



Behaviour Policy 2026 – 27

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1. Policy rationale

At Trawden Forest Primary School, we believe that behaviour is fundamentally about relationships, belonging, safety and learning. Our motto, Every Child Matters; Every Moment Counts, reflects our commitment to ensuring that every child is known, valued, supported and challenged to succeed.

Every Child Matters means that we recognise the individuality, strengths, needs and potential of every pupil. We are committed to creating an inclusive environment where children feel safe, respected and supported to flourish academically, socially and emotionally.

Every Moment Counts reflects our belief that time in school is precious. Every interaction, every learning opportunity and every relational moment contributes to a child's development. We therefore create calm, purposeful and predictable environments where learning can thrive and disruption is minimised.

Our approach is informed by the Education Endowment Foundation's Improving Behaviour in Schools guidance. The EEF emphasises that effective behaviour approaches are proactive rather than reactive: schools improve behaviour by explicitly teaching expectations, establishing predictable routines, modelling positive relationships, acknowledging positive behaviour and providing targeted support where additional need exists.

We recognise that children's behaviour is influenced by many factors and may communicate emotional need, anxiety, sensory overwhelm, communication difficulty, frustration or dysregulation. Understanding behaviour does not mean lowering expectations. It means responding with professional curiosity, consistency and appropriate support whilst maintaining high expectations for every child.

This policy balances nurture with structure, compassion with accountability, and inclusion with safety. It is intended to support consistent adult practice, reduce low-level disruption, build staff confidence and provide clear pathways for children who require additional support.

At Trawden, relational practice is not permissive practice: calm adults, clear boundaries and consistent responses sit together.

2. Statutory and evidence-informed framework

This policy is informed by current national guidance and should be read alongside the school's safeguarding, child protection, SEND, attendance, anti-bullying and health and safety policies.

- Education Endowment Foundation: Improving Behaviour in Schools guidance report
- Department for Education: Behaviour in Schools guidance
- Department for Education: Suspension and Permanent Exclusion guidance
- Department for Education: Use of Reasonable Force guidance and the updated restrictive interventions framework effective from April 2026
- Department for Education: Searching, Screening and Confiscation guidance
- Equality Act 2010
- SEND Code of Practice
- Keeping Children Safe in Education

The EEF guidance is particularly important because it links behaviour improvement to implementation. A policy only improves outcomes when staff understand it, use shared language and apply it with fidelity. This policy therefore includes practical tools, scripts, flowcharts and forms to support consistency across the school.

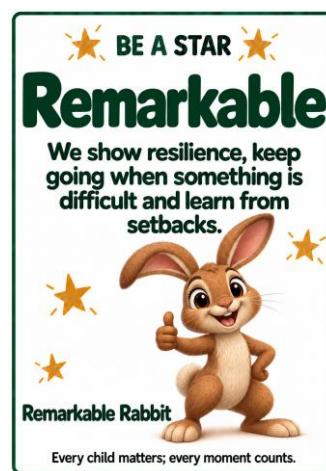
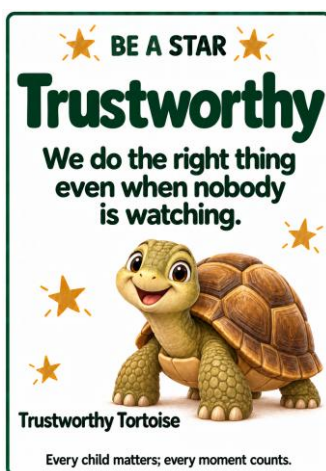
3. Our values in action

Our values shape the expectations we have of everyone in our school community: pupils, staff, leaders, governors, families and visitors. Positive relationships are built when adults consistently model the behaviours we seek to develop in children.

