planned hurtful behaviour.
- It is persistent and continues over some time.
- There is an imbalance of power.

Priory Junior School has in place an Anti-bullying Policy which explains clearly how we discourage bullying and our response when it does occur. This includes clear definitions of bullying. The policy can be found on our website.

Bullying is always dealt with as a serious matter. All alleged and proven forms of bullying are recorded on MyConcern, to ensure close monitoring. Pupils understand that this behaviour is not tolerated. Staff ensure that all pupils understand what bullying is, why it is destructive and what to do if they are affected by it.

Pupils with Special Education Needs and/or Disabilities

At Priory Junior School, we expect all pupils to follow our key rules and values. However, we recognise that some pupils with Special Educational Needs and/or Disabilities may require adaptations or reasonable adjustments to help them achieve these expectations.

If the support outlined in the sections above does not promote the positive effect on a pupil's behaviour, we may seek to implement further adjustments on an individual basis. These are planned collaboratively by the SENCO and Class Teacher(s), in consultation with parents/carers. Where appropriate, the SENCO may also involve external agencies to ensure the most effective support.

Adaptations and adjustments may include, but are not limited to:

- Alternative Provision
- Individualised scripts
- Individualised timetables and outcomes specific to each child's start point
- Individualised planned responses relative to specific to a child's SEND
- Tailored therapeutic interventions and approaches
- Temporary reduced timetables

Prohibited Items

If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned item, a pupil can be instructed to undergo a search without consent: parental permission or pre notification is not required. However, only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. Where possible, the search will be carried out by a member of staff of the same sex. Staff are also permitted to examine data files held on personal devices during a search, with the authorisation of the headteacher.

Prohibited items might include (non-exhaustive):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items (e.g. vapes, lighters, etc.)

- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to school property.

Searching and screening of pupils is conducted in line with the guidance Searching, Screening and Confiscation: Advice for Schools (DfE, 2022).

Use of reasonable force

All members of staff must be aware of the regulations regarding the use of reasonable force by school staff, as set out in Restrictive interventions, including use of reasonable force, in schools (DfE, 2026). In line with the school's Code of Conduct Policy and Safeguarding and Child Protection Policy, staff must never use force as a punishment for behaviour.

They may, however, need to intervene physically to restrain a child if they are in danger of hurting themselves or to prevent injury to another child. Use of reasonable force will only ever be used as a last resort, and this will always be reported to parents/carers and recorded on the school's safeguarding system (My Concern).

At Priory Junior School, physical intervention will always be a last resort following the exhaustion of all appropriate non-contact regulation strategies suitable for each pupil. All staff members are trained in Cambridge Therapeutic Thinking approaches, which focus on de-escalation strategies and restoration.

There may be circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. For example, to give first aid or to demonstrate a technique during PE or Music lessons. Further details can be found in our school Restrictive Physical Intervention Policy.

Links to other relevant policies

Priory Junior School Behaviour Curriculum

Priory Junior School Restrictive Physical Intervention Policy

SEND Policy

Anti-bullying Policy

Department for Education - Restrictive interventions, including use of reasonable force, in schools.

Guidance for schools in England, April 2026

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Cambridgeshire Suspensions and Exclusions Policy

Acceptable Use Policy

Searching, Screen and Confiscation Advice for Schools

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Appendices

Appendix 1 – Early Prognosis

Early Prognosis

Date:

Staff member:

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

Pupil voice

-

Do we still need more information? ↓

Function

Sensory

-

Escape / Avoidance

-

Attention needing

-

Tangible gain

-

Do we still need more information? ↓

Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc

-

Do we still need more information? ↓

Context

In the child and in the home

-

In the school

-

In the community

-

Do we still need more information? ↓

Cultural relevance

-

Early Prognosis – Assess Plan Do Review



Assess

Attendance %

Exclusions

Suspensions

Suspended days

•

Plan

•

Do

•

Review

•

Appendix 2 – Risk Calculator

Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Protective consequences required:

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Educational consequences required:

