



Vision and Aims

At Midhurst C of E Primary School, our aim is to ensure that every child reaches their full potential. We are committed to helping all children achieve their academic best, while understanding their unique learning needs. Our goal is to nurture children who are: confident, self-reliant, adaptable and prepared to flourish in a rapidly changing world. We prioritise creating a sense of self-belief, belonging and community, encouraging children to make a positive difference while also supporting them in making healthy physical and mental choices.

Our Christian values underpin everything we do, guiding our decisions, worship and curriculum, while ensuring a welcoming atmosphere for all. We believe in empowering children to become responsible individuals who understand the impact of their actions on others. Our goal is to create a purposeful learning environment where every child feels valued, safe and able to explore, learn and grow. Through these efforts, we aim to develop well-rounded individuals who are equipped for success in their education and personal lives.

We recognise the crucial role of staff well-being in achieving our aims. At Midhurst C of E Primary School, we ensure that our staff feel supported, valued and prepared to inspire and guide every child. By fostering a safe, supportive and inclusive environment, we meet the emotional and spiritual needs of all members of our school family.

DATE APPROVED BY THE FULL GOVERNING BODY	NEXT REVIEW DATE
24 th September 2026	September 2027

Signed:

HEADTEACHER

Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.

1. Vision and Values

Midhurst Primary School has a therapeutic approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. We promote pro-social behaviour and recognise that you cannot teach children to behave better, by making them feel worse. This therapeutic behaviour policy should be the plan for the majority of children. In addition to this, some children may require an individual therapeutic plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

2. Aims

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To ensure a positive environment for safe learners
- To reduce and eliminate exclusions

3. Promoting Pro-Social Behaviour

Pro-social behaviour relates to behaviour which is positive, helpful, and intended to promote social acceptance. It is behaviour which benefits other people or society.

Our Expectations of Pro-social Behaviour:

- Respect everyone
- Be honest
- Be trustworthy and polite
- Accept responsibility for your actions
- Be helpful and kind to others
- Work hard
- Listen to everyone
- Look after the school and its grounds

4. Responding to Pro-Social Behaviour

Recognition of good behaviour is essential to cultivate a pro-social culture. All pro-social behaviour should be acknowledged by all adults and recognised in the following ways:

- Specific positive named verbal feedback
- Positive body language (smiles/thumbs up)
- Adults being specific about what is good and in being proactive in finding reasons to praise children.
- Adults informing class teachers of pro-social behaviour at lunch and playtimes

5. Rewarding Pro-Social Behaviour

In order to promote pro social behaviour, we believe it is essential to reward the behaviour we encourage. All members of staff can award Reward Points. Please see the table below for our reward system:

Reward	Reason	Celebration
R1	Good choices with attitude and learning	
R2	Going above and beyond	
R3	Exceptionally good behaviour, attitude, work.	FAB Certificate handed out on Friday
R4	Child goes above and beyond Significant achievement outside of school	Hot chocolate Friday with Mr Jefferson
R5	Upgrade from R4 to R5 by Headteacher	Treat with the Vicar once a half term.

6. Examples and Consequences of Unsocial and Anti-social behaviour

Unsocial behaviour is behaviour that affects the individual. Antisocial behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment.

	Behaviour observed	Response	Educational or protective consequence
C1	Calling out Out of seat Off task behaviour (fiddling/making low level noise – tapping/banging noise/low level disruption) Refusal/Non-compliance Leaving the classroom	Praise other children who are demonstrating the required behaviour. Verbal reminder to whole class of expected behaviour. Quiet 1:1 reminder of expected behaviour and refocus on task. Consider if the work is set at the appropriate level. Is it too easy and they are finished? Is it too hard and	Positive phrasing: Come and sit next to me and I'll help you. Limited choice: Would you like to do this work in the classroom or outside? Would you like to take a break or complete it now? Disempowering the behaviour: You can choose to complete the work later. Consequence: We will check you understand the work before going out for break time.

		they don't know where to start?	
C2	Repeated C1 offences	Repeat strategies above	10 minute reset in designated area of classroom or partner class. 2-minute chat at breaktime/lunchtime. Warning if this continues it will become a C3.
C3	All anti-social behaviours as listed below: • Assault on another pupil (hitting/kicking/biting/scratching) • Throwing objects • Racism/Bullying/name calling • Defiance • Repeated C1 behaviours	Use scripts to de-escalate behaviour. Inform SLT and record on CPOMs. Inform parents at end of day in person or by telephone or email.	30-minute Restorative Lunch. Child will eat lunch in dinner hall first then go to the Snug for restorative activities with our trained ELSA 12:30-1:00.
C4	If a child receives 3 x C3 in a two-week period or refuses to attend restorative lunch.	Class teacher to contact parent and arrange a meeting to discuss behaviour.	Protective consequences such as individualised playtimes/work spaces.
C5	Serious acts of anti-social behaviour causing physical harm to another child or adult. Repeated incidences of racism, bullying or name calling of protected characteristics.	Fixed term exclusion	Restorative meeting on return to school with MJ.

