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Date: September 2026

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Date: September 2026

1. Vision and Values Statement: Everyone Valued, Everyone Learning, Everyone Welcome

Our emotional wellbeing and positive behaviour policy aims to provide a consistent approach with a clear understanding of the expectations at our school. We see an intrinsic link between emotional wellbeing and positive behaviour and therefore it is important that we consider wellbeing when we consider behaviour. Our strategy is built upon a foundation of Positive Regard, championing the belief that every child is inherently worthy of acceptance, understanding, and unconditional support. This approach is detailed in policy, championed by leadership and embedded through staff training, with a strong focus on building and maintaining positive and trusting relationships. We hope that through this our children will become positive, responsible and independent members of our school community and global citizens of the world. We foster a school ethos where our teachers can enjoy teaching and our pupils are able to learn in a safe and calm environment. Our positive behaviour policy is about ensuring we can maintain this whilst best meeting the needs of all our pupils.

We believe the positive experiences our children receive promote positive feelings which in turn promote positive behaviour. This underpins our school ethos, '*Everyone Valued, Everyone Learning, Everyone Welcome*'.

We aim to promote equity. Just as when learning, not all children require the same amount of support with their emotional and social development. However, all children have the right to access educational opportunities equally and every member of our school community should feel valued and respected, and be treated fairly, consistently and with understanding, regardless of their special educational needs, ethnicity, disability, gender, sexual orientation or religion. (Disability Act, 2010).

We aim to:

- create a calm and ordered learning environment where teachers enjoy teaching and children enjoy learning;
- promote an environment where we help our pupils to feel safe, self-regulate their behaviour and feel motivated to act pro-socially (helping, sharing, cooperating);
- encourage consideration for others in the community by promoting respect, courtesy, tolerance, trust, honesty, compassion, integrity, dignity, fairness for all;
- support the development of self-esteem and self-respect by distinguishing between a pupil and their behaviour, understanding that behaviour is often a form of communication;
- ensure that appropriate behaviour is encouraged and recognised by all of our whole school community;
- foster pride in the school: in its property, in work, in effort, as well as achievement;
- understand that some children require a differentiated approach and different provision;
- ensure that everyone understands that being 'fair' doesn't mean that everyone has the same provision, instead this means that everyone has what they need.

Where a child's behaviour contradicts our aims and inhibits their own learning or affects the ability of their teacher to teach and their peers to learn, we will work closely with the child and their parents/carers,

approaching the situation with understanding and empathy, to understand the issue(s) and find solutions. We also have systems in place for early identification of SEND as we understand that unwanted behaviour may be exhibiting an unmet/unidentified need. (Also see our SEND Policy.).

Where children do not meet the school's high expectations of behaviour, incidents are dealt with swiftly by ensuring that appropriate protective and educational consequences are in place. At Prae Wood we do not tolerate bullying or discrimination of any kind and act immediately to stop it. Incidents of harassment and bullying are dealt with promptly and firmly, and in a manner that supports and protects the victims and enables those who are bullying to move on (See Anti-bullying Policy).

2. Universal Provision

Everyone at Prae Wood has a part to play in promoting high standards of behaviour – we all share the responsibility for ensuring that our behaviour policy and school rules are valued, and ensure that we respond to and report incidents of inappropriate behaviour. We have high expectations of the children in terms of their behaviour as well as their work, and we strive to ensure that all our children can work to the best of their ability. All staff take the lead in modelling high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school.

We use a variety of resources to promote social and emotional development. We have embedded a Positive Regard approach to promoting positive behaviour, focusing on understanding and supporting each child. All new staff joining Prae Wood receive this training and we expect this to be used and incorporated into classroom delivery alongside our focus on 'Building Learning Power', weekly class and whole-school circle times, and our RHE (Relationships Education and Health Education) curriculum. All staff also complete the EduCare module '*Trauma Informed Practice in Schools*' to ensure that they have the skills to support children.

We teach behaviour as we teach other areas of the curriculum, through modelling of and recognition of good practice. Our teaching of this vital area of the curriculum is delivered mainly by class teachers, but all adults who have contact with children – teaching assistants, learning support assistants, lunchtime staff and ancillary staff – are aware of the objectives and the key ideas that are introduced to the children.