Value	Pupils	Staff	Leaders/Governors	Parents/Carers
Successful	Engage with learning, try hard, follow routines, accept support and contribute positively.	Maintain high expectations, teach routines explicitly, plan purposeful learning and protect learning time.	Use evidence and data to improve systems and support staff development.	Support attendance, punctuality, effort and positive learning routines.
Trustworthy	Tell the truth, take responsibility, keep others safe and repair harm when mistakes are made.	Respond fairly, record concerns accurately, communicate professionally and follow agreed procedures.	Make fair, transparent decisions and maintain safeguarding accountability.	Share relevant information honestly and support agreed plans.
Adaptable	Learn from mistakes, respond to guidance, manage transitions and try alternative strategies.	Make reasonable adjustments, adapt support and change strategies where evidence shows the need.	Review systems critically and adapt provision based on need and evidence.	Engage in shared problem-solving and support agreed strategies at home.
Remarkable	Show kindness, celebrate others, recognise strengths and contribute with confidence.	Recognise each child as an individual, celebrate progress and nurture belonging.	Create an inclusive culture where every child is visible and valued.	Celebrate individuality, encourage aspiration and promote positive self-esteem.

Teaching the STAR values in EYFS and KS1

In EYFS and KS1, the STAR values are explicitly taught through social stories. Successful Squirrel, Trustworthy Tortoise, Adaptable Ant and Remarkable Rabbit help children understand what each value means and recognise what it looks like in everyday choices, routines, learning and relationships.



Adults revisit the characters and social-story language when modelling expectations, recognising positive behaviour and helping children reflect and try again.

4. Behaviour expectations

To bring our values to life, we teach clear pupil-facing expectations. At Trawden Forest, we:

- keep ourselves and others safe
- show respect to everyone
- work hard and make every moment count
- tell the truth and take responsibility
- show kindness and help others succeed

In line with EEF guidance, these expectations are not assumed. Expected behaviours are explicitly taught, modelled, practised and revisited regularly so that children understand both what is expected and why those behaviours matter.

The Trawden Walk

The Trawden Walk is our whole school routine for calm, safe and respectful movement. It gives children a practical way to live our STAR values in the shared spaces of our school.

The Trawden Walk is the routine taught for moving around school. It applies to corridors, stairs, entrances, exits, routes to assembly and lunch, movement to interventions and other transitions. The child-friendly poster is included directly below, and the staff quick reference is in Appendix D.

- Walk indoors: move sensibly and without rushing.
- Use quiet voices: protect learning and listen when adults speak.
- Keep hands, feet and objects to yourself.
- Give others space and show awareness of people using the same area.
- Listen straight away and respond to adult instructions.
- Move with purpose: go directly and sensibly to the right place.
- Use common sense: our old building has different corridors, stairs, doors and routes, so children should look where they are going, give way safely, use handrails and make sensible decisions for the space they are in.

If it is not the Trawden Walk: Stop. Reset. Trawden Walk. The routine is repeated correctly and then we move on.

Successful	We move calmly and purposefully so that we arrive ready to learn.
Trustworthy	We do the right thing even when nobody is watching.
Adaptable	If we get it wrong, we reset, try again and improve.
Remarkable	We show respect for other people, their learning and our school environment.

The Trawden Walk: child-friendly poster



Agreed voice levels

Adults explicitly teach, model and calmly cue the voice level appropriate to the activity and setting.

5	 Shouting Voice - for an emergency.
4	 Outside Voice - cheering at a game.
3	 Classroom Voice - talking inside.
2	 Whisper - soft voice or library voice.
1	 No talking - it is time to listen.

5. Creating a positive behaviour culture

At Trawden Forest, positive behaviour is built through relationships, consistency and explicit teaching. Children thrive when routines are predictable, expectations are clear and adults respond calmly and fairly.

The EEF highlights predictable environments as a key feature of effective behaviour practice. Predictability reduces anxiety, supports self-regulation and maximises learning time, particularly for children with SEND, communication difficulties, sensory needs or emotional vulnerability.

Our universal practice includes calm starts to lessons, clear transitions, consistent routines, emotionally available adults, respectful modelling, explicit teaching of learning behaviours, relationship education, social problem-solving and support for self-regulation.

Consistency does not mean identical responses in every circumstance. It means that children can rely on adults to be fair, predictable and proportionate. Where children require reasonable adjustments, these will be made whilst maintaining high expectations.

