Deptford Park Primary School

Motivation & Behaviourial Support Policy

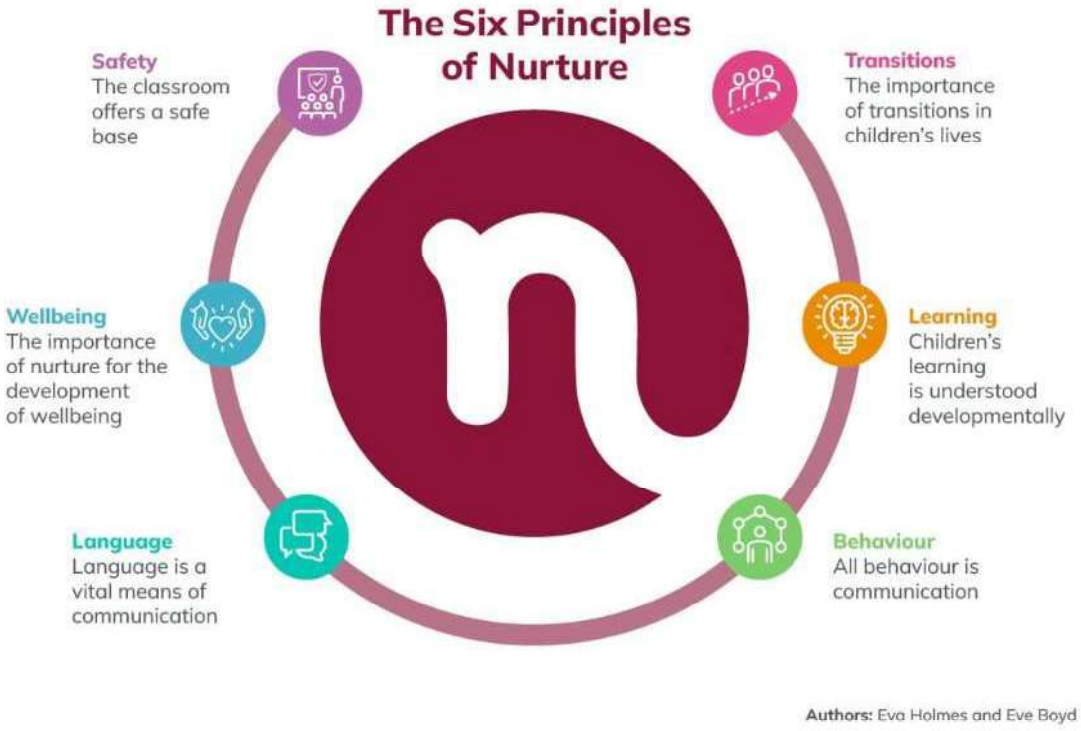
Reviewed policy agreed by Leadership: Summer 2026
Reviewed policy agreed by Governors: September 2026
Reviewed policy shared with staff: September 2026
Policy to reviewed again: Summer 2027

Introduction

At Deptford Park Primary School, we work together to build and maintain a strong sense of community within the school, focused on developing and celebrating the values of integrity, kindness, respect, leadership, resilience and sustainability. We are committed to being an inclusive school and we are proud of our diversity which creates a rich, cohesive learning environment.

We work to create a strong foundation for all pupils and encourage everyone to strive to achieve their full potential. We take a relational approach to education, which centres on identifying and meeting children's social and emotional developmental needs. Our nurturing approach develops children's social skills, confidence, resilience and self-esteem. It is rooted in attachment theory, and supports children to form good relationships with each other, with their teachers and with their school.

Our work is underpinned by the Six Principles of Nurture:



We provide a wide range of pastoral, behaviour, safeguarding and emotional support and we work restoratively to secure positive relationships, so that all members of our school community can enjoy the learning environment that we provide.

Our ultimate aim is for all children to feel supported and cared for, so that they can use all of their focus and energy to enjoy and achieve throughout their time at Deptford Park.

Purpose of this policy

- To ensure that the school is a safe environment in which all members of our community can learn, develop a sense of belonging and feel able to trust and talk openly with adults about their concerns
- To set out the standards and expectations of behaviour across the school, so that everyone can understand them and maintain them in all aspects of school life
- To promote emotional resilience and mental health for all members of our community

Responsibilities

The Governing Body

- The Governing Body is responsible for overseeing and holding the leadership team to account for the implementation of this policy.