We take a positive approach towards school rules and always emphasise what children should *do* rather than what they should *not*. Our School Rules are displayed in each classroom and around the school, and all are positive messages:

- We look after property
- We are gentle
- We tell the truth
- We are kind and helpful
- We listen to people and show respect
- We are ready to learn

Kindness is key - *Kind Words and Gentle Hands* is a key phrase we use as a positive reminder. Each class also has a class charter. This is an agreement between all children and all adults working with each class at the beginning of the academic year. It The charter is displayed clearly in the classroom and reviewed at the start of each term. General incidents of poor or anti-social behaviour (e.g. a playground incident/dispute) may be discussed with the whole class during circle time so that appropriate solutions can be found and acted upon.

All staff have an understanding that difficult behaviour may be a child's way of communicating something (for example, that they are upset, confused or hungry), and we respond with empathy and a commitment to understanding the underlying need.

In Early Years Foundation Stage and Key Stage 1 we encourage pro-social behaviour with the phrase: *Kind words and gentle hands*. We also explicitly teach and use the 'Zones of Regulation' and 'Building Learning Power Pets'.

In Key Stage 2, we encourage personal responsibility from the children and teach emotional regulation skills. The Managing My Emotions Programme is delivered by our Education Mental Health Practitioner in Year 4 and in Year 6 teachers deliver the Positive Minds Programme. In addition, our Inclusion Lead delivers Girls on Board annually to girls in KS2.

Both our school mentor and counsellor are available for children across the school who may be identified as needing additional support following discussions with parents and SLT.

We take a consistent approach to behaviour both in the classroom and on the playground and, at Prae Wood, we are guided by the OPAL Primary Programme which is deeply aligned with our school ethos: *Everyone Valued, Everyone Learning, Everyone Welcome*. We believe that high-quality play is essential to children's development and wellbeing, and we actively promote opportunities for all children to *Be Active, Be Healthy and Be Mentally Strong*. Play is recognised as a vital part of childhood, supporting physical health, emotional resilience, cognitive growth, and social development. It fosters executive functioning skills, nurtures relationships, and helps children balance personal freedom with social responsibility. As a highly inclusive school, we are committed to ensuring that play is accessible and welcoming to every child, regardless of background or ability. Our play provision aims to create varied, stimulating environments where children can explore, take appropriate risks, build respect for themselves and others, and develop independence and teamwork. Through embedding play into our daily practice, we enhance learning, reduce behavioural issues, and cultivate a happier, healthier school community.

At lunchtime, a nominated member of the SLT is on duty alongside our trained midday supervisors (who are also TAs) who are responsible for the children's safety and wellbeing. The Den, which is our school's dedicated inclusion space, is available at break and lunchtime for children who need a quieter environment.

3. Reasonable Adjustments

We understand that undesirable behaviour often indicates an unmet need and work to identify the need and support. Through our Positive Regard approach to behaviour, we aim for our pupils to act pro-socially because they feel understood, valued, and motivated to do so, fostering strong positive relationships with staff and peers.

In compliance with the Equality Act 2010, reasonable adjustments are made to ensure all children can access the curriculum as well as supporting pupil's emotional and social needs. Just as we differentiate learning for pupils, some children require differentiated behaviour support. Whilst the vast majority of our pupils' needs are met through our positive approach, some pupils may require reasonable adjustments. In the first instance, staff are trained to apply our Positive Regard approach.

Positive Regard:

Staff focus on building trusting relationships, de-escalation, and preventative strategies, rather than focusing solely on reactive strategies. We respond to situations of unwanted behaviour with empathy and a commitment to understanding, as follows:



1. Regulate: Supporting Emotional Self-Management

We prioritise helping children recognise and manage their emotions in order to feel safe, calm, and ready to learn. Staff model and teach strategies that support emotional regulation, creating predictable routines and environments that reduce anxiety and promote positive behaviour. When incidents occur, we focus on distraction, not reaction—redirecting children calmly and constructively rather than escalating the situation. Children are given time and space to regulate before being supported to reflect on what went wrong, helping them to process their emotions and understand their behaviour in a safe and non-judgemental way.

2. Relate: Building Trusting Relationships

Positive relationships are at the heart of our behaviour approach. We foster strong connections between staff and pupils, built on empathy, respect, and consistency. Through relational practice, we ensure every child feels seen, heard, and valued, which supports their sense of belonging and engagement in school life.

3. Repair: Restoring and Reconnecting After Conflict

When difficulties arise, we focus on restorative approaches that help children understand the impact of their actions, take responsibility, and rebuild relationships. Repairing harm is a learning opportunity, not a punishment, and is essential for developing empathy, accountability, and resilience.