Restorative conversation cards and pupil responsibilities

Restorative conversation cards are available to help pupils take part in calm, structured conversations after behaviour has affected learning, relationships or safety. Adults use the cards as visual prompts to explore what happened, who was affected, what needs to happen now and what the pupil can do differently next time. The cards support conversation rather than replace professional judgement, and pupils are helped to regulate before reflection begins.

During a restorative conversation, pupils are expected, with support appropriate to their age and needs, to:

- engage honestly when they are calm and ready
- listen to how others have been affected
- take responsibility for their choices without blaming others
- help identify a fair and appropriate way to repair harm
- agree what they will do differently and return ready to reset

Communication needs, SEND and emotional readiness will always be considered. A pupil will not be forced to speak, apologise or take part in a joint conversation where this would be unsafe, inappropriate or likely to cause further distress.

6. Recognition and positive reinforcement

Positive behaviour should be deliberately noticed, acknowledged and reinforced. The EEF identifies acknowledgement of positive behaviour as an important part of strengthening routines and reinforcing explicitly taught behaviours.

At Trawden Forest, recognition is used to support belonging, motivation and self-regulation. It is not intended to create compliance through reward alone. Adults should aim to give specific recognition linked to the school values, for example: “You showed adaptability by changing your approach,” or “That was trustworthy because you told the truth.”

- specific verbal praise and feedback
- celebration in class and celebration assemblies
- leadership recognition
- positive communication with families
- Star Box recognition and prize draw

Positive behaviour chart and recognition pathway

The classroom behaviour chart is used to recognise positive behaviour as well as to respond to behaviour that needs correction. Adults should actively move children up through the positive stages when they demonstrate strong learning behaviours, kindness, responsibility, effort and the STAR values.

NOTICE	MOVE UP	REACH STAR	FRIDAY	HALF TERM
Adult notices and names a positive choice or STAR behaviour.	Pupil moves up through the positive stages of the classroom chart.	On reaching STAR, the pupil is recorded as a STAR pupil.	A star goes into the Star Box and the pupil is entered into the Friday prize draw.	All STAR pupils are recorded across the half term so frequent STAR achievers are recognised even if they do not win the weekly prize.

When behaviour moves a pupil off the chart

The behaviour chart also includes a reset point. If a pupil comes off the chart because of behaviour, this is not simply a visual move: it triggers a proportionate follow-up. The child resets first, then has a restorative conversation in their own time, or the incident is escalated if the behaviour requires it.

RESET	RESTORE	ESCALATE
If behaviour means a pupil comes off the chart, the pupil resets. The immediate aim is to stop the behaviour, regain calm and return safely to learning.	A restorative conversation takes place in the pupil's own time. Use 'What happened?' to reflect on the choice, who was affected, what needs to happen now and what will be different next time.	If the behaviour is repeated, serious, unsafe, safeguarding-related or the pupil cannot successfully reset, move to the next stage of the behaviour pathway and involve appropriate staff.

Adults should move pupils up as readily as they move pupils down. Positive recognition is an expected part of the behaviour system, not an optional extra.

All children begin each day with a positive fresh start. The Star Box and celebration systems provide visible recognition of effort, kindness, positive learning behaviours and contribution to school life.

The Trawden Walk should also be positively noticed. Adults may recognise calm transitions, thoughtful use of shared spaces and children who use common sense to keep others safe and protect learning.

7. Responding to behaviour choices

Responses to behaviour at Trawden Forest are calm, proportionate, respectful and relational. The aim is to support children to reflect on choices, understand impact, repair relationships and return successfully to learning.

The EEF highlights that consistent responses to behaviour are most effective when they are predictable, proportionate and clearly understood. Trawden Forest therefore uses a staged response pathway.