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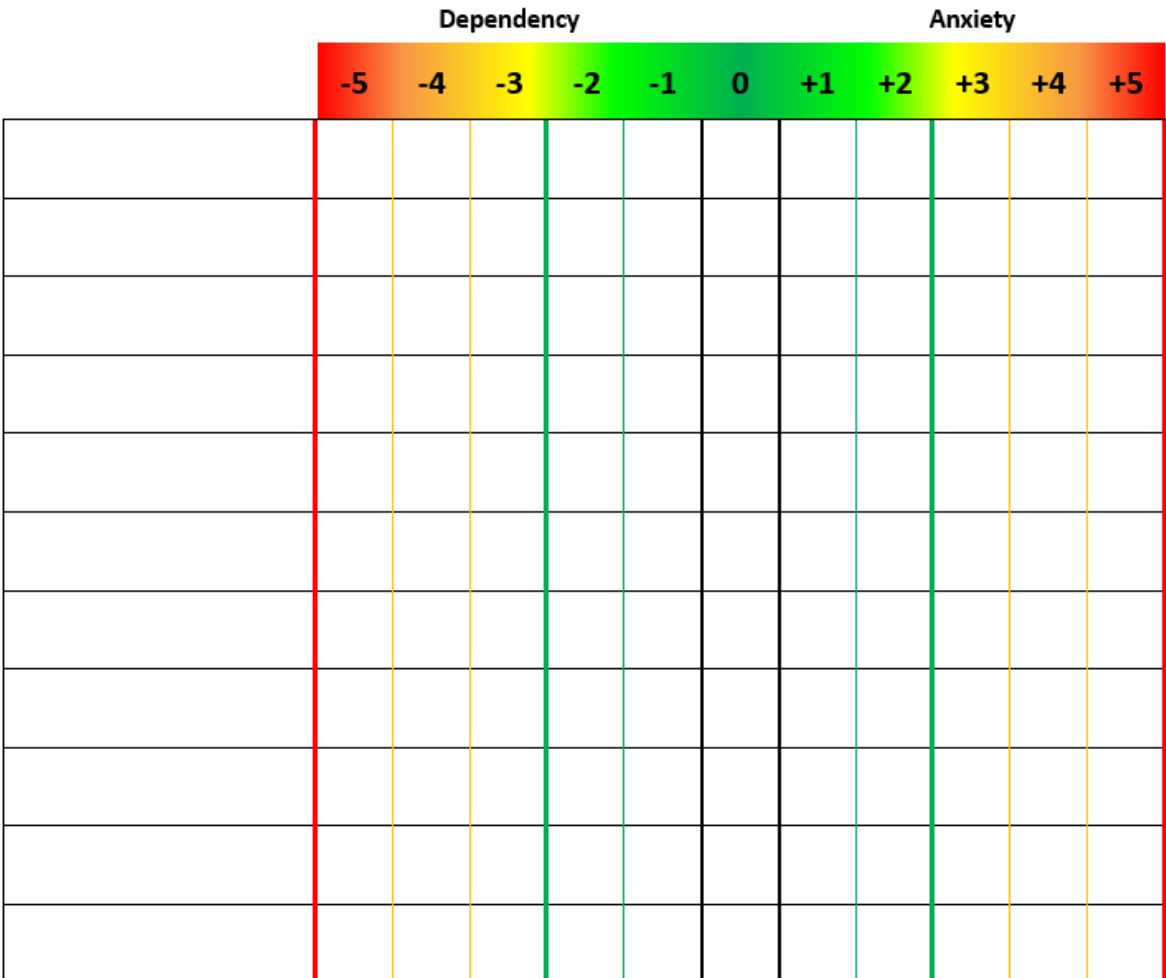
Appendix 3 – Values and Beliefs Analysis Checklist

Values and beliefs checklist

Question	Detail
What are the perceived gains of the undesirable behaviour?	
Why do they believe their undesirable behaviour will be successful?	
Why do they believe desirable behaviour will not be successful?	
WIs the expected adult response preferable to their current experience?	
Is the expected adult response motivating the behaviour?	

Anxiety Analysis

EG. Time of day, lessons, staff, location, days of the week



Appendix 5 – Predict, Plan, Progress Plan

Predict, Prevent and Progress Plan

Child name:

Date of plan:

Year group:

Date for review:

	Score	Predict Staff/Location/Activity/Peers/Time	Prevent Adaptations (including protective consequences) What will manage the over-anxiety/over-dependency?	Progress Adaptations (including educational consequences) How will we teach and monitor the management of over-anxiety/over-dependency?
Increased Anxiety	+5	1. 2. 3.	1. 2. 3.	1. 2. 3.
	+4	1. 2. 3.	1. 2. 3.	1. 2. 3.
	+3	1. 2. 3.	1. 2. 3.	1. 2. 3.
	+2	1. 2. 3.	1. 2. 3.	1. 2. 3.
Increased dependency	-2	1. 2. 3.	1. 2. 3.	1. 2. 3.
	-3	1. 2. 3.	1. 2. 3.	1. 2. 3.
	-4	1. 2. 3.	1. 2. 3.	1. 2. 3.
	-5	1. 2. 3.	1. 2. 3.	1. 2. 3.

