



BEHAVIOUR, ENGAGEMENT AND MOOD MANAGEMENT POLICY

School Policy:	Behaviour Engagement and Mood Management Policy	
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Policy Lead(s):	Alex Sutcliffe/ Gavin Powers	
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The Teacher "I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised." Haim Ginott

"...many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned.... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature, modify personal responses as necessary." Tim Brighouse

Introduction

Engagement and mood management are not separate aspects of school life. Behaviour is a form of communication and is often a response to feelings, experiences or environmental factors. Everything adults do within school, including language, tone, posture, planning, organisation and interactions, contributes to behaviour and emotional wellbeing. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times, as this is where behaviour management begins.

The reason for having a policy is to focus on that aspect of school life and bring coherence and consistency to the variety of interactions we all have with children every day, to support as positive and safe a response as possible.

We aim to enable all young people to understand and value others, appreciate diversity and develop the skills to analyse and debate issues. We believe that this plays an important role in helping young people to become insightful and more resilient. We aim to facilitate a happy, safe school where laughter, enjoyment and fun is of paramount importance, for everyone!

This policy aims to create a consistent and coherent approach to supporting children's behaviour and emotional wellbeing. Through an engaging curriculum, positive relationships and a restorative ethos, we aim to create a happy, safe and inclusive environment where all children can thrive.

Serious incidents, bullying and racist incidents are recorded and monitored using the school's electronic systems. These are reviewed by senior leaders, governors and external agencies where appropriate.

This policy is written in conjunction with guidance from the DFE noted in;

- Behaviour in Schools Advice for headteachers and school staff February 2024
- Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

Shared Values and Beliefs About Behaviour

We believe that behaviour and mood management should reflect the values of the school and promote respectful, positive relationships between adults and children.

We value the right of every child to feel happy, safe and respected within school. We believe all pupils should be able to enjoy their time at school, learn to the best of their ability and be treated with dignity and fairness at all times. We also value reflection, repair and reconciliation following incidents, alongside equal opportunities and accessibility for all members of the school community.

We believe that pupils who feel valued, secure, cared for and successful are more likely to respond positively and appropriately. Consistency and predictable routines help pupils feel safe and confident enough to take risks in their learning. We also recognise that positive discipline can be both firm and supportive, helping children to develop self-discipline, responsibility and emotional security.

Our aims are to create a calm, caring and orderly environment that promotes learning, emotional wellbeing and a sense of belonging. We strive to achieve consistency in staff responses so that pupils experience safety, security and fairness throughout the school day. We are committed to supporting staff development in understanding and responding to children with social, emotional and behavioural needs.

We also aim to help pupils develop self-discipline, responsibility and positive relationships with others. Through restorative approaches, emotional support and consistent boundaries, we support children in learning safe and appropriate ways to manage their feelings and behaviour.

We never sacrifice the long-term well-being of the child to our own short-term well being.

We state our values clearly.

We value:

- the right to feel happy and enjoy our time at school;
- the right to have fun and enjoy each other's company;
- the right to feel safe and be safe in our body and feelings;
- the right to learn to the best of our ability;
- the right to be respected and treated with dignity at all times;
- justice and a sense of fairness;
- the right to reflect and debrief after incidents, sharing feelings in regard to how incidents are managed by staff;
- the right to make reparation;
- equal opportunity and accessibility for everyone.

We believe that:

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way;
- when pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning;
- if the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;
- good discipline can be clear and firm, yet supportive; we describe this as 'firm love' • when we feel happy and enjoy, we learn far better.

We aim:

- to create a warm, caring, calm and orderly atmosphere of belonging in the school that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety;
- to promote and encourage the continual development of all staff in the understanding and working with children with social, emotional and behavioural difficulties and review our practice regularly;
- to promote in all pupils a sense of self-discipline and an ability to take responsibility for their actions;

- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the school environment ;
- to help pupils change their anti-social behaviour that causes them so much unhappiness and to learn ways of behaving and solving difficulties that enable them to feel safe in their ability to manage feelings and control their behaviours;
- to create an environment that is safe, physically and emotionally, for everyone in the school;
- to develop a partnership with parents which recognises and respects important factors in the home life and experience of the child, and through ongoing dialogue supports parents to take a proactive and confident role in the management of their children's behaviour and needs;
- to develop self-aware and organised thinking skills;
- to facilitate an environment of infectious positivity and happiness.

Our key aims are always Restitution not Retribution, Reconciliation not Revenge. Rights and Respect.

