



Little Ealing

PRIMARY SCHOOL

Policy	Behaviour for Learning
Author of policy	Suzy Trigg
Last amendment date	May 2026
Renewal cycle	Annual
RENEWAL DATE	May 2027

Vision, Values and Aims

To be an inclusive, creative and ambitious school community, nurturing curiosity, individuality and innovation, securing strong foundations for lifelong learning.

Inspiring Minds, Building Futures

The Governors' Behaviour Principles are for the school to:

- maintain a caring orderly community in which effective learning can take place
- help all children develop a sense of self-confidence and achievement
- develop a community responsibility for supporting the well-being of all stakeholders, appreciating other ways of thinking and behaving
- help all children become positively self-regulated and directed in their behaviour, able to accept responsibility for their own actions, to be able to make healthy choices and repair mistakes
- ensure all children and staff are safe and happy

We believe that all pupils have the right to:

- be safe
- be heard
- have fun and learn

To ensure our **Behaviour for Learning Policy** is memorable, visible, understood, reflected in everyday actions and focused on preparing children for the future, Little Ealing Primary School follows our **A, B, Cs of Behaviour**.

A – Aspire reminds us of the attitudes and learning behaviours we want every child to develop. We **ARE** - Ambitious, Resilient and Engaged.

B – Be reflects our core school values: **Be Kind, Be Respectful and Be Honest** which underpin the way we treat ourselves and others.

C – Choice and Consequence forms our code of behaviour.

We believe children should be supported to make positive decisions, so whenever appropriate, they are given the opportunity to make a better choice before a consequence is applied. This approach helps children understand that their choices have outcomes, encouraging responsibility, self-regulation and positive behaviour.

Agreed Definitions

Valued behaviour	Behaviour held in high regard by the pupil, the school and the wider community. • Creates helpful feelings in self or others. • Behaviour characterised by a concern for the rights, feelings and welfare of others • Behaviour which benefits other people or society
Detrimental behaviour	Behaviour that disrupts or hinders pupils, the school or the wider community. • Creates unhelpful feelings in self and others. • Behaviour that is likely to cause injury, harassment, alarm or distress. • Behaviour that violates the rights of others.

It is important to be able to differentiate between behaviour that is difficult or dangerous and those behaviours which are simply inconvenient.

Difficult detrimental behaviour	Behaviour that is detrimental, but not dangerous.
Dangerous detrimental behaviour	• Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Positive Reinforcement

We believe that kindness and encouragement help children learn and grow. When children make good choices, we praise and support them so they feel proud and want to keep making good choices.

To help children develop great skills, our staff encourage positive choices by:

- Clearly explaining our expectations and reminding children often, while showing them how to behave kindly and respectfully.
- Speaking to children in a positive, calm, and friendly way.
- Encouraging children to make good choices because it's the right thing to do.
- Giving praise close to children to inspire others to do the same.

We make sure rewards feel meaningful and help children feel proud by:

- Giving clear and specific praise when children show great behaviour.
- Noticing and celebrating when children show kindness, respect, and perseverance.
- Helping children feel confident and believe in themselves.
- Letting children share their great work with the Senior Leadership Team.
- Telling parents, carers, and staff about a child's good choices while they are there to hear it.
- Using more positive comments than negative ones to encourage even more great behaviour!

*Extrinsically motivating rewards will **only** be used for children who have an Individual behaviour plan or those children with special educational needs. This will be decided together with our SENCo to make sure it helps them in the best way possible.

Three certificates will be awarded weekly to three individuals per class during Collective Worship (which will also be reported to parents/carers on ClassDojo).

- **A – Aspire** – children who have demonstrated attitudes and learning behaviours that we **ARE** at LEPS - **A**mbitious, **R**esilient and **E**ngaged.
- **B** – children who have demonstrated our core values in the way they treat others or themselves - **Be** Kind, **Be** Respectful and **Be** Honest
- **C** – children who have followed our behaviour **code** – making positive choices

In Nursery they are awarded for each of the following:

- **Agent Ideas** – Playing and exploring
- **Keep it up Captain** – Creating and thinking critically
- **Have a go Hero** – Active Learning

Behaviour Management

Our teachers and support staff help set the tone for a happy, engaging, and respectful classroom by:

- making the classroom engaging, welcoming and clutter free so children enjoy learning.
- having classroom rules established and displayed positively
- being ordered, tidy, welcoming with purposeful displays that follow the display policy
- having a worry/feeling boxes
- having a calm down area and all children must know where it is
- being sensitive to children with special educational needs e.g. ADHD, ASD, SEMH

Care and consideration must be given to transition times e.g.

- Appropriate warnings given before activities are due to end
- Lines are quiet and orderly
- Children move around the single file quietly, orderly and on the left
- Teachers walk in the middle of the line to monitor behaviour
- Teachers have high expectations of behaviour both inside and out of the classroom.

They build positive relationships with children by:

- Using kind words and encouragement.
- Following our Behaviour Policy to support good choices.
- Greeting children warmly each morning and at the start of lessons.
- Setting clear and consistent routines.
- Showing expectations in different ways, not just through words.
- Noticing and celebrating good behaviour.
- Ending the day on a positive note and giving every child a fresh start each session.
- Having a plan to manage low level disruptions calmly and effectively.

Responding to Detrimental Behaviour

Before giving a consequence, staff will give children a chance to make a better choice. They will do this by praising another child who is showing the right behaviour, for example:

"Well done, X! You are sitting and listening without calling out."

This helps everyone understand what valued behaviour looks like and gives the child a chance to correct their actions in a positive way.

See **Appendix 1** for examples of detrimental behaviour and **Appendix 2** for guidance scripts to help de-escalate these behaviours

See **Appendix 3** for how to manage detrimental behaviour that continues after attempted de-escalation, **Appendix 4** for our Reflection booklet and Reflection Sheets and **Appendix 5** for a Restorative conversation script.

Response to dangerous detrimental behaviour*

The adult responding must be clear that the behaviour they are responding to is Dangerous detrimental behaviour.

Definition dangerous detrimental behaviour

Dangerous detrimental behaviour	Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.
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If any child demonstrates dangerous detrimental behaviour:

1. They must be sent to the Assistant Headteacher or in their absence/the pupil is on the SEND register to the Deputy Headteacher.
2. The issue will be fully investigated.
3. A plan will be made with the child and the Assistant Headteacher or the Deputy Headteacher (particularly if a pupil has SEND).
4. The plan will be shared with the class teacher, year lead and parents.
5. The plan will be reviewed on a timescale decided upon by the Assistant headteacher or Deputy Headteacher, who will review and adapt as needed. Any adaptations to the plan will be communicated to the child, parents, class teacher and year lead.
6. The outcome might result in an internal suspension.
7. The exclusions policy will be referenced and applied as necessary. At this point, the Headteacher will be consulted and will take responsibility for further decisions.