Stage	Adult action	Pupil support / outcome	Recording / escalation
Positive start	All children start each day with a fresh start. Adults greet, teach and model expectations.	Child knows the expectation and begins positively.	No record required.
Stage 1: Reminder	Calm verbal reminder. Restate the expectation. Redirect privately and positively. For a routine error, use a brief reset such as "Stop. Reset. Trawden Walk."	Opportunity to reset and return to learning with dignity.	No CPOMS unless part of repeated pattern.
Stage 2: Reflection prompt	Second clear reminder. Adult explains that continued poor choices will result in the discreet classroom reflection system. Adult moves the name if behaviour continues.	Brief conversation: What needs to change now? What better choice can you make?	Teacher notes patterns locally. CPOMS if repeated concern or significant context.
Stage 3: Restore and repair	Restorative conversation at break or another appropriate time. Regulate first if needed.	Reflect, repair and reset. Child identifies what happened, who	CPOMS where concern is repeated,

	Use the school's visual support where helpful.	was affected and what will be different next time.	significant or safeguarding linked.
Stage 4: Escalated support	Leadership/pastoral/SENDCo involvement. Parent communication. Targeted intervention.	Behaviour Support Plan, monitoring, agency advice or risk assessment considered.	CPOMS required for all Stage 4 incidents.

Immediate safety response: for serious unsafe behaviour, bypass stages and seek senior leadership support. Safety-first response. Restoration/reintegration follows when safe. CPOMS required. Parent informed. Plan reviewed.

If behaviour results in a pupil coming off the classroom chart, the pupil first resets. A restorative conversation then takes place in the pupil's own time using the 'What happened?' prompts or visual where helpful. Where behaviour is repeated, serious, unsafe or otherwise requires a higher response, staff escalate through the staged behaviour pathway.

Reset or restore?

Not every low-level incident requires a lengthy restorative conversation. Staff use professional judgement to choose the proportionate next step.

- Simple routine issue: notice it, reset it, practise the correct routine, move on.
- Behaviour that causes harm or requires reflection: regulate, reflect, repair, reset and return.
- Behaviour that continues or is more serious: follow the staged behaviour pathway and recording expectations.

Calm adult. Clear boundary. Correct next step.

8. Restorative practice

Restorative practice is central to our relational approach. It helps children develop accountability, empathy, emotional literacy and problem-solving skills. However, restorative practice does not mean the absence of consequences, nor does it replace safeguarding action where required.

A child who is dysregulated cannot meaningfully reflect. Adults should therefore regulate first, then support reflection, repair and reset.

Stage	Purpose	Example prompts
Regulate	Ensure the child is emotionally ready.	Do you need space? I am here to help. We will talk when you are ready.
Reflect	Understand what happened without blame.	What happened? What was happening for you? What choice did you make?
Repair	Consider impact and put things right.	Who was affected? How might they feel? What needs to happen now? How can we put this right?
Reset	Plan the better choice.	What will you do differently next time? What support will help?
Return	Reintegrate positively.	You are welcome back. We are starting again. The expectation now is...

Using the 'What happened?' visual

The school uses a visual 'What happened?' communication resource, supported by Widgit symbols, to help some children identify and communicate what happened during an incident. The restorative communication visuals are included directly in this section so staff can select the most appropriate version for the child.

- It may be used when a child finds it hard to explain verbally, emotions are high, or visual structure will support reflection.
- Adults may begin with 'Show me what happened' or 'Tell me what happened'.
- The visual supports the conversation; it does not replace adult judgement.
- Adults still regulate first, establish facts, consider impact, agree repair and identify the next step.
- The visual must not be used as an interrogation tool or as a substitute for listening to the child.

Restorative does not mean no consequence. It means accountability with dignity.

'What happened?' visual communication board

The school uses a Widgit-supported visual to help children identify and communicate what happened. The policy summary below mirrors the categories on the classroom visual; staff should use the school's licensed Widgit version with pupils. Use the visual to support communication, not to interrogate. Regulate first, establish what happened, consider impact, repair where appropriate, then reset and return.

KS1 and simplified restorative communication visuals

Use only the prompts needed. Regulate first, allow processing time and accept pointing or another appropriate communication response.