Establishing Shared Routines for Teaching and Learning

Learning is central to everything we do. We aim to create engaging, stimulating and well-structured learning experiences that promote positive behaviour and emotional wellbeing.

Staff will:

- Establish clear routines and expectations.
- Deliver engaging and differentiated lessons.
- Promote positive responses through good classroom practice.
- Support pupils with SEND through appropriate planning and intervention.

Here are some of the guidelines we follow for classroom practice:

- We are always on the yard before the pupils come into school to greet them on their arrival in the morning and after other break times.
- We plan learning thoroughly to be stimulating, coherent and well-organised.
- We make sure that those pupils with SEND have a Individual Learning Plan and/or a Behaviour Support Plan with risk assessments that follow the guidelines, covers learning and behaviour and is up-to-date. These targets are reviewed, agreed and signed by parents/carers termly.
- We have the work well prepared, including specifically differentiated materials for pupils who need them.
- Each lesson starts with the learning intention and success criteria of the lesson explained and clearly written.
- Each lesson ends with a summary of what has been taught, followed by a self-review and general overview of what has been learned, this will include children self-assessing their achievements.
- We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.

- We display the children's work prominently and attractively.
- We establish positive norms of behaviour.
- We model clear communication and positive interactions between each other and between adults and children.
- We establish and insist on routines for:
 - entering the classroom;
 - putting coats and other belongings away;
 - seating arrangements;
 - explaining the lessons and tasks of the day;
 - distributing and using the equipment needed;
 - giving out work books;
 - listening to the instructions of the adults;
 - stopping work and ending sessions;
 - summarising and reviewing the session;
 - going to the toilet one at a time;
 - clearing up;
 - leaving the classroom.

We have established a system of rewards for all kinds of achievement and positive behaviour. While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move them from extrinsic motivation to intrinsic motivation.

Positive letters or phone calls home are excellent rewards and greatly appreciated by parents and children. Our weekly 'Wow' Awards also celebrate positive choices. These rewards are clear and understood by all.

In classrooms, teachers operate a class reward system. All classroom systems accentuate the positive and children cannot lose scores they have already gained. Teachers share practices with each other and aim for variety in their approaches. Children work as a whole class to reach 200 points on their class chart. Once a class reaches 200 points, there is a prize draw in Wow Assembly, with a selection of positive experiences the children will enjoy. When a class reaches 100 points, they earn an extra break.

We appreciate that one of the best rewards for a child is genuine praise. We praise children for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a child at every opportunity 'catching them doing the right thing'.

We try to make our praise authentic and precise. We look the child in the eye and say seriously something like, "Robert, I like the way you did not retaliate when provoked, that shows strength of mind. Well done." We know that excessive or insincere praise devalues the process and confuses the pupil so we avoid it. Positive relationships are at the heart of behaviour and mood management at The Park Schools Federation. Staff communicate respectfully with pupils and model calm, supportive and empathetic

behaviour at all times. Through both verbal and non-verbal communication, staff aim to create emotionally safe environments where pupils feel listened to, valued and understood.

Adults are encouraged to actively listen to pupils, celebrate achievements, support emotional regulation and foster trust through consistent and caring interactions. The school also recognises the importance of family relationships and works closely with parents and carers to support children effectively.

Keeping Everyone Safe in Their Body and Feelings

We recognise that the school will only function effectively if both staff and children feel safe and happy. Anxiety and fear block learning so we strive to create a safe and happy environment free of anxiety. The School Rules and the Code of Conduct spell this out very clearly. Effective measures and procedures are used to ensure that safety. The school follows all statutory, government and LA guidelines on safeguarding. (See Safeguarding Policy, Health & Safety Policy, Touch Policy).

Prevention

We choose preventative strategies. Our structure and routine of our school day supports this. We try to minimise the occurrences of challenging behaviour by:

- establishing positive relationships with pupils and parents
- creating a positive supportive climate in the classroom
- being in the class before the pupils arrive
- providing a constant adult presence, never leaving the children unsupervised
- having well planned, meaningful lessons differentiated to meet the needs of the pupils
- making connections with previous work
- ensuring equipment or materials needed are available and in working order
- having well-established routines for behaviour
- teaching the children strategies to deal with anger and frustration
- using social problem solving skills, circle time and mediation.
- using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups.