See **Appendix 6** for examples of dangerous detrimental behaviour

Supporting Pupils with Additional Needs

We understand that some children need extra help to manage their emotions and behaviour at school. Staff will make fair and thoughtful adjustments to ensure all children have the same opportunities to succeed.

To help these children:

- We create personal support plans that guide staff on how to help them.
- We work with external agencies to provide the best support possible.

Safeguarding

Sometimes, changes in a child's behaviour can be a sign that they need extra help or protection. If this was found to be the case we would follow our **Child Protection and Safeguarding Policy**.

Early Years

The Teachers in the EYFS use the Characteristics of Effective Learning which are;

- Playing and Exploring – Children investigate and 'have a go'
- Active Learning and Creating – Children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- Thinking Critically – Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

These support the children to develop key skills, when dealing with detrimental behaviour the EYFS staff will follow this policy making any necessary adjustments for the children's age.

Playground behaviour

Playground Expectations

P – Play safe, play fair

L – Let everyone take turns and share

A – Always keep equipment in the zone

Y – You tidy together or on your own.

When managing behaviour incidents, staff in the playground use 1,2,3.

1. Remember – Verbal reminder of expectations

2. Walk with an adult

3. Time out - Time out to take a break and reflect.

Our visions, values, aims and positive reinforcement remain the same whether in the classroom or on the playground.

Bullying

Bullying is unacceptable behaviour, and no type of bullying is tolerated at this school. It happens in all schools and many children are involved at some time. At Little Ealing Primary School, we are committed to creating a safe environment where children can learn and play, talk about their worries, and be confident that an adult will listen and offer help.

DEFINITION OF BULLYING

At Little Ealing Primary School, we discuss what bullying is and is not with all pupils in PSHE, Wellbeing and Relationship Education lessons. We agree that:

Bullying is the repeated use of aggression by one or more persons, children or adults, whether by direct physical or verbal means or by any indirect means such as cyber-bullying or rumour spreading that intends to hurt one or more persons.

1. Physical Bullying
 - punching, slapping, kicking, pushing or any other kind of physical violence
2. Verbal bullying
 - teasing, badgering, name-calling, use of threatening words, verbal taunting, etc
3. Emotional bullying
 - exclusion, rumour-spreading, mental torment, threatening gestures, suggestive actions, inappropriate drawings, graffiti, etc
4. Racial bullying via any of the above methods
5. Sexual bullying via any of the above methods
6. Electronic or cyberbullying using any form of electronic means - phones (calls or texts), emails, social networking, cameras, etc

Bullying is characterised by an imbalance of power.

A bully has a deliberate intention to hurt the victim physically or emotionally in order to maintain or increase the imbalance of power. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

See our **Anti Bullying Policy** for guidance on how to manage bullying incidents.

Behaviour Definitions

Detrimental behaviour – disrupts play or causes unhelpful feelings but is not dangerous. Some detrimental behaviours may be described as **difficult detrimental behaviour**, meaning they are challenging but not dangerous and are responded to therapeutically and proportionately.

Dangerous detrimental behaviour – presents an immediate risk of harm, serious concern or abuse

Detrimental Behaviour

(See Appendix 1 for Examples of Detrimental Behaviour and Appendix 2 for De-escalation Scripts)

What to Do:

- Notice early & intervene calmly
- Use positive language and reminders

Support regulation

- Stay calm
- Give space or time with an adult
- Use reflective questions

Reflect & repair

- What happened?
- Who was affected?
- What can we do differently next time?

✓ Learning-focused, not punitive

Five Finger Rule (for children)

1. Say STOP
2. Say STOP and show your hand
3. Walk away
4. Find a friend
5. Tell an adult

Dangerous Detrimental Behaviour

See **Appendix 6** for Examples of Dangerous Detrimental Behaviour

➤ **Immediate referral to SLT**

Follow **Behaviour Policy** procedures.

Your Role on Duty

- Wear high-visibility jacket

- Be on the playground before play begins
- Position yourself to supervise all areas
- Stay vigilant and proactive
- Use calm, respectful language
- Model positive play and values

Safety Essentials

- No play fighting
- All games are open and inclusive if safe
- Children must remain visible
- Toilets and off-limits areas are not play spaces
- Children must not be unsupervised

Pupils with Additional Needs

- Make reasonable adjustments
- Be flexible and child-specific
- Support regulation before consequence
- Follow individual plans where in place

Recording & Communication

- Refer serious concerns to SLT
- Record significant incidents on CPOMS

Remember: Calm adults create calm playgrounds.

Restrictive Interventions

Summary taken from:

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

Restrictive interventions refer to actions taken to prevent a pupil from harming themselves or others, damaging property, or causing serious disruption. These interventions are only used as a last resort.

Staff should always ask themselves: “What would I want someone to do in this situation if this were my child?”

Legal and Ethical Framework

In line with guidance from the Department for Education, restrictive interventions must:

- Be lawful, reasonable, and proportionate
- Respect pupils’ rights, dignity, and safety
- Be consistent with safeguarding and equality duties

When Restrictive Intervention May Be Used

Staff may use restrictive intervention only when absolutely necessary, for example:

- To prevent serious injury to a pupil or others
- To stop significant damage to property
- To prevent behaviour that places the pupil or others at immediate risk

Restrictive intervention must not be used:

- As a punishment
- To enforce compliance
- For staff convenience
- In response to low-level or non-dangerous behaviour

Key Principles

All restrictive interventions must follow these principles:

- Last resort – after de-escalation strategies have failed
- Minimum force – the least intrusive option for the shortest time
- Proportionate – appropriate to the level of risk
- Time-limited – stopped as soon as the risk has reduced

De-escalation and Prevention

The school prioritises:

- Positive behaviour support
- De-escalation strategies
- Trauma-informed approaches
- Reasonable adjustments for pupils with SEND
- Individual risk assessments and behaviour plans where needed

Staff Training

- Only staff who have received appropriate training may use restrictive interventions
- Training focuses on prevention, de-escalation, and safe physical intervention

Recording and Reporting

Any restrictive intervention:

- Is recorded promptly and factually using the Restrictive Intervention Recording Form (Appendix 10) and this form being uploaded onto CPOMs
- Includes details of the incident, intervention used, duration, and outcome
- Is shared with senior leaders
- Parents/carers are informed
- Is reviewed to reduce the likelihood of recurrence

Pupil Welfare

Following any restrictive intervention:

- The pupil's physical and emotional wellbeing is checked
- Time is given for repair, reflection, and reassurance
- Support strategies are reviewed and adjusted