 What happened?  First type  First type  First type  First type  First type  First type	 Who?  a teacher  a friend  my mum  my dad  welfare  someone else	 What needs to happen now?  fix something  show you are sorry  shake hands  think about it zone  say sorry  something else	 what could you do next time?  talk to someone  take a breath  play with someone else  walk away  count to 10  something else	 What needs to happen now?  fix something  show you are sorry  shake hands  think about it zone  say sorry  something else
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Restorative conversation visuals

These fuller visuals support a structured restorative conversation after the pupil is regulated. They support communication and reflection; they do not replace adult judgement, listening or safeguarding procedures.

broke something scribbled on something hurt an adult hurt a child being unsafe hid from adult using bad language not listening to instructions threw something ran off tore up work something different	worried fidgety confused angry sad annoyed scared nervous bored furious lonely something different
What happened?	What were you thinking or feeling?
me a friend a teacher my class my mum my dad my family people in the community animals everyone another adult someone else	make a card write a letter talk to someone say sorry fix something tidy up clean something something different
Who has been affected?	What needs to happen to put things right?
sad sorry guilty annoyed embarrassed worried hungry unsure calm better okay something different	move away ask for a break go to my calm space get a fiddle toy ask for help tell someone how I feel play with someone else make a good choice take deep breaths listen carefully remember the rules something different
How do you feel now?	Next time I will...

9. SEND, SEMH and adaptive practice

Trawden Forest has a significant SEND profile. Behaviour support must therefore consider whether behaviour may be linked to SEND, communication needs, sensory processing differences, autism-

related need, ADHD-related need, speech and language difficulty, anxiety, trauma, attachment need or SEMH need.

The school has a part-time SENDCo and a full-time Pastoral Teaching Assistant. Support may include SENDCo involvement, pastoral intervention, nurture provision, sensory room access, sensory circuits, movement breaks, visual supports, adapted routines, communication scaffolds, co-regulation and external specialist advice.

Reasonable adjustments will be made where appropriate under the Equality Act 2010. Fairness does not always mean sameness. Adaptive practice does not mean lowered expectations; all children are expected to behave safely and respectfully, but the route to success may differ.

10. Behaviour support plans and risk assessments

Where concerns are persistent, escalating or complex, structured individual planning will be implemented. The purpose is to understand patterns, reduce risk and improve outcomes rather than respond incident by incident.

Behaviour Support Plans should identify strengths, triggers, likely function of behaviour, early warning signs, preventative strategies, agreed adult responses, de-escalation approaches, restorative expectations, family partnership and review arrangements. The school's agreed individual behaviour plan is maintained as a separate working document; relevant incidents, actions and reviews are recorded on CPOMS rather than on a duplicate appendix form.

Individual Risk Assessments will be implemented where behaviour presents foreseeable risk to the pupil, peers, staff, property or safe learning. This includes repeated aggression, unsafe absconding, serious dysregulation, repeated restrictive intervention, serious property damage or escalating patterns.

Any reduced or part-time timetable arrangement will only be used exceptionally, lawfully, for the shortest appropriate period, with clear review dates and in partnership with parents/carers and relevant professionals.

11. Serious behaviour and safety

Safety is non-negotiable. While most behaviour can be managed through universal systems, some incidents require immediate safety-led intervention. In these circumstances, the staged pathway may be bypassed, and senior staff may become involved immediately.

- physical aggression or attempted assault
- unsafe absconding
- serious verbal aggression or discriminatory abuse
- harmful sexual behaviour or safeguarding concern
- serious bullying or repeated high-risk behaviour
- significant damage to property or serious disruption

Incidents will be recorded on CPOMS, parents/carers will be informed where appropriate, safeguarding procedures will be followed and behaviour plans or risk assessments will be reviewed.

12. Restrictive handling and restrictive practice

Prevention and de-escalation are always preferred. All staff are trained in restrictive handling, and practice is guided by the principles of safety, dignity, proportionality and least restrictive intervention.

Reasonable force may only be used where lawful, necessary and proportionate to prevent injury, serious damage, serious disorder or immediate unsafe behaviour. Restrictive practice must never be used as punishment, in anger, as a threat, in a degrading manner or solely to force compliance.