Promoting and Developing Positive Relationships

We recognise that effective relationships are built by ensuring every opportunity is developed to enable communication, increasing the child's communication with adults, enhancing the child's responsiveness to social reinforcement, and encouraging the child to model the behaviour of adults. Modelling positive interactions by all staff is crucial in fostering these relationships. We communicate verbally by showing genuine interest in the child's work and interests, listening carefully, decoding the meaning behind responses, and sharing appropriate personal interests. Non-verbal communication is equally important, and we adopt non-threatening stances, smiles, physical proximity, appropriate reassuring touch, and positive body language. We relate to children in an empathic and positive way by engaging in activities with them, maintaining a non-punitive approach, being honest and trustworthy, providing opportunities for reparation, and responding reflectively to difficulties. We recognise and respect, without judgement, the importance of the child's family system and their loyalty within it. We actively foster positive relationships through our tone of voice, facial expressions, and reactions to children's achievements and challenges, recognising that there are many opportunities throughout the day to strengthen these connections. We use touch proactively, appropriately, and positively to reassure, calm, guide, and support children while modelling appropriate touch. We continually reflect on our personal responses to individuals and celebrate all birthdays, where appropriate within cultural contexts, valuing each child's unique place in the world.

Rules

We have a clear set of School Rules and Code of Conduct agreed by pupils, staff, governors and parents. They are stated positively to promote positive actions. The pupils are reminded of these regularly and we often quote the rule when it has been breached. As well as school rules, teachers may draw up a contract with the class that harmonises with the school rules. Discussing them with other members of staff helps to avoid inconsistencies. We recognise that some pupils feel the need to test boundaries in their desire to feel safe. Holding to rules and routines is our way to maintain them and provide security and consistency for our pupils.

Bullying

Bullying is not tolerated at The Park Schools Federation. All members of the school community are expected to treat one another with respect and dignity.

Please refer to the Anti-Bullying Policy for further guidance.

Online Behaviour Incidents

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents/carers are responsible for this behaviour. However, often incidents that occur online may affect the school culture. Where this is the case, we will respond to the incident in line with this policy and the behaviour approach adopted by school. This is the case when, the behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

DEALING WITH CHALLENGING BEHAVIOUR

We recognise the truth of the following quotations;

The Teacher "I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised." Haim Ginott

"...many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned.... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature, modify personal responses as necessary." Tim Brighouse

1. The routines we establish and the School and Classroom Rules guide all the activities in the classroom. Rules are agreed on and displayed prominently. When these two essentials have been set in place we remind the children of them frequently, perhaps at the beginning of every day, certainly at least once a week. We use preventative strategies outlined in the section on Prevention.
2. We try to be as positive as possible and show empathy with the child e.g. "You did very well this morning. I know it is difficult for you but I know you can calm down" etc. Positive feedback is given frequently. We remind children in difficulties of times when they coped well or of good things they have achieved. Or we focus on those who are getting it right and praise them which often has a positive affect on the misbehaving child. Our aim is to catch the pupils who are doing the right thing and tell them.
3. We consciously model strategies for dealing thoughtfully with difficulties. For instance, when faced with a decision in the classroom the teachers sometimes think out loud "'I'll have to think about your behaviour, should you have thinking time or time out? That action of yours was very serious. We have a rule about safety and I have to make sure that everybody feels safe. On the other hand, you were very kind to X, but Y will need to know that we are going to protect him and make him safe and take his hurt seriously and we have to show respect for the Rule. What do you think should happen?" We listen attentively, then say something like "Okay, you will do thinking time for 'n' minutes."
4. We are alert to good thinking by pupils and compliment it explicitly, "I like the way you worked that out, which shows you thought about it."
5. We try to remember to concentrate on the primary issue; that is the one that required our response in the first place.

We avoid arguments e.g. Teacher: Peter will you please put down the rubber and get on with your work?

Pupil: But he started it.

Teacher: He may well have, now I want you to get on with your work.

Pupil: You never do nothing about him. Teacher ignores the remark, stands calmly there and encourages him to get on with work. Before any decisions are made about management, staff carry out a dynamic risk assessment of the developing situation to

identify how to best support. In this risk assessment, they may well choose to request support from another member of staff.

6. We make a supportive plan for each pupil and review our interventions. We think of the long term good of the child. We recognise that sometimes it may be necessary to ignore or take no action in order to promote long-term development. This is discussed during sessions by all staff and with parents/carers.

7. Sanctions or consequences are only involved when other strategies have failed and we give the child adequate notice that their behaviour will lead to a sanction or consequence rather than threatening them.

8. We pre-empt a possible negative attitude or response by immersing the child in positivity where this is clearly breaking down.

9. Antiseptic bouncing – where a child is provoking and or creating a negative feeling in the classroom or learning and a possible incident will be pre-empted by the child being given a diversionary task. This may be being asked to take a message to a member of staff, complete a job with a member of the pastoral team etc.