7. De-escalating Anti-Social Behaviour

It is important to remember the following points when responding to anti-social behaviour:

- Use a calm tone of voice.
- Treat the young person with respect – remember they will be hurting too.
- Do not cause embarrassment or humiliation to the young person.
- Class teachers and classroom assistants should deal with incidents of anti-social behaviour in the first instance. If a change of face is required, class teachers may call on any other adult who has a good relationship with the young person.
- Senior Leadership Team must be informed of all incidents of anti-social behaviour.

Using the following scripts, can help deescalate anti-social behaviours:

Behaviour observed	Positive Phrasing	Limited Choice	Disempowering the behaviour/ De-escalation	Educational or protective consequence
Assault on a pupil (hitting/kicking/biting/scratching)	'Your actions have hurt me/child's name. Use your words and I will listen'. 'I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling to have. Walk with me and we can talk about it.'	'We can walk to X or you can go to Sensory Circuits/Snug.' (Give take up time then repeat) If child refuses, then try change of face – new adult repeats script.	'When you're calm, I am here to listen.' (Give take up time and repeat).	In class time: Removal from class to an adjacent class for a period of self-reflection. Can return when regulated. At playtime: Loss of the next breaktime as a protective consequence for the targeted pupil and for time to discuss a more appropriate way of dealing with the problem. Restorative conversation. Inform SLT. Phone call to parents. Record incident on CPOMS.
Consistent disruptive and/or disrupting others' learning by shouting, banging, making noises	'Your actions are disrupting the class. Use your words and I will listen'. 'I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling. Walk with me.'	'We can walk to X or you can go to Sensory Circuits/Snug.' (Give take up time then repeat) (If child refuses, then try change of face – new adult repeats script.)	'When you're calm, I am here to listen'. Then give time and space until they are ready.	Restorative conversation: 'Your actions caused other children to miss out on their learning and that is unacceptable'. Removal from class to an adjacent class or outside for the rest of the lesson/ following lesson as a protective consequence to the targeted pupil and for reflection time. Inform SLT. Phone call to parents. Record incident on CPOMS.
Vandalising another person's property.	'Your actions are disrupting the class.'	'We can walk to X	When you're	Restorative conversation

	Use your words and I will listen'. I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling. Walk with me.	or you can go to Sensory Circuits/Snug.' (Give take up time then repeat) (If child refuses, then try change of face – new adult repeats script.)	calm, I am here to listen. Then give time and space until they are ready.	Assisting with repairs or planning repairs. Inform SLT. Phone call to parents. Record incident on CPOMS.
Defiance	'Come and sit next to me and I'll help you.' 'I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling. Let's take a break.'	'Would you like to do this work in the classroom or outside?' 'Would you like to take a break or complete it now?' (Give take up time then repeat) (If child refuses, then try change of face – new adult repeats script.)	'You can choose to complete the work later'. Then give time and space until they are ready.	Restorative conversation We will check you understand the story before going out for break time. Inform SLT. Phone call to parents. Record incident on CPOMS.

Swearing Name calling Racism Bullying	'Your actions have hurt me/child's name. I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling. Let's take a break – walk with me'.	'We can walk to X or you can go to Sensory Circuits/Snug.' (Give take up time then repeat) (If child refuses, then try change of face – new adult repeats script.)	'When you're calm, I am here to listen.' Then give time and space until they are ready.	Restorative conversation: 'Your words have hurt X and it is unacceptable to make anyone feel that way.' Social story around bullying/racism/homophobic language as appropriate. Inform SLT. Phone call to parents. Record incident on CPOMS.
Leaving the room without permission	'It's great that you recognise that you need some time to yourself.'	'Come back into the room when you are ready and we can talk here or with who would you like to talk to, me or?' (repeat)	'When you are ready to come back to class, I will listen'.	Educational opportunities – identify early warning signs for needing to leave. Creation of a 'safe space' in the classroom if staying in class is difficult Inform SLT. Phone call to parents. Record incident on CPOMS.
Throwing objects	'I wonder if you're feeling frustrated, agitated, upset. Walk with me'. Walk to field/sensory circuits etc	You can't stay in this room. You can either go to X or Y? Change of face – different person takes over and repeats script.	Remove rest of class from area until the child has left the room	Tidying up thrown objects or assisting with repairs. Inform SLT. Phone call to parents. Record incident on CPOMS.