A One Page Profile is used to identify strategies that support a child's access to learning and behaviour, especially where reasonable adjustments are needed. It highlights the child's strengths, preferences, and effective approaches such as sensory breaks, visual timetables, or responsibilities that promote self-worth. Tools like anxiety mapping help staff pinpoint triggers—such as specific times, subjects, or activities—that may cause emotional distress. Staff work closely with SLT and parents to tailor support, using resources like feelings charts, social stories, and home-school communication books.

If all appropriate strategies have been employed and the child's behaviour continues to disrupt their own learning or that of others, the child may be removed from the classroom.

School, in collaboration with parents, can draw upon support from external agencies e.g. Links / Cedars, to work together to help us to meet a child's needs and enable successful outcomes. We also have systems in place for early identification of SEND as we recognise that unwanted behaviour can indicate an unmet/unidentified need. (See our SEND policy.).

4. Recognising Effort: A Pathway to Intrinsic Motivation

We use a range of extrinsic rewards to celebrate positive behaviour and effort, including praise, stickers, certificates, and shared recognition in weekly Celebration Assemblies. These strategies help children feel valued and successful, reinforcing behaviours that contribute to a positive learning environment. Over time, consistent recognition builds children's self-esteem and emotional wellbeing, encouraging them to take pride in their achievements and develop intrinsic motivation. We also acknowledge individual preferences, offering discrete praise when needed, to ensure all children feel safe and supported in their personal growth.

5. Responding to Behaviour with Empathy and Consistency

At Prae Wood, we hold high but realistic expectations for behaviour and emotional wellbeing, grounded in the belief that all children can grow and improve with the right support. We recognise that emotional development does not always align with chronological age or academic ability, and some children may require additional help to regulate their emotions and behaviour. When behaviour becomes persistently disruptive, we respond with empathy—seeking to understand underlying causes through tools such as anxiety mapping and Risk Reduction Plans, which guide consistent, preventative strategies across staff.



Consequences are used thoughtfully and proportionately, aiming to protect and educate rather than punish, and always followed by restorative conversations to rebuild trust and reaffirm our commitment to unconditional positive regard.

At Prae Wood, we do not tolerate bullying or discrimination of any kind as outlined in our [Anti-Bullying Policy](#)

6. Dangerous / Unsafe Behaviour or Circumstances

Unsafe behaviour is defined as actions likely to cause imminent harm to self, others, or property, or those that would be considered criminal if committed by someone of legal age. Staff are trained to de-escalate situations using calm, empathetic responses tailored to the child's emotional state and age.

Physical intervention may be used gently and only when necessary, with permission sought where possible and sensitivity to the child's comfort. If de-escalation fails, restrictive intervention or class evacuation may be required, guided by the child's Risk Reduction Plan and supported by SLT. All incidents are followed by restorative conversations and appropriate consequences that protect and educate, ensuring the child feels safe, understood, and supported.

7. Unforeseeable Behaviour or Circumstances

Unforeseen events—such as a stranger on site, a child leaving school grounds, or possession of a weapon—are managed swiftly and calmly. SLT & admin can issue emergency alerts via classroom phones and walkie talkies to notify staff. After any such incident, procedures are reviewed and risk assessments updated as needed.

8. Support from External Agencies

We work with external agencies to support children, recognising that unwanted behaviour may reflect unmet needs, including SEND. Referrals require parental consent, though anonymous advice may be sought without it—except in child protection cases, where safeguarding takes priority. Direct support from professionals is preferred to ensure tailored, effective intervention.

9. Communication and Recording within School

We use CPOMS for our internal monitoring and recording system. This enables SLT to monitor frequency and intensity of behaviours and support us in identifying any potential triggers as well as use as evidence for requesting specific support.

10. Communication with Parents and Carers

Whilst low level behaviours are unlikely to be reported to parents/carers, persistently low level behaviours will be. Working in close partnership with parents/carers ensures a joined up approach where we can value each other's knowledge and experience to best support a child.

11. Suspensions and Exclusions

The Government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

(*Department for Education, Suspensions and permanent exclusions from maintained schools and academies and pupil referral units in England, including pupil movement, 2023. Part Three.)

In exceptional circumstances, a child may be taught outside of their classroom (internal suspension). This is not a decision taken lightly but from experience can have a positive outcome with gradual reintegration back into the mainstream classroom. In such circumstances, the child will have a personalised timetable to support their emotional wellbeing and behaviour, **underpinned by the principles of Positive Regard to foster re-engagement and success.**

*Only the Headteacher can issue a fixed term suspension or permanent exclusion (or deputy Headteacher if acting as Headteacher in their absence). In this event, parents are informed (preferably in person if they are able to) and a reintegration meeting will take place on the morning the child returns to school following a fixed term suspension. Examples that may constitute a fixed term suspension can be difficult to list as the nature of the offence, the individual circumstances and the age of the child vary but examples leading to a fixed term suspension could be: physically hurting another pupil or member of staff; dangerous or violent behaviour; using sexually explicit language to cause offence or harm to an individual; making a deliberate false accusation about a member of staff; posting malicious stories or rumours about a pupil online.