10. Occasionally we have to employ reactive strategies. Here we are thinking simply of calming or making safe a potentially dangerous situation, e.g. breaking up a fight, preventing a child from damaging him/herself or others properly. While making these decisions, we will be making an ongoing dynamic risk assessment of the behaviour and the situation and considering how best to pre-empt a potential incident and minimise risk.

“It is the certainty, rather than the severity of the consequence...” Bill Rogers

There are a range of strategies we use in dealing with difficult behaviour;

- We treat children with respect even when they are misbehaving.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise.
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact or signals to express approval and disapproval initially.
- We have a quiet word with the pupil who is misbehaving, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, the others can’t hear or learn”).
- We support each other by offering help to ensure we work as a team to support a child in crisis.
- If necessary we send for help in good time.
- We sometimes ask that a pupil be withdrawn to reset and return to the classroom when able to.

- We are prepared to find the best adult and best conditions to resolve the issue and prepared to change adults where necessary.
- We allow pupils time to make amends or take time to follow up instructions.
- We follow up inappropriate behaviour with a pupil on their own where possible.
- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after using de-escalation techniques.
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.

On occasions, additional or individual measures may need to be implemented in order to address a range of needs. Members of staff will work with parents/carers and external agencies to develop a plan that is appropriate. Repeated incidents of inappropriate behaviour or a significant incident will be discussed with parents/carers and either the; Behaviour Lead, SENDCo or/ and Headteacher. In these instances it may be appropriate for a child to be placed on a Safety Passport and they will be given behaviour targets which will be regularly reviewed and updated with parents.

During this period of monitoring, children may also have nurture sessions or other interventions, individual reward systems, and external agencies may be requested for support. If the child shows risk of flight or violent outbursts, they will immediately be placed on an Individual Safety Passport and these will be shared with all staff at the school. Individual Safety Passports for individual pupils will be written in collaboration with parents/ carers, the child themselves (if appropriate), school practitioners, school SENDCo and outside agencies may be sought for advice e.g. School SEND Services, Behaviour Team, EP team. For school trips, reasonable adjustments may have to be made to ensure that a child's behaviour will not prevent others from being safe and having a good time. In these instances, a child's parents/carers will be informed of the measures being put into place.

Management of serious disruptive Behaviour and Aggression

We remain objective and calm in both our speech and actions, recognising that firmness does not require shouting or threats. We continually strive to improve our understanding of pupils and their behaviour, recognising that they are often externalising inner conflicts and demanding control they are unable to provide for themselves. We aim to pre-empt the need for intervention by creating an emotionally calming environment. We seek to look beyond the behaviour presented by the child to understand the possible meaning or message being expressed, asking ourselves what the behaviour may signify in order to respond appropriately. We listen quietly and respond calmly, avoiding overwhelming pupils with loud or insistent directives. Unless there is immediate danger requiring a reactive response, we avoid seeking instant solutions and may choose to address issues later while redirecting the pupil back to work. During such situations, we carry out ongoing dynamic risk assessments to minimise risk and prevent escalation. In responding to behaviour, we aim to analyse rather than personalise, remaining flexible and using clear communication and support from colleagues to avoid confrontation. We maintain positive and constructive attitudes

by reminding pupils of previous successes, progress made, and positive ways they have handled situations in the past. We ensure pupils understand their options and the consequences of their actions, without making unachievable threats or directives. We recognise that aggression can naturally provoke anger, but we consciously resist this response, understanding it is neither rational nor effective. We use a range of diversionary strategies, including humour when used sensitively, to help prevent crises. Involving others in a non-threatening way can also help reduce aggression and divert confrontation.

At times it may be necessary to remove a child from a situation, and we do so neutrally and without hostility, communicating that our actions are motivated by care and concern for their safety and the safety of others. Above all, we prioritise physical safety and do everything possible to prevent injury to everyone involved.

Keeping Positive

“There is neither good nor bad but thinking makes it so.” Shakespeare In some schools and care settings the ratio of directive or negative comments to positive ones can be unbalanced, sometimes with four directive comments to every positive one – this is not the case at The Park Schools Federation. It takes a deliberate effort to reverse this damaging ratio, but the effects can be marked. Giving accurate feedback is important but there is no evidence that upsetting people has any beneficial effects. Honest feedback can be structured to keep the mood positive. The ‘PIN’ acronym stands for Positive, Interesting and Negative. It suggests the order in which feedback should be delivered. When providing feedback at The Park, we begin by talking about several things young people like, moving on to interesting features, before finally referring to any negative aspect and suggesting how it can be improved. At The Park Schools Federation we always try to praise before prompting.