Appendix 1

Examples of Detrimental Behaviour

Not Following Rules or Instructions

- Ignoring teacher directions (e.g. "Please sit on the carpet," but continuing to wander)
- Leaving the classroom without asking
- Repeatedly asking to go to the toilet straight after break or lesson start
- Running in the corridor
- Saying "no" or refusing to do tasks without discussion

Disruption in the Classroom or Around School

- Shouting out answers or talking over the teacher during carpet time
- Making silly noises or humming during quiet work
- Chatting loudly with friends during lessons
- Laughing loudly to distract others, especially at the "class clown"
- Getting out of their seat without permission during lesson time
- Throwing pencils, rubbers, or paper across the room

Poor Learning Behaviours

- Scribbling instead of completing work
- Not bringing their reading book back regularly
- Saying "this is boring" or "I don't want to" repeatedly
- Daydreaming or staring around the room during teaching time
- Talking when others are trying to concentrate

Disrespect or Unkindness

- Rolling eyes or making rude faces at staff or classmates
- Talking back to the teacher in a cheeky or rude tone
- Calling other children names or using hurtful words
- Copying others' voices or mimicking the teacher
- Arguing with classmates over small disagreements
- Not saying please or thank you

Sensory or Attention-Needing Behaviours (if not for an SEND need)

- Fidgeting with objects constantly or not staying seated on the carpet
- Swinging dangerously on chairs
- Tapping feet or pencils loudly
- Repeating what the teacher says (parroting)
- Touching other children or their things unnecessarily
- Making funny faces to get laughs from friends

Appendix 1.1

Examples of Detrimental Playground Behaviour

- Persistent name-calling or teasing
- Excluding others from games on purpose
- Pushing into lines or not waiting for a turn
- Shouting at peers or using an aggressive tone
- Ignoring instructions from staff
- Taunting or winding others up
- Taking equipment without permission
- Deliberately spoiling games (e.g. changing rules mid-game to upset others)
- Following others around to annoy them
- Refusing to cooperate in shared activities
- Mocking someone's ideas, mistakes, or choices
- Low-level defiance (eye-rolling, muttering, walking away)
- Overreacting verbally to minor disputes
- Blaming others to avoid responsibility
- Repeatedly interrupting games or conversations

Appendix 2

De-escalation Script

1. Acknowledge Feelings & Show Understanding

- *"I can see you're feeling [angry/frustrated/upset]."*
- *"It's okay to feel that way. Let's talk about it."*
- *"I understand this is hard for you."*
- *"I hear that you're really upset. Can you tell me more about what happened?"*

2. Encourage Calmness

- *"Let's take a deep breath together—breathe in... and out."*
- *"Would you like to step aside and take a moment to calm down?"*
- *"I'm here to help. Let's find a way to make this better."*
- *"You are safe. I'm going to stay right here with you."*

3. Offer Choices to Regain Control

- *"Would you like to sit here or take a break somewhere quiet?"*
- *"Do you want to talk now, or would you like a few minutes first?"*
- *"You have two choices: you can start now or after a short break. What do you think?"*

4. Encourage Problem-Solving

- *"What do you think we can do to fix this?"*
- *"How can I help you feel better right now?"*
- *"Let's think of a different way to handle this next time."*
- *"What do you need to feel calmer?"*

5. Reinforce Positive Behaviour

- *"I'm really proud of you for taking a deep breath and calming down."*
- *"That was a great choice just now!"*
- *"I can see you're trying to calm down, and that's really strong of you."*
- *"Let's move forward and have a good rest of the day."*

Guidance for de-escalating specific detrimental behaviours

Not Following Rules or Instructions

- **Ignoring directions / wandering:** "I see you're finding it hard to settle. Do you need help or a moment to reset?"
- **Leaving the room without asking:** "It's important that I know where you are so you can be safe. Let's talk about what made you want to leave."
- **Toilet requests right after break:** "I noticed you're asking to go just after break again – is something worrying you, or do you need a different way to get a break?"
- **Running in the corridor:** "It looks like your body needs to move! Let's go back and try walking together. We keep safe by walking indoors."
- **Saying "I don't care":** "It's okay to feel upset about rules, but they're there to help us be safe and respectful. How do you think we can make this work for you while keeping everyone safe?"
- **Saying "no" or refusing:** "Sounds like this feels hard for you right now. Let's figure it out together. What's going on for you?"

- **Reconnecting after:** “Thanks for coming back and trying again. That showed a lot of strength. We all need help sometimes.”

Disruption in the Classroom or Around School

- **Shouting out / talking over:** “It’s exciting to share ideas – I’ll make sure you get a turn, but we don’t talk over others.”
- **Silly noises / humming:** “Sounds like your brain might be full of energy – want to try a quiet fidget or stretch before we refocus?”
- **Loud chatting:** “I know you’re enjoying your friends, but now’s our learning time. You’ll have space to chat at break.”
- **‘Class clown’ behaviour:** “You’ve got a great sense of humour – let’s find the right time and place for it so everyone can learn.”
- **Leaving their seat without permission:** “Your body might be telling you it needs to move – let’s agree on a time you can stretch or take a quick break.”
- **Throwing objects:** “That looked like you were feeling frustrated or bored. It’s not safe to throw things – let’s use words or movement instead.”
- **”Saying ”I Don’t Care” About a Task or Schoolwork:** “I know this task might seem unimportant right now. How about we break it down into smaller parts? Let’s do the first step together.”
- **Reconnecting after:** “Thanks for coming back and getting on with your learning – I know that wasn’t easy. That was a strong choice.”

Poor Learning Behaviours

- **Scribbling instead of working:** “That looks like a sign your brain is bored or stuck. Want help to get going on the task properly?”
- **Not bringing their reading book back:** “I’ve noticed your book hasn’t come back – let’s make a plan to help you remember. Would a checklist or reminder help?”
- **Saying “this is boring”:** “You’re allowed to find things boring – but we still give them a go. Want to do the first part together and then check in?”
- **Daydreaming:** “I can see you’re somewhere else right now. Let’s land back together – I’ll help you get going.”
- **Talking during work time:** “It’s hard to concentrate with chatting – let’s keep voices off and save the chat for after. I know you can do that.”
- **Reconnecting after:** “Thanks for sticking with it – that shows real focus. Even small steps forward are wins.”

Disrespect or Unkindness

- **Rolling eyes / rude faces:** “Your face is saying something different from your words – let’s talk about what you’re feeling.”
- **Cheeky / rude tone:** “It’s okay to disagree, but we speak with respect here. Can you try that again kindly?”
- **Name calling / hurtful words:** “Words can be powerful – that one caused harm. What can we say to repair that?”
- **Mimicking:** “Copying someone’s voice can feel like mocking – and that can hurt. What were you trying to show or say?”
- **Arguing over small things:** “It looks like a small problem got big – how can we calm down and sort it out?”
- **Not saying please/thank You:** “We use kind words like ‘please’ and ‘thank you’ to show respect – let’s try that again.”