*A pupil's behaviour outside of school can be considered grounds for a suspension or permanent exclusion.

(*Department for Education, Suspensions and permanent exclusions from maintained schools and academies and pupil referral units in England, including pupil movement, 2023. Part Three.)

Whilst permanent exclusion may be necessary in the most serious cases, it is our intention to put intense support in place and enlist the support of external professionals (Links Outreach Team, Education Psychologist and/or Advisory Teachers) to prevent this from happening. **Even in these circumstances, our approach remains rooted in Positive Regard, aiming to understand and support the child's needs.** Where strategies continue to fail and having a child in school is deemed as not being compatible with the other children's learning and the teacher's ability to teach in a calm environment, we would discuss alternative education with the parents. If not already underway, we would request an Education, Health Care Needs Assessment (potentially leading to an EHCP). We also work closely with Links Outreach Team who have short term primary education provision (Cedars) for pupils to attend for two terms for therapeutic intense support. Pupils attending Cedars have very successfully reintegrated back into Prae Wood.

'Exclusion from school should never mean exclusion from education' Edward Timpson, 2019.

Teachers have a right to teach in a calm and safe environment and pupils have a right to benefit from high quality education. Timpson highlights the necessity of needing to equip schools in dealing effectively with disruptive behaviour and this is something we value at Prae Wood and invest time and resources in with our behaviour leads and annual training for all staff. Our behaviour Lead, Ms Collinge is also trained in SEND; safeguarding; attachment and trauma and ACEs (Adverse Childhood Experiences).

Permanent exclusion Permanent exclusion will be used in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil and or others in the school.

Following investigation, the Headteacher may decide to convert a fixed term suspension into a permanent exclusion if new information comes to light.

If the Headteacher suspends a pupil on a fixed term suspension or a permanent exclusion, the parents/carers will be informed immediately, stating reasons. A confirmation letter is issued outlining the reasons and number of days.



At the time of the permanent exclusion, the Headteacher will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school will in this instance, inform the parents/carers how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any suspension beyond five days in any one term.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated following permanent exclusion, the Headteacher must comply with this ruling.

12. Useful Links and Policies

[Keeping Children Safe in Education 2025 – GOV.UK](#)

[Suspensions and Permanent Exclusions – Explore Education Statistics](#)

[Mental Health and Behaviour in Schools – GOV.UK](#)

[Hertfordshire Grid for Learning – Reduced Timetables](#)

[Implementation Guide – Hertfordshire EWB Strategy](#)

[model-policy-reducing-need-for-restrictive-intervention-in schools-dec23](#)

Prae Wood School Policies:

Anti-Bullying Policy

Child Protection Policy

Equality, Diversity and Inclusion Policy

Home School Agreement

Online Safety inc Acceptable Use Policy

SEND Policy

RSHE Policy

13. Definitions

Term	Definition
Behaviour	Everything a person says or does.
Consequence	A natural or logical outcome of an action, designed to help children learn and develop positive behaviours and resilience.
Dangerous Behaviour	Behaviour likely to cause imminent harm to self, others, or property, or considered criminal if committed by someone of legal age (e.g. racist abuse).
Disruptive Behaviour	Actions that interrupt teaching and learning, affecting both the pupil and others.
Equality	Providing everyone the same status, rights, and opportunities.

Equity	Offering differentiated support to ensure equal opportunities for all.
Negative Behaviour	Behaviour that contradicts the school's values or causes harm to individuals, groups, the community, or the environment.
Physical Intervention	Non-forceful contact (e.g. holding a hand, comforting touch) used to support or guide a child.
Positive Regard Approach	An empathetic, unconditional approach that values every child, sees behaviour as communication, and promotes prosocial behaviour through consistent, supportive relationships.
Prosocial Behaviour	Helpful, socially positive behaviour that aligns with the school's values.
Restrictive Intervention	Planned or reactive actions that limit a child's movement or freedom, used only when necessary for safety and guided by training and protocols.
Reward	A desirable object or experience given to celebrate positive outcomes or effort.
Unsafe Behaviour	Behaviour likely to cause imminent harm or damage, including actions that would be criminal if committed by someone of legal age (e.g. racist abuse).