Keep Smiling

Smiling may be a good habitual behaviour to develop. Smiling triggers an automatic response in other people, causing them to smile in return. It also makes other people feel subconsciously better disposed towards the person who is smiling. It communicates confidence and openness and also stimulates the production of natural opiates and boosts the immune system. At The Park, we truly understand the importance and impact of smiling.

Treats

Treats can have a positive effect, especially if they are unexpected. These are not the same as the contingent rewards used to train animals to perform a range of impressive tricks. For example, when dolphins are being taught to leap through hoops, the trainer may begin by throwing a fish as the dolphin swims near the surface. As it swims near the bottom of the pool there is no fish. The next time the dolphin happens to move towards the surface the trainer throws another fish, and so on. Gradually the dolphin begins to swim up to the surface more often and is soon leaping out of the water through hoops. This is called behaviour shaping through contingent rewards. At The Park, treats are not a necessary reward for doing anything in particular. They are a deliberate attempt to change the mood. Sometimes even dolphins seem to lose interest and stop playing. Experienced trainers abandon conditional rewards when the dolphins lose interest. They may take a break then throw a whole bucket of fish into the pool. This unexpected treat changes the mood in the pool and the dolphins start playing again, so the behaviour shaping can resume. There is a place for random unexpected treats in every environment, especially when the communal mood has become blocked.

Fear of Failure

“To change one’s life: Start immediately. Do it flamboyantly. No exceptions!” William James

Some people are disabled by the fear of failure, which prevents them from taking risks when they are presented with opportunities to learn new skills or form new relationships. People who have been hurt in the past when they tried something new, learn not to risk failure. Instead of feeling excited at the prospect of a new opportunity or a new relationship they experience anxiety at the threat of being hurt or humiliated once more. Some children have been repeatedly failed, hurt and humiliated. They find it increasingly difficult to commit to a new relationship. Instead, they test new relationships to destruction, or sabotage their attempts to learn a new skill, creating a self-fulfilling prophecy and reinforcing their suspicions of new people and new things. When an experience has been painful in the past, people respond to similar situations with anxiety. That is why some children often respond to judgemental praise by destroying the piece of work being praised.

Sanctions and Consequences

Sanctions and consequences are used fairly, consistently and sensitively when other supportive strategies have not been successful. Consequences may include verbal reminders or warnings, time in, loss of free time to talk/ think through their actions, movement within the classroom, temporary time out of class with a safe and supportive adult, internal exclusion or loss of privileges.

Removal from class should only be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

Note: Removal should be clearly distinguished from the use of separation spaces, sometimes referred to as sensory or nurture rooms, when these are used for non-disciplinary purposes. For example, a pupil may be supported outside of the classroom as part of a planned strategy to help them regulate their emotions in response to identified sensory overload.

Restorative approaches are used to support pupils in reflecting on their behaviour, understanding the impact of their actions and making reparations. Parent meetings and additional support strategies may also be implemented where concerns persist. The school prioritises reflection, repair and restitution over punishment.

For the purpose of this policy, it is important to note; Under Department for Education (DfE) guidelines for schools, **seclusion** is a non-disciplinary safety measure used when a pupil experiences severe emotional distress or behavioural dysregulation and poses a risk of harm to themselves or others. **Isolation** (often referred to as 'removal' or internal suspension) is a planned, time-limited disciplinary sanction for deliberate misbehavior.

After an Incident

Following any significant incident, the school will review what happened and why. Staff will identify any patterns or triggers and update Safety Passports where necessary.

Appropriate emotional and/or medical support will be provided to pupils and staff involved. A debrief process will take place to support reflection, rebuild relationships and promote future learning.

Physical Restraint and Reasonable Force

The school follows the Department for Education guidance regarding restrictive interventions.

Section 550A of the Education Act 1996 (as updated) enables school staff to use reasonable force. Only when restraint is to prevent a pupil from:

- Committing a criminal offence (or an act that would be an offence if the child were over the age of criminal responsibility).
- Causing personal injury to themselves or others.
- Damaging property.
- Disrupting the maintenance of good order and discipline.

Restrictive interventions are only used as a last resort. They are used proportionately, preserve dignity and are ALWAYS recorded and reported (see section on Recording and Reporting)..

Recording and Reporting

All significant behaviour incidences are reported to parents by either class teacher or a senior leader (depending on the incident) and are recorded on the schools behaviour system.

All significant incidents involving force, restraint, isolation or seclusion are recorded as soon as possible, by the member(s) of staff involved and reported to parents by the Headteacher.