- **If They Say "I Don't Care" About Consequences or Warnings:** "It sounds like you're really frustrated. I'm here to help you with that. But remember, when we don't care about the rules, others can get hurt. Let's figure out a way to deal with this so we can all feel okay."
- **Reconnecting after:** "I know you can be kind and respectful – you show me every day. Let's keep building that together."

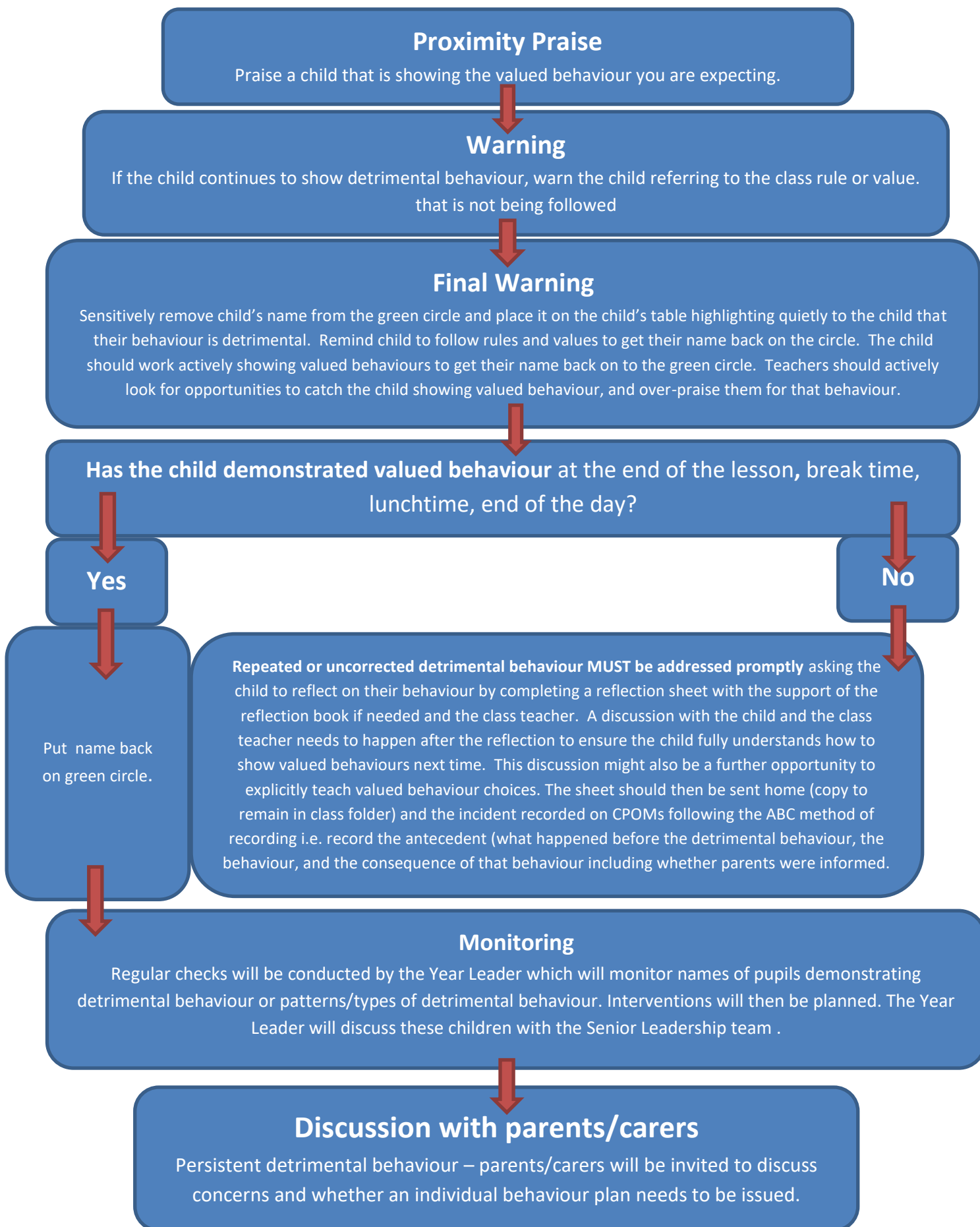
Sensory or Attention-Needing Behaviours (if not for SEND need)

- **Fidgeting / not staying seated:** "I can see you need to move, but it's hard to focus when we're up and down. Want to try using a fidget toy, or we can do a quick stretch together?"
- **Swinging on chairs:** "When you swing your chair, it's dangerous and can hurt someone. Let's sit properly, and I'll help you stay focused."
- **Tapping feet or pencils loudly:** "Tapping your pencil or feet makes it hard for others to concentrate. Let's try a quieter way to focus, like tapping your fingers quietly or squeezing your hands."
- **Parroting / repeating what the teacher says:** "I hear you repeating what I'm saying. It's important to listen and understand. How about we try taking turns – you can share your ideas after I'm done talking."
- **Touching other children or their things unnecessarily:** "It's important to respect others' space and belongings. Please keep your hands to yourself, and let's focus on our own work."
- **Making funny faces to get laughs:** "I love that you're trying to make people smile, but we need to stay focused on our work right now. You can make people laugh at break time."
- **Reconnecting after:** "I'm proud of how you tried to sit still and focus today. Keep practicing and you'll get even better!"