Where physical intervention occurs, the incident must be recorded, parents/carers informed, debrief completed and support arrangements reviewed. Repeated restrictive intervention indicates the need for urgent review of planning and risk management.

13. Bullying prevention and response

Bullying is not tolerated at Trawden Forest. We use the child-friendly STOP definition: Several Times On Purpose. Bullying is repeated intentional behaviour designed to hurt, intimidate or harm and may involve a power imbalance.

Bullying may be physical, verbal, emotional, social, online, racist, disability-related, homophobic, transphobic, sexual or prejudice-related. Not all friendship conflict is bullying, particularly for younger children, but all concerns will be taken seriously and explored carefully.

Where bullying is suspected, concerns will be investigated promptly, pupils will be listened to, parents/carers informed where appropriate, incidents recorded, safeguarding procedures followed where needed, support provided and consequences applied where required.

14. Child-on-child abuse

Child-on-child abuse is a safeguarding issue. All staff must understand that children can abuse other children, that this can happen inside or outside school and online, and that the absence of reported incidents does not mean that it is not happening.

Child-on-child abuse may include physical abuse, bullying (including cyberbullying and prejudice-based bullying), sexual violence, sexual harassment, harmful sexual behaviour, coercive or controlling behaviour, abuse within intimate personal relationships between children, consensual or non-consensual sharing of nude or semi-nude images, online abuse, initiation or hazing-type behaviour, and other behaviour that causes significant harm.

Staff must never dismiss abusive behaviour as 'banter', 'just having a laugh', 'part of growing up' or similar. All concerns must be taken seriously and responded to in a child-centred, proportionate and safeguarding-led way.

Any concern about possible child-on-child abuse must be reported promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL and recorded on CPOMS in line with the school's safeguarding procedures. If a child is in immediate danger or at risk of serious harm, emergency safeguarding procedures must be followed without delay.

The response will consider the needs and safety of the child who has been harmed, the needs and circumstances of the child alleged to have caused harm, the wishes and feelings of the children involved, the nature and seriousness of the incident, any power imbalance, repetition or pattern, SEND or communication needs, online elements, and whether external agencies or multi-agency safeguarding partners should be involved.

Where appropriate, the school may put in place safety planning, supervision arrangements, separation of pupils, risk assessment, parent/carer communication, pastoral support, Behaviour Support Plans, SEND support or referrals to external agencies. Actions will be proportionate and reviewed regularly.

Restorative practice must not replace safeguarding procedures where child-on-child abuse is suspected or alleged. A restorative conversation will only be considered when it is safe, appropriate, voluntary and in the interests of the child who has been harmed. No child will be required to meet, apologise to or engage directly with another child as part of a restorative process where this could cause further distress or risk.

Sexual violence and sexual harassment between children will be managed in line with the school's safeguarding and child protection procedures and the relevant sections of Keeping Children Safe in Education. Staff should recognise that harmful sexual behaviour can occur on and offline and may exist alongside other forms of abuse.

The school will take a whole-school preventative approach through safeguarding education, relationships and health education, online safety, clear behaviour expectations, pupil voice, staff

training and a culture in which children know how to report concerns and are confident they will be listened to.

Child-on-child abuse is never 'just behaviour'. Safeguarding comes first.

15. Suspension and permanent exclusion

Trawden Forest is committed to inclusion, early intervention and targeted support. Suspension and permanent exclusion are serious sanctions used only where lawful, proportionate and in line with current statutory guidance.

Only the Headteacher may suspend or permanently exclude. Decisions will consider age, developmental understanding, SEND, Equality Act duties, safeguarding context, reasonable adjustments, previous interventions, proportionality, impact on others and wider school safety.

Following suspension, reintegration should be structured and supportive. The aim is sustainable improvement, not simply return. Reintegration may include a parent meeting, restorative conversation, trigger review, support plan review, risk assessment review, named adult support and clear targets.

16. Lunchtime, play and conduct beyond school

The same high expectations apply throughout the school day, including lunchtimes. Lunchtime is supported by midday supervisors. Some Year 6 pupils act as play leaders; this is an area for further training and development.