Records include the names of pupils and staff involved, the date, time, location and duration of the incident, a description of the incident and any triggers, de-escalation strategies attempted, the type and level of intervention used, the justification for the intervention, details of any injuries sustained, and any post-incident support provided. Also included will be the incident debrief notes and explanation of any required amendments to provision or Safety Passport.

All records must be logged on the school's recording system.

Reporting significant Behaviour Concerns to Parents including Seclusion and Non-Force Restraint

Parents will be informed of as soon as practicable, ideally on the same day, and in writing.

The report will include details of when and where the incident occurred, why the intervention was necessary, the type of intervention used and any injuries sustained. Follow-up discussions will be offered where appropriate in order to review support strategies and reduce the likelihood of recurrence.

The relevant forms required for recording children's behaviour are in the Appendixes of this policy. All paperwork completed on a child is to be kept in their file for purposes of data collection and updated regularly.

We collect, monitor and analyse behaviour data internally in order to interrogate repeat patterns and the effectiveness of the use of support strategies. We will make data-based decisions to consider whether frequently dysregulated pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

Behaviour incidences are recorded by the person who dealt with them and other members of staff involved are alerted to add their observations/ interventions. These reports are monitored/ acted upon the Behaviour Lead/ Headteacher.

Monitoring and Governance

Monitoring of Behaviour

Class teachers will monitor the behaviour of their children each week and where they have ongoing concerns and feel it is necessary, they will contact the child's parents/carers to discuss the concerns. At this point, class teachers will begin to complete ABC charts to log concerning behaviours. (Appendix 2).

Should the concerns persist, it may be the case that a meeting is held with the Headteacher, SENDCo and/or Behaviour Lead to discuss the strategies that can be put in place to best support the child to develop the high standards of behaviour we are striving for. If necessary, outside agencies will be invited to support.

The class behaviour logs will be monitored whole school by the SENDCo and/or Behaviour Lead weekly and overseen by the Headteacher. An overview of behaviour in the school will be reported each half term to the governing body.

The regular review of behaviour across the school also allows the school to continually review the effectiveness of the system and to make necessary changes.

Monitoring and Review of the Policy

The impact of this policy will be reviewed by the Senior Leadership Team and the governors annually.

The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholder.

Complaints and Allegations

Any concerns regarding the implementation or content of this policy will be managed in line with the school's complaints procedure and the guidance set out in Keeping Children Safe in Education.

Equal Opportunities

The school is committed to equal opportunity for all pupils and staff.

Please refer to the Equal Opportunities Policy.

Summary

Our Engagement and Mood management Policy is designed to minimise risk and help young people to build and maintain positive relationships. At The Park Schools Federation, staff receive clear guidance and regular training so that they are more likely to be both confident and competent at supporting the young people we care for. Confident staff can reassure pupils who are anxious, offer boundaries and choices when people challenge, with safe and effective intervention strategies. We can also help pupils to learn how to better manage their own feelings and therefore their behaviour by providing opportunities for support, reflection and repair. The Park Schools Federation is a safe setting without fear. It is a place where children, young people and adults know they will be positively cared for. It is a place of safety and security, providing for some a contrast with the chaos, confusion and instability they may have experienced elsewhere. For some people a teacher can become a pivotal person in their lives. How our staff respond to our children, as opposed to the behaviour, can build bridges which lead to positive change.

The Park Schools Federation is committed to creating a safe, caring and inclusive environment where all pupils feel valued, supported and able to succeed.

Through positive relationships, restorative approaches, emotional support and consistent expectations, we aim to help children develop the skills needed to manage their emotions, behaviour and relationships successfully.

Key Guidance and References

- Behaviour in Schools (DfE, 2024)
- Keeping Children Safe in Education (2025/2026)
- React UK Positive Handling Manual
- Derbyshire County Council Positive Behaviour Support Guidance
- Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

Appendix 1: Classroom Behaviour Management

Classroom Behaviour Management

Some pupils may have a Behaviour Support Plan and this should be followed for them individually.

For all other pupils.

Use praise and positive to 'catch pupils doing the right thing' and promote a positive learning environment.

If a pupil is repeatedly disrupting the class's learning through low level behaviours, they are given a reminder of expectations and an example of how they could 'get back on track' e.g. "you are disrupting others learning by making that noise, please stop and continue with your work".

If the child continues with the behaviours, they are given a formal warning, recorded on an unseen class list.

If the child then continues with the behaviours, they are warned that there will be a consequence for continued disruption. They are reminded that their behaviour means that they are missing their learning and these minutes will be 'made back' at playtime.