Appendix 3

Years 1- 5: Response to detrimental (low level) behaviour Flow Chart

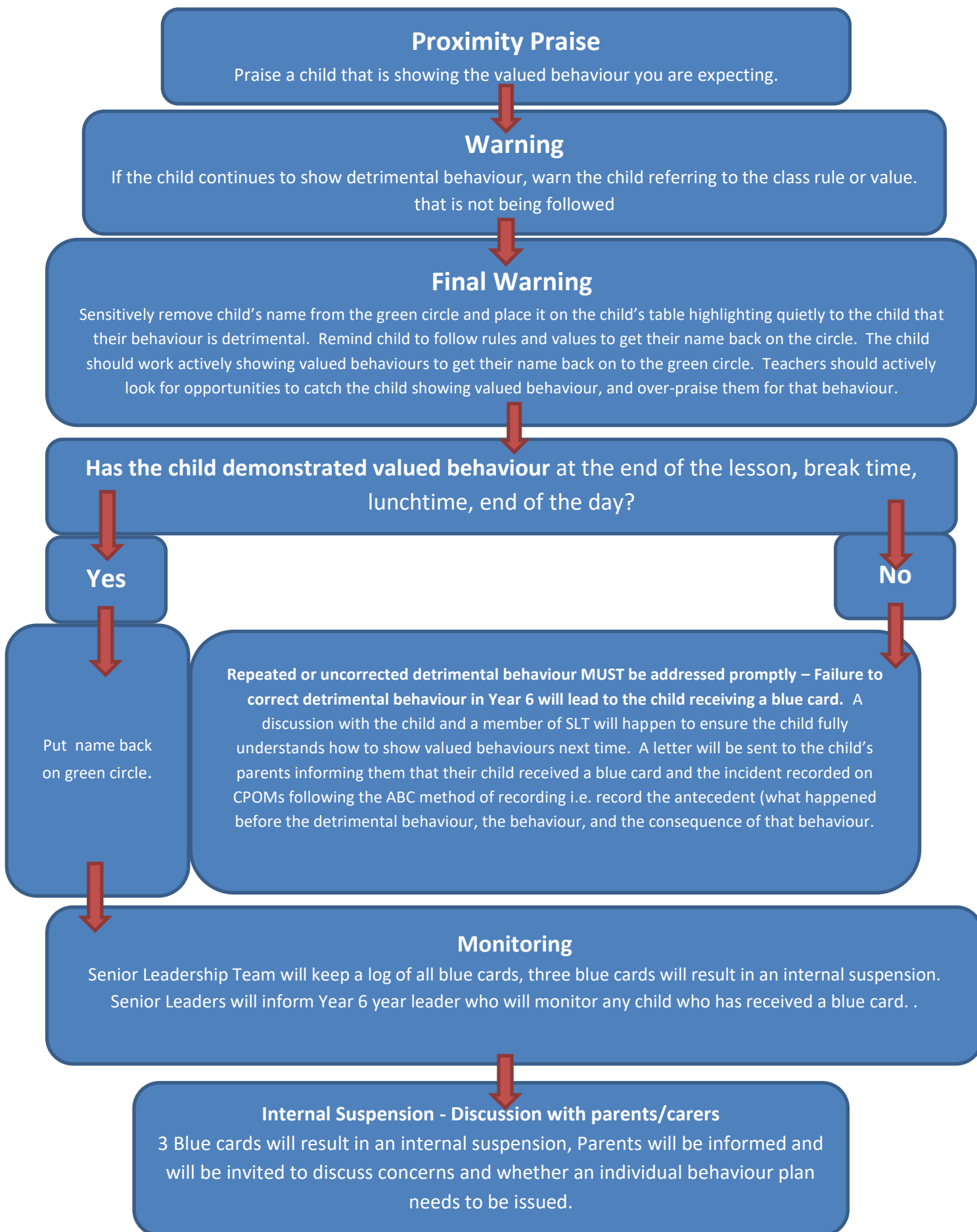
All classes have a large green circle displayed on the wall with all children's names. The green circle symbolises valued behaviour. All children who are on the green circle are demonstrating valued behaviours. The following chart shows the response to a child who shows detrimental behaviour:



Appendix 3.1 – Blue Cards

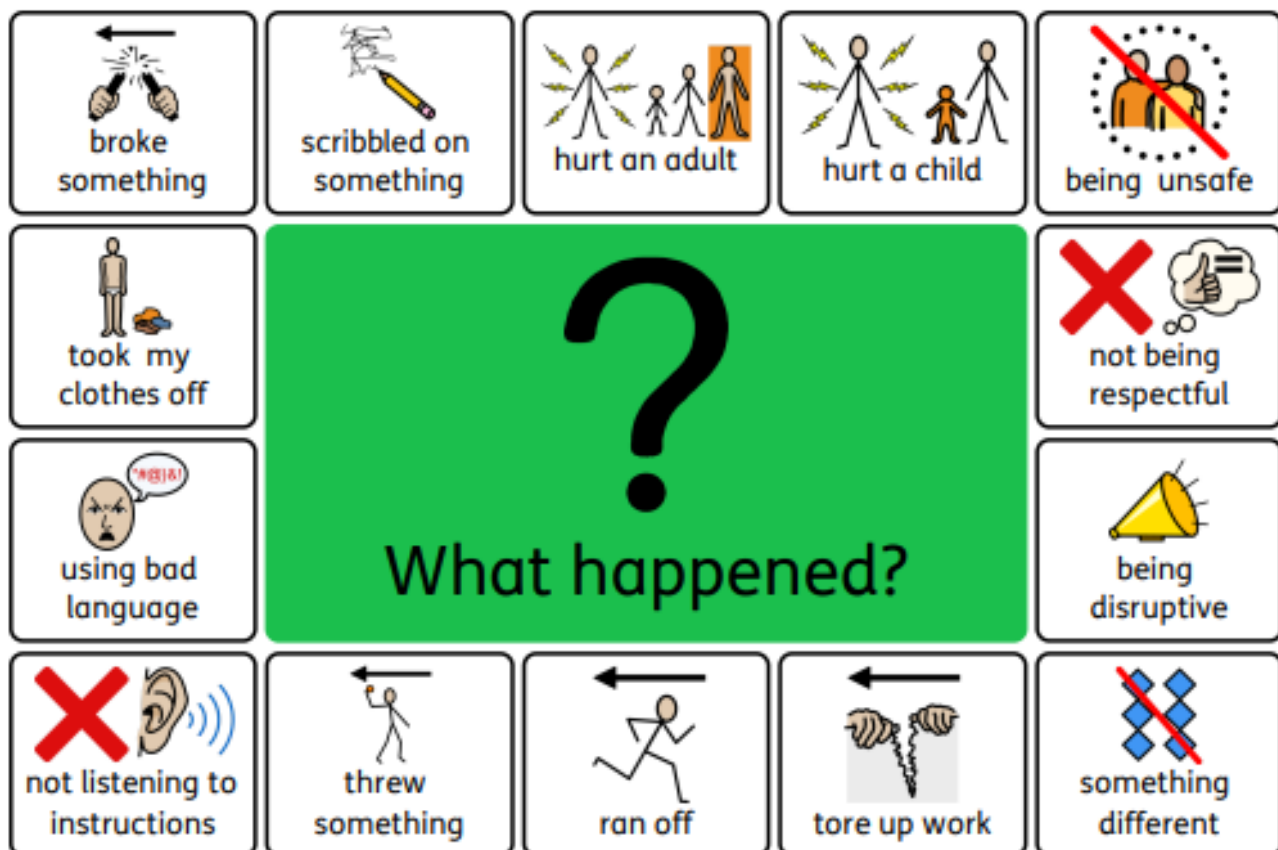
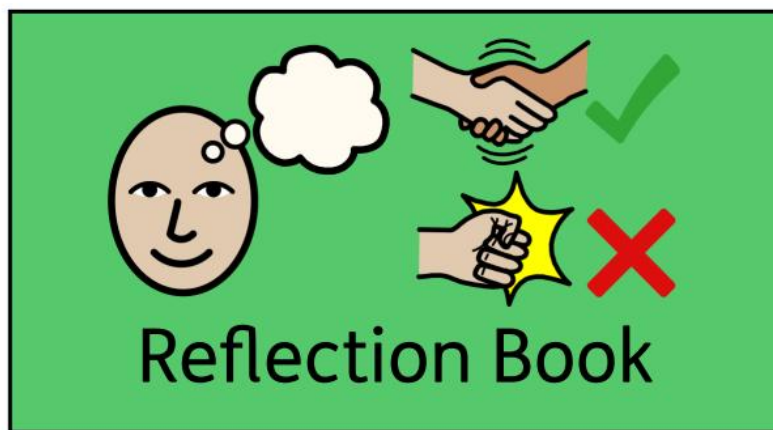
Year 6: Response to detrimental (low level) behaviour Flow Chart