Sports Ambassadors support positive behaviour in the MUGA by modelling safe and fair play, encouraging inclusion and helping pupils follow the agreed rules. They alert an adult when support is needed and do not replace adult supervision or manage serious incidents.

Nurture access is available during the first half of lunchtime for identified children. Structured zones for play and positive lunchtime support are a development area and will be established to strengthen inclusion, reduce conflict and support safe play.

The Trawden Walk applies during lunchtime and other transitions. Adults supervising shared areas are expected to model, notice, reset and support the routine consistently.

Behaviour expectations may also apply when pupils are taking part in school activities, travelling to or from school, wearing school uniform, representing the school, participating in educational visits, or where conduct beyond school affects the safety, wellbeing or reputation of the school community.

17. Working with parents and carers

Parents and carers are essential partners. The EEF highlights the importance of coordinated adult responses, particularly where behaviour concerns are persistent or linked to additional need.

Trawden Forest will celebrate success, communicate concerns honestly, involve families early, listen respectfully, share support planning and signpost additional support where needed. Parents and carers are expected to support school expectations, reinforce routines, communicate relevant information and engage constructively with agreed plans.

18. Staff wellbeing, training, monitoring and governance

Staff well-being and safety matter. Behaviour systems should support pupils while also enabling staff to feel confident, safe and professionally supported. Following serious incidents, staff will be offered debrief and leadership support.

Training will include behaviour systems, explicit teaching of behaviour, the Trawden Walk, restorative practice, use of the 'What happened?' visual, SEND-informed behaviour support, de-escalation, safeguarding, CPOMS recording and restrictive handling. Leaders will support staff through coaching,

modelling, review and clear systems. Staff should also teach and model the agreed voice levels using the visual included in Section 4 where this supports clarity and consistency.

Because the school's key implementation challenges include consistent adult response, low-level disruption and staff confidence, leaders will monitor not only behaviour outcomes but also fidelity of implementation. This includes adult visibility at transitions, whether low-level behaviour is challenged, whether agreed scripts are used and whether restorative conversations are proportionate and purposeful.

CPOMS will be used for all Stage 4 incidents, all serious incidents, safeguarding-linked incidents and repeated concerns.

Leaders and the Full Governing Body will review incident patterns, CPOMS trends, location and time-of-day patterns, SEND trends, gender trends, suspension data, restrictive practice frequency, behaviour support plan effectiveness, pupil voice, parent feedback and staff confidence.

Appendix A: Behaviour Response Pathway

This pathway is designed to support consistent adult responses. It should be used alongside professional judgement, SEND reasonable adjustments and safeguarding procedures.

Stage	Adult action	Pupil support / outcome	Recording / escalation
Positive start	All children start each day with a fresh start. Adults greet, teach and model expectations.	Child knows the expectation and begins positively.	No record required.
Stage 1: Reminder	Calm verbal reminder. Restate the expectation. Redirect privately and positively. For a routine error, use a brief reset such as "Stop. Reset. Trawden Walk."	Opportunity to reset and return to learning with dignity.	No CPOMS unless part of repeated pattern.
Stage 2: Reflection prompt	Second clear reminder. Adult explains that continued poor choices will result in the discreet classroom reflection system. Adult moves the name if behaviour continues.	Brief conversation: What needs to change now? What better choice can you make?	Teacher notes patterns locally. CPOMS if repeated concern or significant context.
Stage 3: Restore and repair	Restorative conversation at break or another appropriate time. Regulate first if needed. Use the school's visual support where helpful.	Reflect, repair and reset. Child identifies what happened, who was affected and what will be different next time.	CPOMS where concern is repeated, significant or safeguarding linked.
Stage 4: Escalated support	Leadership/pastoral/SENDCo involvement. Parent communication. Targeted intervention.	Behaviour Support Plan, monitoring, agency advice or risk assessment considered.	CPOMS required for all Stage 4 incidents.

Immediate safety response: bypass stages and seek senior leadership support. CPOMS required; parent informed; plan reviewed.