3-4 negative points added in a week-

Learning time will be made up at 'check in' during lunchtime.

Log to be added to CPOMS under 'Persistent Disruption or Defiance'. Child to attend 'Check in' at lunchtime, bringing their work with them to complete. Logged on Check in Sheet.

Behaviour	Positive action or de-escalation	Logical consequence
1. Low level – dealt with in class with teacher / TA		
Walking about / out of seat Answering back / Talking over others Work refusal Low level disruption. Boisterous behaviour Uncooperative actions. Disrupting others. Isolated swearing.	Brain break Reminders of expectation/ school rules Proximity praise Strategies to prevent Tactical ignoring Offer support – peer or adult Use of timers Praise and recognition of work completed Clear next steps First and then Refer to Zones of Regulation and Follow ISP's	If learning time is missed due to this, catch up in own time. Discussion with the teacher to identify possible reason Discussion with teacher regarding emotional impact on other Opportunity to reflect on reasons why they answered back Apology Work missed caught up in own time Discussion with teacher

2. Medium level dealt with by class teacher with subsequent pastoral team support and behaviour lead support if necessary *ABCS to be started*		
Ongoing of the above	Distraction or diversion Reminders of expectation Regulation support from the adult Move to another class Follow ISP's	Discussion with teacher regarding emotional impact on other. Opportunity to reflect on reasons why they swore Apology Parent informed Negative points to be added to class sheet, and these equate to minutes loss of playtime. 3-4 negative points added in a week. Log to be added to CPOMS under 'Persistent Disruptive Behaviour'. Child to attend 'Check in' at lunchtime to complete learning missed. Logged on Check in Sheet. 5 or more negative points in a week- teacher to call home.
Damage to property e.g. drawing on tables	Distraction or diversion Removal of equipment Reminder of use of equipment Regulation support from adult Move to another class Follow ISP's	When regulated, clean / tidy up the mess, mend or replace any damaged equipment Discussion with teacher Parent informed Explore external support if appropriate Loss of privileges. Log to be added to CPOMS under 'Persistent Disruptive Behaviour'.
Ongoing work refusal	Offer support – peer or adult Use of timers Praise and recognition of work completed Clear next steps First and then Move to another class Follow ISP's	Work missed caught up in own time Discussion with teacher Parent informed Explore external support if appropriate Loss of privileges. Log to be added to CPOMS under 'Persistent Disruptive Behaviour'
3. Medium level dealt with by class teacher/ TAs/ Pastoral team/ SLT- Consequences MUST be discussed with SLT.		
Persistent disruption or disturbing the peace	Distraction and diversion Praise and recognition of work completed Follow ISP's	Completion of learning missed in own time or outside of the classroom Parent informed Explore external support Loss of privileges. Log to be added to CPOMS under 'Persistent Disruptive Behaviour'

Leaving the classroom without permission	Offer support – peer or adult Use of timers Praise and recognition of work completed Clear next steps First and then Move to another class Follow ISP's	Completion of learning missed in own time or outside of the classroom Parent informed Loss of privileges. Log to be added to CPOMS under 'Persistent Disruptive Behaviour'
4. High level dealt with by SLT – SLT to determine consequence		
Fighting/ Targeted Violence against peers and staff	Dynamic risk assessment Distraction and diversion Remove from area Follow ISP's	Move to a different class Removal from playground Parents invited in Internal exclusion External suspension Reintegration logged on CPOMS Explore external support
Targeted swearing/ verbal abuse	Distraction and diversion Remove from area Follow ISP's	Move to a different class Removal from playground Parents invited in Internal exclusion Reintegration logged on CPOMS Explore external support
Absconding	Dynamic risk assessment Distraction and diversion Remove from area Follow ISP's	Police involved Parents invited in Internal exclusion Reintegration logged on CPOMS Explore external support
Criminal damage to property / equipment	Dynamic risk assessment Distraction and diversion Remove from area Follow ISP's	Parents invited in Replace damaged property / equipment Internal exclusion External suspension Reintegration logged on CPOMS Explore external support
Racism and bullying	Discussion with child re emotional impact of actions Follow ISP's	Parents invited in Internal exclusion Reintegration logged on CPOMS Explore external support
Items brought in that are a danger	Dynamic risk assessment Distraction and diversion Remove items Follow ISP's	Parents invited in Internal exclusion Reintegration logged on CPOMS Explore external support

Appendix 2: How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour.

The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?

- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour	What activity was going on when the	What happened right before the behaviour that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Appendix 3: The Restorative Conversation

If there has been an incident in school where a child’s behaviour has not been in line with our values or a child has been upset due to the behaviour of others, the individual would be invited to take part in a restorative conversation with their class teacher.

Welcome and set the rules

Thank you for agreeing to talk about what happened. I understand it can’t be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you do that? Enquiry – locate in the event (The past) Can you tell me what happened? What were you thinking at the time? How were you feeling at the

time? Who else do you think has been affected by this? Enquiry – locate in personal context (The present) What have your thoughts been since? How are you thinking/feeling now? Reframe / Summarise. So what I think you're saying is Identify needs (The future) What do you need to do so that..... Things can be put right? You can move on?

Meeting needs and agreement

If more than one child is involved in the incident there will be a restorative meeting.

The Restorative Meeting

Welcome and set the rules

I'm glad you've decided to come. Thank you for making that choice. I know it's not easy. Will you try to listen right through to the end when the other person is talking? Please don't interrupt. You don't have to agree with everything you hear, but you need to allow each other to be heard. Can you do that? Listen to the story

Do you mind if I take a few notes? Tell me what happened What were you thinking at the time? How were you feeling? Has anything else happened since then? How did it make you feel? What were you thinking? And what are you thinking now? How are you feeling now? Summarise/ reframe I think what you are saying is that You were thinking that feeling that

Listen to the other story (stories) Use the same set of questions as above identify What needs to happen now? Invite participants to respond to what they've heard. Allow each participant in turn to state what they need -What do you need (to do) so that things can be put right? OR What do you need (to do) so that things can move on? Seek clarification if needed So what I think you're saying is...

So what do you think needs to happen now? / How will we know things are working? Reframe negatively worded goals e.g. "I won't be punching Mark" by asking "What will you be doing, then?" / How will it look? How will you be feeling?" Closure How are you feeling right now? / How will we know things are getting better? Thank for listening so well /working hard to agree

Individual Safety Passport

Name of pupil:

Class:

DOB:

Class Teacher:

Date:

Triggers <i>(what sets them off)</i> •	Signs	<i>(How do you know?)</i> •	•	<i>(How do you know when he is calming?)</i> •	Leo returns to calm state.
		<i>(what can you do?)</i>	Key staff called to support. Escort to a quiet/ safe place if necessary. Physical Intervention may be necessary to; •	Offer drink/ snack if necessary. DO NOT discuss the reason for the crisis until at least 30 minutes post crisis OR once back at baseline for an a good amount of time (this is to avoid the pupil returning back to escalation phase).	
Trigger Phase		Escalation Phase	Crisis Phase	De-escalation Phase	Post Crisis Phase
			Parent signature: SENDCo/ Headteacher signature: Date for review:		

Example Safety Passport

Triggers <u>(what sets him off)</u> • If stopped when doing something he wants to do. • If he wants a toy/ object from another child • Sensory needs- movement • When he needs to follow instructions quickly • When he feels insecure • When he has fallen out with his <u>friends</u> or they are playing a game he does not want to play. • Unstructured times and lunchtimes • When attention is being given to another child. • Tidy up time. • If spoken to sternly. • Changes in routine. • If his friends are playing with other people. • Phonics/ writing activities	Signs	<i>(How do you know?)</i> • Refusal • Climbing on things (usually his chair/ table. • Banging • Pacing • Rocking on the rocking chair. • Low level disruptive behaviour. • Lots of physical movements.	• Climbing on furniture. • Verbal intimidation to peers (impacting on peers social and emotional wellbeing). • Answering back.	<i>(How do you know when he is calming?)</i> • Body language- visibly relaxes and begins to give eye contact and talk with normal tone. • His facial expressions change- smiles, giggles. • Willingness to conform, will accept distraction tasks <u>e.g.</u> doing a job, getting a drink.	returns to calm state.
	Action	<i>(what can you do?)</i> Changing the topic of conversation. Give two choices. Don't get into a back and forth with him. Supporting him to sort out friendship issues. Over praising. Go outside to do physical activity. Going to do a job for an adult. Offer going to get a drink Keep calm Use a quiet voice Ignore where possible if attention seeking behaviour. He will come round if he is not getting attention. Ask how he is going to change his behaviour. Move away from the children around him <u>e.g.</u> come and help me with...	1.Key staff called to support. 2.Escort to a quiet/ safe place and share nice things.	Offer drink/ snack/ sensory break. Do not discuss the reason for crisis until at least 30 mins after <u>calm</u> <u>unless</u> he wants to.	
Trigger Phase		Escalation Phase	Crisis Phase	De-escalation Phase	Post Crisis Phase