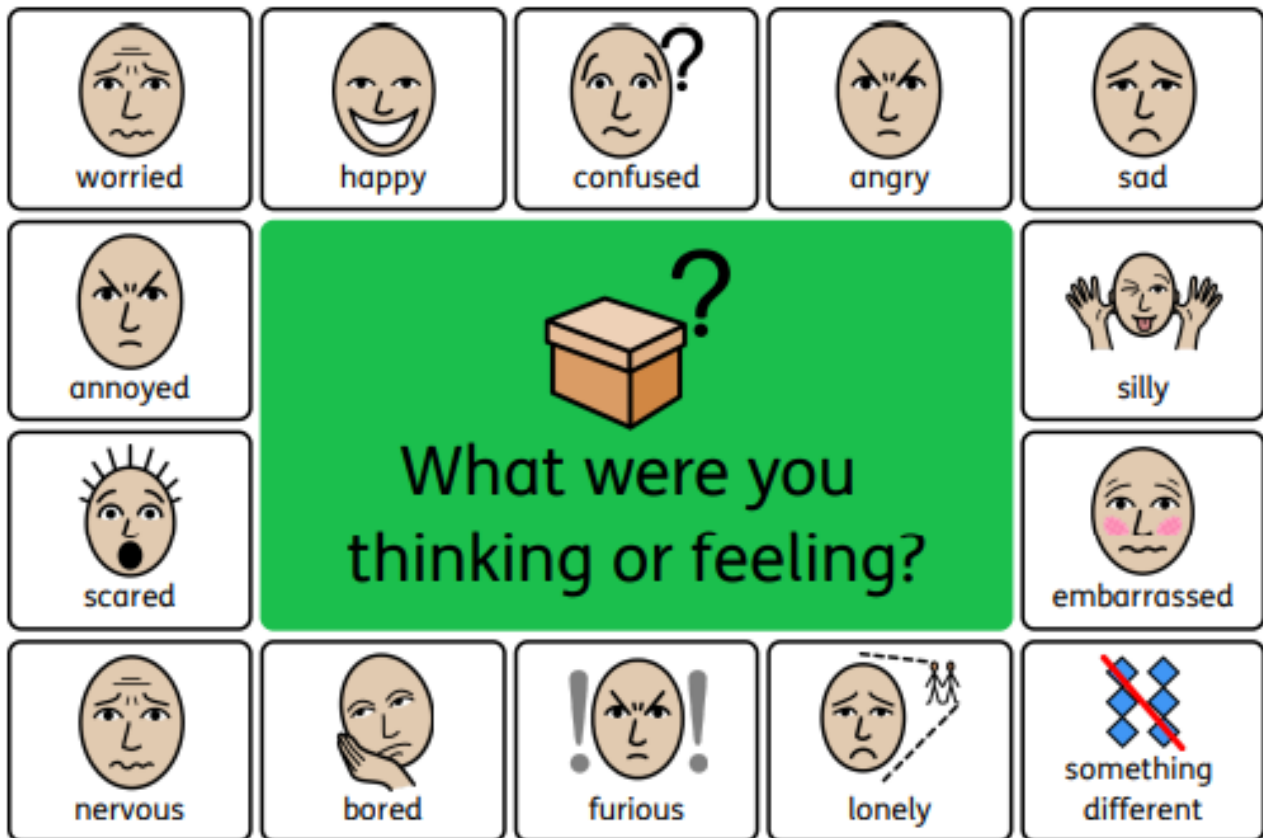
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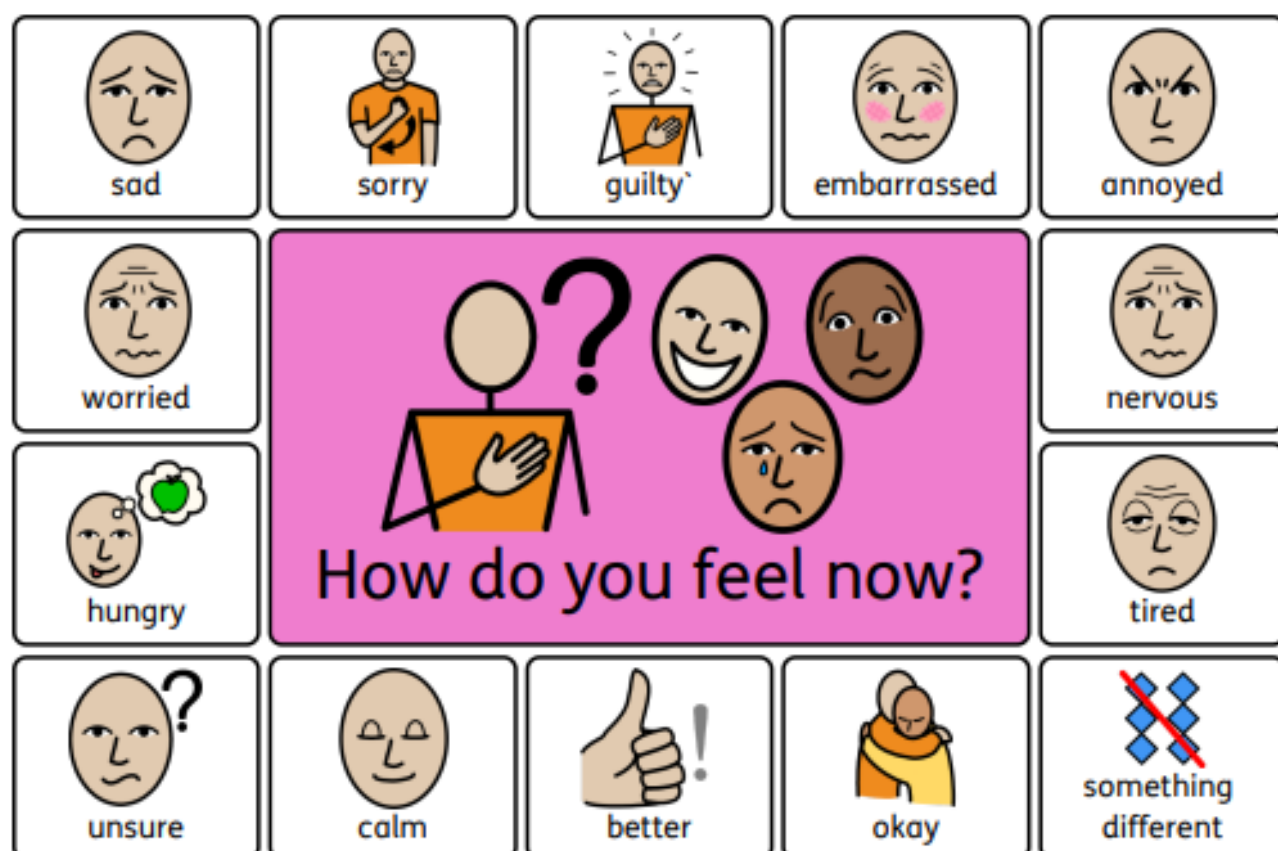