Appendix B: CPOMS Recording Threshold Guide

Incident / concern	Record on CPOMS?	Who records?	Follow-up
Stage 1 reminder / simple Trawden Walk reset	No, unless part of repeated pattern.	Class teacher if pattern emerges.	Monitor locally.
Stage 2 reflection prompt	No, unless repeated, significant or linked to safeguarding.	Class teacher.	Monitor patterns.
Stage 3 restorative incident	Yes if repeated, significant, harmful or parent contact needed.	Adult dealing with incident / class teacher.	Restorative outcome noted.
Stage 4 escalated support	Yes - always.	Adult leading response / SLT.	Parent contact and support review.
Serious or unsafe behaviour	Yes - always.	Adult witness / SLT.	Safeguarding and risk review as needed.
Restrictive intervention / reasonable force	Yes - always.	Staff involved / SLT.	Parent informed, debrief, plan review.
Bullying or discriminatory incident	Yes - always.	Adult investigating / SLT.	Safeguarding review and monitoring.
Repeated low-level disruption	Yes, when pattern is evident.	Class teacher.	Pastoral/SEND review considered.

Appendix C: Staff Behaviour Scripts

Situation	Suggested script	Purpose
Trawden Walk reset	Stop. Reset. Trawden Walk.	Immediate, calm correction of a routine.
Reminder	Remember our expectation to show respect. Let's reset and return to learning.	Low-level correction without confrontation.
Second reminder	This is your second reminder. If this continues, I will use our reflection system and we will talk briefly about what needs to change.	Predictable warning before reflection prompt.
Dysregulation	I can see this is difficult. I am here to help. We will talk when you are ready.	Regulate first, reduce escalation.
Unsafe behaviour	I cannot let you hurt yourself or anyone else. I am going to help keep everyone safe.	Clear safety boundary.
Restorative opening	Tell me what happened. / Show me what happened.	Begin reflection calmly.
Repair	Who has been affected, and what needs to happen now?	Develop accountability and empathy.
Reset	What will you do differently next time, and what support will help?	Plan future success.
Reintegration	You are welcome back. We are starting again. The expectation now is...	Fresh start with clarity.

Appendix D: The Trawden Walk - Staff Quick Reference

THE TRAWDEN WALK: Calm. Quiet. Safe. Ready.

Our staff standard

- MODEL IT – demonstrate the calm, respectful behaviour we expect.
- NOTICE IT – do not walk past low-level or unsafe behaviour.
- RESET IT – correct routines immediately and calmly.
- RESTORE IT – use restorative practice when behaviour needs reflection or repair.
- SUPPORT IT – back colleagues and maintain the same high expectations.

In shared spaces

- Walk calmly and purposefully.
- Keep voices appropriate for the space.
- Be visible and supervise actively at transitions.
- Pause non-urgent adult conversations when children require supervision.
- Use common sense in our old building: different corridors, stairs and doors require different routes.
- Look ahead, give way sensibly, use handrails, hold doors and keep pathways clear.
- Do not rely on a rigid one-way system where it is not workable.

Choose the right response

Situation	Response	Example
Simple routine issue	RESET	“Stop. Reset. Trawden Walk.” Practise the routine again and move on.
Behaviour that needs repair	RESTORE	Regulate → Reflect → Repair → Reset → Return.
Behaviour continues / is serious	ESCALATE	Follow the behaviour pathway, record and involve others as required.

Every adult. Every time. Everywhere. What adults permit becomes the standard.

References and source basis

This policy pack has been developed using Trawden Forest Primary School’s existing behaviour policy framework, school-specific operational information, the Trawden Walk implementation materials developed for staff and pupils, and current national guidance.

- Education Endowment Foundation: Improving Behaviour in Schools guidance report.
- Department for Education: Behaviour in Schools guidance.
- Department for Education: Suspension and Permanent Exclusion guidance.
- Department for Education: Use of Reasonable Force and restrictive interventions guidance.
- Department for Education: Searching, Screening and Confiscation guidance.