School Staff

All school staff must:

- Be welcoming and develop positive relationships with all members of the school community
- Use these relationships to create a calm, safe and stimulating learning environment that inspires children's interests and learning
- Be a positive role model through the school values and creating an ethos of high expectations for all
- Model appropriate management and regulation of their own feelings and emotions
- Deliberately and persistently catch children doing the right thing and praise them
- Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion
- Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs and these will be determined in discussion with Senior Leadership
- Actively build trust and rapport. Adults should listen respectfully to the pupil and make a judgement about how/when to respond
- Use the language of emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so
- Record behaviour incidents promptly following the school system
- Follow and implement this policy consistently

Headteacher and the Senior Leadership Team

The headteacher and the Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes home/certificates
- Ensure staff training needs are identified and met

- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Ensure this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Children

All children must:

- Consistently model the school values and enable a positive climate for learning by following the school expectations and showing good learning behaviours
- Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice
- Be respectful to one another, speaking calmly and with kindness
- Respect the school building, facilities and equipment, and respect other people's work and property

Parents, carers and guardians

All parents, carers and guardians must:

- Work in partnership with the school to help pupils make informed decisions that impact positively on their attendance, achievement and well-being
- Work with the school to ensure their child follows school expectations, values and procedures
- Encourage their child to show mutual respect for members of the community and the school environment
- Support the school in modeling polite, calm and orderly behaviour
- Be good role models for other members of the community
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

Key Principles

Curriculum

- Engaging children with learning is key. Offering a well-planned and well adapted curriculum, which inspires and engages all learners, is a fundamental preventative measure.

- We have high expectations and we are ambitious about what every child can achieve in our curriculum. We celebrate children's effort to foster feelings of self-esteem and self-belief.

Environment

- The environment gives clear messages to children about the extent to which they and their efforts are valued. At Deptford Park, we have set expectations of our environment in order to ensure practice is consistent.
- Our environments are designed to be low arousal, enabling and purposeful, supporting children in their learning and regulation.
- Our environments are designed to support children to manage transitions, eg through the use of visual timetables and now/next boards.
- Within the environment children should be able to view the class agreement rules (max of 5 rules written with positive language) and the school values, as both will act as a reminder for the expected standards.

Values

- Integrity, Kindness, Respect, Leadership, Resilience and Sustainability are our core values.
- Our values underpin our approach to behaviour. Conversations about behaviour with children and staff should always refer back to the values.
- We focus our communication on efforts and values shown as opposed to achievements.

Relationships

- Positive relationships are key.
- Staff must be a constant and consistent presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to ensure that children are using the school grounds respectfully and behaving appropriately, and to support the building of positive relationships outside the classroom.
- When dealing with challenging behaviour, we keep relationships in tact by focusing on the behaviour and not the child.
- By building strong relationships with all children, we seek to understand the underlying need that children's behaviour is attempting to communicate to us. We do this by being curious about the thoughts, feelings and needs that are driving the behaviour.

Consistency

- Our policy is underpinned by the principle of equity - this is not a 'one size fits all' approach; instead we recognise individuals' needs, experiences and differences. Our consistency comes through consistent adult behaviours, which will lead to pupils consistently displaying our expectations.
- Where learners consistently feel treated and valued as individuals, they respect adults and accept their guidance.
- We model consistency through:
  - Language: Simple and clear language expectations reflected in all conversations about behaviour

- Follow up: Ensuring 'certainty' at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consequences: Defined, agreed and applied at the classroom level, as well as established structures for more serious behaviours.

Motivation

- The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships with every pupil.
- We praise the behaviours we want to see. The more we notice good behaviour/ celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things.
- We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.
- We value the effort pupils put into demonstrating good behaviour and developing good relationships.
- Ways in which we recognise positive behaviour include:
  - Verbal and non-verbal praise
  - Positive and constructive feedback on learning through verbal and written feedback
  - Children's names being moved up to silver and gold on the classroom chart
  - Class rewards earned through the class working together towards a shared target
  - Weekly golden tickets for excellent learning
  - Weekly diamond tickets for demonstrating the school values
  - Phone calls/emails home
  - Sharing excellent learning with others
- For a minority of children, they may need more incentive and support to self-regulate. In these circumstances, individual target cards may be used, with a focus on earning a reward for self-regulating when they face certain challenges.

De-escalation

- De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of children, a gentle reminder is all that is needed
- When children are behaving in a way that is not appropriate, staff should remain calm, consistent and fair,
- Staff should use a range of strategies to support so that the child can get back on track without giving attention to the negative behaviour.
- At Deptford Park, we use a range of strategies including:
  - Re-direction
  - Distraction
  - Humour
  - Non-verbal cues
  - Paying attention to the right behaviours

Language

- At Deptford Park, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries and in supporting children to learn how to self-regulate.
- Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.
- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group.
- Correcting misbehaviour should be a private conversation to protect the dignity of the individual.
- Our language should promote responsibility through a growth mindset approach, providing choices and understanding consequences.
- Our language moves on quickly after an episode of low-level behaviour or disruption, looking for positive changes in behaviour.