Appendix 4 -

Reflection Booklet









Reflection sheet 1

Behaviour Reflection Sheet

Name: _____



broke something	scribbled on something	hurt an adult	hurt a child	being unsafe
took my clothes off	? What happened?			not being respectful
using bad language				being disruptive
not listening to instructions	threw something	ran off	tore up work	something different

worried	happy	confused	angry	sad
annoyed	 What were you thinking or feeling?			silly
scared				embarrassed
nervous	bored	furious	lonely	something different

me	a friend	a teacher	my class	my mum
my dad	 Who has been affected?			other children
my family				my sibling
people in the community	animals	everyone	another adult	someone else

make a card	write a letter	talk to someone	say sorry	fix something
thinking time	 What needs to happen to put things right?			tidy up
make a change				clean something
make a plan	practice	finish my work	shake hands	something different

Behaviour Reflection Sheet

sad	sorry	guilty	embarrassed	annoyed
worried	 How do you feel now?			nervous
hungry				tired
unsure	calm	better	okay	something different

move away	ask for a break	go to my calm space	ask for help	get a fiddle toy
tell someone how i feel	 Next time I will...			count to 10
play with someone else				be respectful
make a good choice	take deep breaths	listen carefully	remember the rules	something different

Teacher Signature: _____

Parent/Guardian Signature: _____

Reflection sheet 2

Behaviour Reflection Sheet

Tick all that apply

- ☐ I was given a warning
- ☐ My name was removed from the green spot
- ☐ I continued to behave unskilfully



What happened?



What were you thinking or feeling?



Who has been affected?

Behaviour Reflection Sheet



What needs to happen to put things right?



How do you feel now?



Next time I will...

Student Signature: _____ Parent signature: _____

Teacher signature: _____ Date: _____

Appendix 5

Restorative Conversation

- 1. Set a calm and safe space for the conversation:** You: *"Hey [Child's Name], can we have a chat? I want to talk about what happened earlier. It's really important to me that we have a space where we can talk openly and be kind to each other. Is that okay with you?"*
- 2. Introduce the purpose of the conversation:** You: *"I noticed that something happened today that made people upset. I want to understand more about what happened and how you're feeling, and then we can work together to make things better. How does that sound?"*
- 3. Open-ended question to understand their perspective:** You: *"Can you tell me what happened from your side?"* (Allow the child to share without interruption. Listen attentively and validate their feelings. Acknowledge their point of view even if it doesn't justify the behaviour.)
- 4. Reflect on their emotions and behaviour:** You: *"I wonder if you were feeling [describe emotion, e.g., upset, angry, frustrated, etc.]. Is that right?"*
(If they respond "yes," acknowledge their emotion.) You: *"Sometimes, when we feel [emotion], it can be hard to stay calm or make good choices, right?"*
- 5. Ask them to think about the impact of their behaviour:** You: *"What do you think happened because of your actions?"* (Guide the child to think about the impact of their behaviour on others. Ask questions like, "How did the other person feel?" or "How do you think this affected your friends/classmates/teacher?" Encourage empathy.) You: *"If you were in that person's shoes, how do you think they might have felt?"*
- 6. Discuss alternatives for future situations:** You: *"What do you think you could do next time if you're feeling upset or angry?"* (Help them think through alternative ways to respond when faced with similar feelings in the future.)
- 7. Acknowledge their ability to make positive changes:** You: *"I really appreciate that you're thinking about this. It's okay to make mistakes sometimes, but what matters is how we make things better. You have the power to make a different choice next time. I know you can do it."*
- 8. Encourage responsibility and making amends (if applicable):** You: *"What do you think you could do to make things right with [other person involved]?"* (If the child harmed another, guide them to come up with an apology or way to repair the relationship, like saying sorry or doing something kind to help.) You: *"It might take a little time to rebuild trust, but I believe you can show through your actions that you're sorry."*
- 9. Offer support and encouragement:** You: *"Remember, you can always come to me if you're feeling upset or if you're not sure what to do. We're a team, and I'm here to help you. Do you feel okay about this now?"*
- 10. Close on a positive and forward-thinking note:** You: *"I'm really proud of you for talking about this. We all make mistakes, but it's how we learn from them that matters. Let's move forward and make today a fresh start, okay?"*

Appendix 6

Examples of Dangerous detrimental behaviour:

Physical Harm or Violence

- Hitting, kicking, punching, or pushing that causes pain or injury
- Pulling someone's chair out to make them fall
- Choking or pretending to choke someone (even as a "joke")
- Throwing heavy, sharp, or dangerous objects (e.g. scissors, rocks, lunchboxes)
- Running with sharp objects like pencils or scissors
- Spitting at another person

Bullying and Intimidation

- Repeated teasing, name-calling, or deliberately upsetting someone
- Whispering threats like "Watch your back" or "You'll be sorry"
- Getting a group to pick on another child
- Cornering someone to scare or intimidate them
- Forcing someone to do something unsafe (e.g. "Jump or you're a baby")
- Blackmailing: saying things like "If you don't, I'll tell everyone your secret"
- Extorting lunch money, toys, or belongings using threats

Threatening Behaviour

- Saying things like "I'll beat you up after school"
- Pretending to punch someone to scare them (making them flinch)
- Threatening to bring weapons to school
- Holding a stick, rock, or sharp object in a threatening way
- Saying they'll hurt someone's family (e.g. "I know where you live")

Discriminatory or Targeted Abuse

- Using racist, sexist, homophobic, or other discriminatory language
- Mocking someone's religion, family, accent, or background
- Isolating a peer based on difference (e.g. "You can't play with us because you're different")

Dangerous Behaviour that Risks Safety

- Ignoring fire alarms or refusing to follow safety drills
- Hiding in unsafe places (cupboards, storage areas, behind equipment)
- Pushing or shoving near stairs, roads, or hard surfaces
- Playing dangerously with classroom tools or furniture
- Misusing or damaging safety equipment (fire extinguishers, alarms, etc.)