Appendix 6 – Therapeutic Plan

Desirable behaviours	Strategies to respond
DISRUPTIVE undesirable behaviours	Strategies to respond
DANGEROUS undesirable behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: Date:

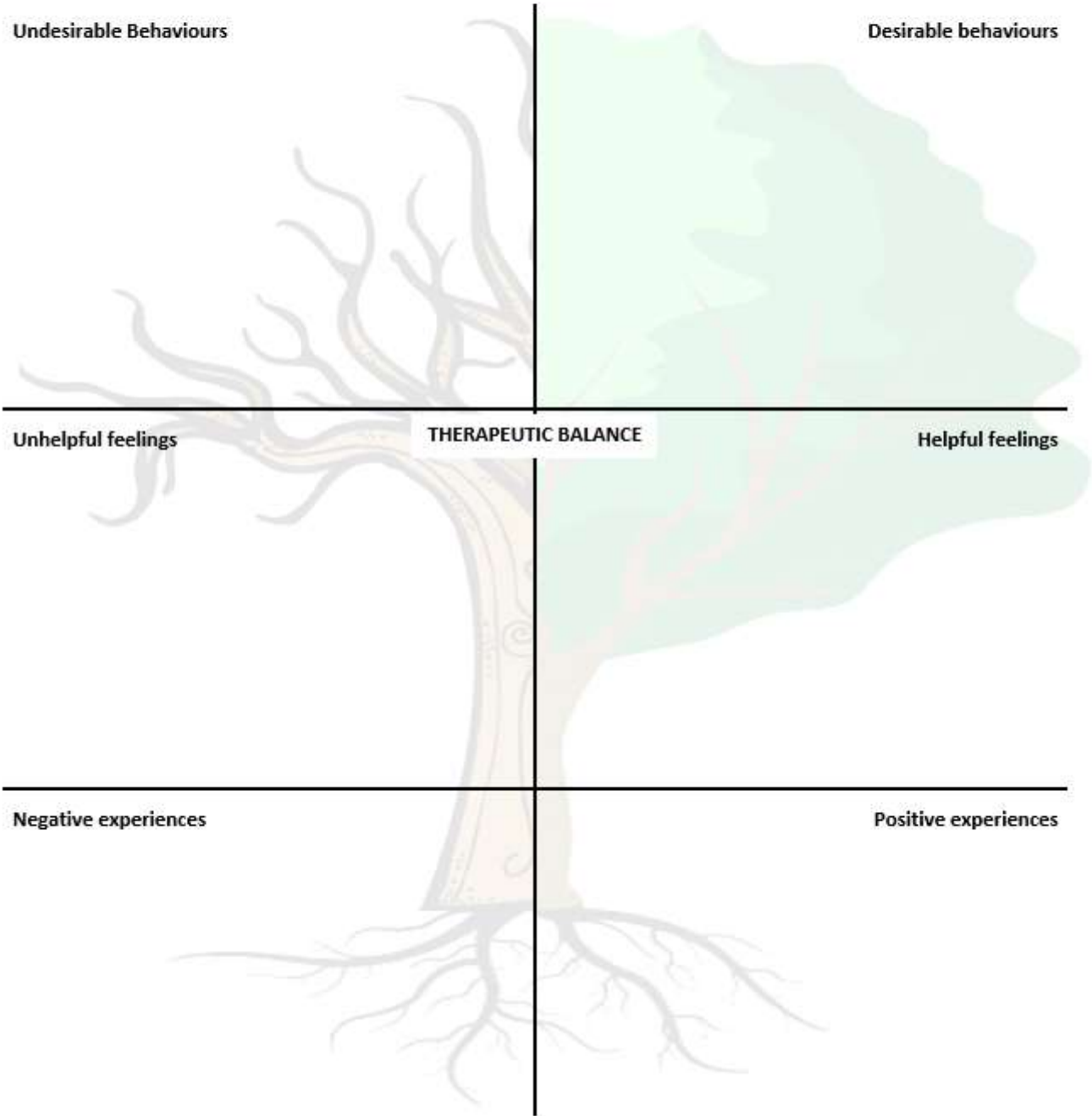
Signature of Parent / Carer: Date:

Signature of Young Person: Date:

Appendix 7 – Therapeutic Tree

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	



Appendix 7 – Example De-escalation script

When used in therapeutic thinking plans, scripts are written based on the individual child, however below are some examples that should be used when trying to de-escalate a child.

Let's go for a walk outside and you can tell me what happened?

Let's go outside. Shall we walk around the daily mile or the playground?

I can see that you're feeling cross / upset / frustrated, can you tell me what has happened?

It's okay to feel cross/ upset / frustrated but it is not okay to....

[child's name], let's go to _____ (Ready room, Daily Mile. Etc)

Have you seen the _____ [item elsewhere in the school of interest, let's go and find it. (Then walk away)

Did you know that I can _____

Oh I have just remembered I need to sort the / find the / fix the _____ can you help me?

Help me carry this, thank you.

Let's go look at

I'm going to the ready room to see the new... or because the ... is back and I'm excited to have a go.

Look at this drawing, what do you think it is?

I'm trying to remember what you had for a snack yesterday, what was it?