Routines

- We teach the behaviours we want to see and practise these regularly with the children so they are clear about the expectations of them.
- Routines provide predictability and support children to manage transitions.
- Core routines at our school include:
    - How we walk around school
    - Movement during transition periods e.g., carpet to tables, playground to classroom etc.

Consequences

Consequences should:

- Be linked to the behaviour and be proportionate to the action
- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Never involve taking away a previously earned reward
- Avoid any actions which lead to unnecessary shaming or humiliation of the child.
- Take into consideration the specific needs of the child when deciding appropriate next steps for the child; we recognise that a one size fits all approach is not appropriate for our pupils.
- Where appropriate, support children to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology or help tidy a classroom that has been disrupted.

Examples of unacceptable consequences are:

- Being sent to stand outside the class unsupervised
- Standing for long periods
- Consequences that involve ridicule or humiliation e.g. hands on heads, tearing up work
- Being withdrawn from a curriculum subject as a consequence of poor behaviour in another subject (unless agreed with parent/carer and SLT)

Graduated approach

This section outlines the steps an adult should take to support children who are not behaving appropriately. It includes micro-scripts (in blue) to guide each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always:

- use a measured, calm approach
- refer to the child by name
- go over to where the child is and lower themselves to the child's physical level
- deliver the reminder or warning and then leave the conversation to allow the child 'take up time' (ie time to adjust their behaviour)

Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Stage 1 - Low level disruption

Step	Possible Stage 1 behaviours	Response
Reminder	Disruptive talking; shouting out; rocking on chair; unkind words or actions; moving around the room without permission; disturbing learning; refusal; rough play	De-escalation tactics, eg moving into the child's view, using non-verbal cues, praise those who are doing the right thing, re-engage through redirection **Rule reminder – deliver privately where possible, use script and provide take up time:** I noticed that you are… This is a reminder that you need to… (refer to class rule or value) Make a better choice please Thank you If the behaviour improves, show 'deliberate botheredness' through praise.
Warning	Behaviour continues	Continue with de-escalation techniques **Warning – deliver privately where possible, use script and provide take up time:** I noticed that you are… This is a warning that if you continue, then you will need to have a 5-minute reflection time. Do you remember when you… (give an

		example of previous positive behaviour) – that is the behaviour I expect from you to move back to Ready to Learn. I know you can make the right choice. Thank you. Child's peg is moved by adult to Warning section on teacher's desk The adult reminds the child of the expectations and explains what they need to do to move back to Ready to Learn. If the behaviour improves, show 'deliberate botheredness' through praise and the child's peg moves back to Ready to Learn on class chart.
Follow up – reflection time and repair	Behaviour continues	Child is given a reminder that they are on Warning and that their behaviour needs to change. This is delivered privately where possible and take up time is provided. If no improvement, child is given a 5-minute reflection time (with a timer) in the calm corner of the classroom. This time is to complete Reflection Sheet with an adult. Child's peg is moved by adult to Reflection section on teacher's desk. **Follow up – deliver privately where possible, use script and provide take up time:** I noticed you are… You now need to move to the calm corner and have a 5-minute Reflection Time Thank you Following the short period of reflection, the child's peg is moved back to Ready to Learn and it is a fresh start. For regular occurrences: - Discussion with SLT and/or SENCO - consider behaviour intervention and/or additional support. - Begin monitoring to identify areas of concern / possible causes/ appropriate targets. - Parents contacted by the teacher to inform them that behaviour is a cause for concern.

Reflection Sheets

Restorative questions reflecting the age and developmental stage of the child are a key part of the repair process.

They should be completed with the adult that gave the sanction on the Reflection Sheet. The questions are:

EYFS and KS1:
- What happened?
- How did this make people feel?
- What should we do to put things right?

KS2
- What happened?
- What were you thinking and feeling at the time?
- How has your action affected others?
- What should we do to put things right?
- How can we do things differently next time?

Break and lunchtime procedures

We expect the same high standards of behaviour during playtime and lunchtime. The adults on duty promote positive play behaviours by organising and supporting children to engage in the activities that are on offer, including quieter activities such as reading and board games. These activities promote our core values and help the children in learning to take turns, share and play together.

Positive playground behaviour is rewarded using praise and Diamond Tickets. If children are behaving inappropriately the Stage 1 steps are followed – Rule Reminder, Warning, Reflection Time. The Reflection Time is spent with the adult in the playground and the restorative questions are used verbally.

Any unacceptable Stage 2 behaviour at break or lunchtimes will be managed as outlined below.