Deliberate Property Damage or Theft

- Intentionally breaking or destroying someone else's work or belongings
- Stealing items from others
- Damaging school property on purpose (e.g. smashing displays, cutting books)

Cyber or Verbal Threats

- Sending threatening messages through phones or devices
- Using online platforms to bully, tease, or threaten others

Appendix 7

Initial Behaviour Letter

*Consideration will be given to the age and any additional needs of the child when sending letters home. Where appropriate, parents will be contacted by phone in advance to provide context. This will not be necessary in all cases

Headteacher:
Emily Caldwell
Deputy Headteacher:
Halina Rooney
Assistant Headteacher:
Suzy Trigg



Little Ealing Primary School
Weymouth Avenue
W5 4EA
020 8567 2135
www.littleealing.com
information@leps.org.uk

NAME

DATE

Dear Parent/Carer,

I am sorry to inform you that NAME has displayed some behaviour which we deem to be 'dangerous detrimental behaviour, as per our school policy.

On DATE – DETAIL OF INCIDENT

As per our policy, these misbehaviours have been recorded on our school management system.

If there are more incidents of dangerous detrimental behaviour, I will be arranging to meet you for an initial behaviour meeting.

We know that all families support the school and want the best for their children. Please discuss their behaviour at home.

Please contact me if you wish to discuss this further.

Thank you for your support.

Kind regards

Suzy Trigg

Assistant Headteacher
Little Ealing Primary School

Appendix 8

Internal Suspension Letter

Headteacher:
Emily Caldwell
Deputy Headteacher:
Halina Rooney
Assistant Headteacher:
Suzy Trigg-Williams



Little Ealing Primary School
Weymouth Avenue
W5 4EA
020 8567 2135
www.littleealing.com
information@leps.org.uk

DATE

Dear Parent/Carer

Internal Exclusion

I am writing to inform you of the decision to internally exclude NAME from his classroom on DATE. This means that NAME completed his learning from TIME with a member of SLT, (they also had their lunchtime break away from the other children.)

NAME is receiving this internal exclusion following an incident on DATE.

DETAIL.

This decision was made to ensure the safety and well being of all pupils and staff at school.

NAME will return to their classroom and normal break and lunchtimes on DATE.

If you have any questions or concerns, please do not hesitate to contact me directly.

Yours sincerely

Suzy Trigg

Assistant Headteacher

Appendix 9

Blue Card Behaviour Letter

Headteacher:
Emily Caldwell
Deputy Headteacher:
Halina Rooney
Assistant Headteacher:
Suzy Trigg



Little Ealing Primary School
Weymouth Avenue
W5 4EA
020 8567 2135
www.littleealing.com
information@leps.org.uk

NAME

DATE

Dear Parent/Carer,

I am writing to inform you that NAME has displayed some behaviour which meets the threshold of *detrimental behaviour* as defined in our school policy.

On DATE,

DETAIL

To help prepare our Year 6 children for the expectations of Secondary School, we have introduced a 'blue card' system. A blue card is issued when: a child has received a warning, their name has been removed from the green spot and they have not improved their behaviour; or when their behaviour has disrupted the learning of others. Receiving a blue card means the child meets with me to discuss their behaviour and parents are notified.

Three blue cards will result in an internal suspension, during which the child will be removed from their classroom and will complete their learning with a member of the senior leadership team.

This letter is to inform you that NAME has received their **first/second/third** blue card today.

In line with our policy, this incident has been recorded on our school management system.

We appreciate that all families work in partnership with us and want the very best for their children. Please take some time to discuss this behaviour with NAME at home.

If you would like to talk further, please do not hesitate to contact me.

Thank you for your continued support.

Kind regards,
Suzy Trigg

Assistant Headteacher
Little Ealing Primary School



Appendix 10

Restrictive Intervention

RESTRICTIVE INTERVENTION RECORDING FORM (2026)

(Complete within 24 hours – Significant incidents must be reported to parents the same day where possible)

Date:	
Start time:	
End time:	
Location:	
Staff involved:	
Witnesses (pupils):	
Witnesses (staff):	

Pupil Details

Name:	
DOB:	
Year/Class:	
Nationality	
SEND	☐ Yes ☐ No
EHCP	☐ Yes ☐ No
Risk/Behaviour Plan in place	☐ Yes ☐ No

Behaviour & Immediate Risk

What was the risk?

- ☐ Injury to pupil
- ☐ Injury to others
- ☐ Serious property damage
- ☐ Absconding risk
- ☐ Serious safety disruption
- ☐ Other:

Brief factual description of incident (no opinion):

De-escalation Attempted (tick & briefly state why unsuccessful)

- ☐ Verbal reassurance
- ☐ Distraction/redirection
- ☐ Offered choices
- ☐ Time/space
- ☐ Removal of audience
- ☐ Sensory/regulation support
- ☐ Senior support called
- ☐ Other:

Why these were unsuccessful:

--

Restrictive Intervention Used

(Complete fully if force, restraint or seclusion used – this is a Significant Incident)

Physical Intervention

- ☐ Guided movement
- ☐ Restriction of movement (restraint)
- ☐ Reasonable force to prevent injury
- ☐ Blocking/barrier

Type of hold/technique used:	
Duration:	

Seclusion / Removal

- ☐ Seclusion (prevented from leaving space)
- ☐ Supervised time-out (free to leave)

Location:	
Duration:	
Continuous supervision provided?	☐ Yes ☐ No

Justification

Explain why intervention was **necessary, proportionate, reasonable and last resort**:

--

Injury & Medical Check

Injury to pupil? ☐ Yes ☐ No

Details:

Injury to staff? ☐ Yes ☐ No

Details:

First Aid given? ☐ Yes ☐ No

Pupil Voice & Support

Debrief completed?	☐ Yes ☐ No
Date:	
Pupil's view (if appropriate):	
Support / follow-up actions:	

Parent / Carer Reporting

(Mandatory for significant incidents involving force, restraint or seclusion)

Parent informed?	☐ Yes ☐ No
Date:	
Time:	
Method:	☐ Phone ☐ In person ☐ Email
Summary of communication:	
If not informed same day, reason:	

Leadership Review

Reviewed by (SLT):	
Date:	

- ☐ Appropriate & proportionate
☐ Further action required

Actions:

- ☐ Plan updated
☐ Risk assessment updated
☐ Safeguarding review
☐ External support referral

☐ Other:

Staff Declaration

I confirm this record is factual and completed in line with school policy.

Name:	
Signature:	
Date:	