Stage 2 Behaviours

Some behaviour incidents in the classroom, playground or around the school may result in the need for immediate follow up and reflection time. They may also sometimes require the immediate involvement of the Leadership Team (and therefore not follow the graduated steps above).

At Deptford Park, these Stage 2 behaviours include:
- Physical fighting
- High levels of aggression or emotion
- Defiance that becomes dangerous
- Persistent taunting, teasing and bullying behaviour
- Stealing

- Vandalism
- Use of abusive or discriminatory language
- Possession of any prohibited/banned items, such as knives or weapons or illegal substances

These behaviours are recorded as Stage 2 on CPOMs by the member of staff who dealt with the behaviour incident. Parents, carers and guardians are informed of a Stage 2 incident by the class teacher or by a member of the Leadership Team, depending on the nature of the incident, and the outcome of the conversation is also recorded on CPOMs.

We are aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs, previous trauma or attachment difficulties. Therefore, we record inappropriate behaviours on CPOMS, so we can:

- Increase our awareness and identify patterns
- Recognise potentially disruptive situations and attempt to minimise them
- Target key children for the appropriate intervention

Senior leaders in the school regularly analyse data on CPOMs, in addition to Reflection Sheets, to inform their actions across the school to support children. This may include:

- Nurture based interventions
- Short-term behaviour target cards
- A Team Around the Child meeting with parents/carers/guardians and key school adults for the child to:
    - Identify and share possible causes/patterns
    - Explore alternative strategies
    - Co-create a Relational Support Plan.
- Referral to outside agencies with the consent of parents/carers/guardians, eg Inclusion Outreach Team, Educational Psychologist, CAMHS

Suspensions and Exclusions

Internal suspension

In response to serious or persistent breaches of this policy, a child may learn in a different part of the school under the supervision of a member of staff. This is known as an internal suspension. This education will be meaningful, but it may differ from the mainstream curriculum.

An internal suspension is a serious sanction and the decision to suspend may only be made by the Headteacher or Deputy Headteacher. It will only be used in response to serious misbehaviour, and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

It can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help the pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child has received an internal suspension.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Nurture based interventions
- Short-term behaviour target cards
- Relational support plans
- Outside agency assessment and referrals

Internal suspensions are recorded, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Fixed term suspension

Deptford Park believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum potential in school they must feel safe. If a child significantly breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the headteacher may take the decision to suspend for a fixed period.

If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term suspension, the pupil and parents meet the headteacher to discuss the pupil's

reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent exclusion
Permanent exclusion should be seen as the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Use of Restrictive Interventions

Please see our Use of Restrictive Interventions policy.

Responding to misbehaviour from pupils with Special Educational Needs and/or disabilities (SEND)

We recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measure or consequence will take into account the specific circumstances and requirements of the pupil concerned.

Mental health and behaviour

We recognise that there can be a link between mental health and behaviour. Children who struggle with their mental health can experience a range of emotional and behavioural

problems that are outside the normal range for their stage of development. We recognise that school plays a key role in developing resilience in pupils and supporting and educating them in maintaining good mental health.

We do this at a universal and targeted level which includes:

- Whole school events
- Support to staff/pupils/families from, including personalised relational support plans
- Our PSHE curriculum
- Direct one to one or small group work
- Referrals to external mental health specialists such as Early Help, Educational Psychologist or CAMHS (through consultation and consent from parents and carers)

Bullying and Child-On-Child-Abuse

Bullying of any form is unacceptable. Bullying can be defined as 'behaviour by an individual or group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE "Preventing and Tackling Bullying", July 2017). The school has an Anti-Bullying Policy, which outlines what Deptford Park Primary School will do to prevent and tackle all forms of bullying. Staff are aware that children can abuse other children (referred to as child-on-child-abuse), and that it can happen both inside and outside of school and online, and the important role they have to play, alongside parents and carers, in preventing and responding, where they believe a child may be at risk from it.

Searching pupils

Only the headteachers and staff specifically authorised by the headteachers can search pupils. The authorised member of staff conducting a search should be the same sex as the pupil, and there must be another member of staff present to witness unless:

- The person doing the search believes there is a risk that serious harm will be caused if the search isn't urgently carried out **and**
- In the time available, it is not reasonably practical to use a staff member who is of the same sex as the pupil or for a witness to be present

Authorised members of staff can seize any banned items or an item considered harmful or detrimental to school discipline.

Personal property

Children are asked to avoid bringing valuables into school. Money should not be left in pupils' bags.

The school takes no responsibility for any mobile phones which are brought into school. In exceptional circumstances and by prior arrangement, pupils can bring a phone into school (please see our Mobile Phone Policy). However, it must be handed in upon entering the school grounds, where it will then be stored in the school office throughout the day and be collected at home time.