Refusing to leave a room when asked	I wonder if you're feeling frustrated, agitated, upset. Walk with me. Walk to field/sensory circuits etc	You can't stay in this room. You can either go to X or Y? Change of face – different person takes over and repeats script.	Remove rest of class from area until the child has left the room	Inform SLT. Phone call to parents. Record incident on CPOMS.
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Following an episode of anti-social behaviour, a child must be given time and space to regulate, relate, reason and repair. A child must not be asked to complete any work or to think until they are fully calm (at least 15 minutes). Asking them to do this before they are ready, could result in another explosive outburst.

REGULATE (teaches pupil how to shift state)	Consider that the child may be in a negative stress state such as: fight, flight or freeze Offer regulation activities: distraction/fidget toys/job or errand/heavy lifting Offer Sensory Circuits or snug
RELATE (teaches pupil relationship building)	Warm, friendly expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language
REASON (teaches pupil)	Reduce words Use dual coding Drop the subject into a play situation or relate to own feelings and experiences
REPAIR (teaches pupil how to shift state)	Fix it together – clear it up/mend it/give time back Random acts of kindness – think of something that will make the child feel better Avoid making a child say 'sorry', could ask them to check someone if okay. Do something together to reduce the shame.

When an anti-social behaviour has occurred, the class teacher must record the incident on CPOMS and parents/carers must be informed on the same day where possible either in person or by phone.

8. Consequences – protective and educational

When antisocial behaviour does take place, a consequence is needed. This can take place in two forms:

Educational – where time is spent talking to the child, about the impact their behaviour has had on others and what could be done differently next time. This needs to be a calm, honest discussion away from any heightened anxiety or emotions. Staff may decide to use activities

such as Lego, sensory circuits or dual coding in an environment where the child is calm and happy to talk.

Protective – where a child is removed from a situation to protect themselves and/or others from harm or high anxiety. This may be through a timeout environment and/or a go to person where they feel safe. It may be a removal from the playground and replaced with time inside away from identified dangers/conflict. It is not a punishment, but alternative provision where a child feels safe and reduces any high anxiety levels. This type of consequence will allow time for staff to re-visit plans and/or arrangements necessary to keep everyone safe.

9. **Physical Contact, Reasonable Force and Restrictive Interventions**

All pupils have a right to be treated with dignity and respect. Corporal punishment is unlawful in all schools. Staff and volunteers must never use force, restraint or any other restrictive intervention as a punishment. The use of sarcasm, demeaning or insensitive comments, aggressive shouting, intimidation or any form of degrading treatment is unacceptable.

There are occasions when reasonable physical contact with pupils is appropriate, for example to provide comfort, administer first aid, guide a pupil, support participation in learning activities or ensure a pupil's safety. Any physical contact must be appropriate to the age, understanding and individual needs of the pupil and must never be secretive, unnecessary or open to misinterpretation.

In accordance with legislation and Department for Education guidance, members of staff may use reasonable force or other restrictive interventions when it is necessary, proportionate and lawful to:

- prevent a pupil from injuring themselves or others;
- prevent serious damage to property;
- prevent the commission of a criminal offence;
- maintain safe and orderly learning environments where behaviour presents a risk to good order and discipline; or
- prevent behaviour that is likely to cause significant disruption or place others at risk.

Staff should, wherever practicable, seek to prevent escalation through positive behaviour support, de-escalation strategies and reasonable adjustments. Particular consideration should be given to pupils with SEND, medical needs or other vulnerabilities.

Any use of force must be the minimum necessary, proportionate to the circumstances and applied for the shortest possible time. Staff are not expected to place themselves at risk of injury.

Significant incidents involving the use of reasonable force or restrictive interventions will be recorded and reported in accordance with the school's Behaviour Policy, Safeguarding Policy and statutory guidance. The school maintains a separate Restrictive Interventions/Positive Handling section within the Behaviour Policy, which should be read alongside this Code of Conduct.

All schools must have appropriately trained first aiders or appointed persons. Staff should receive appropriate training before administering first aid or medication except in an emergency situation.

10. Suspensions and Exclusions

The headteacher has the responsibility for giving fixed term exclusions (FTEs) to individual children for serious acts of anti-social behaviour. Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The headteacher may exclude a pupil permanently.

11. Roles and Responsibilities

All school staff will:

analyse behaviour rather than moralise about it

- look for the root causes of the behaviour (all behaviour is a communication)
- model therapeutic practices with all children, adults in school and parents or visitors from outside
- use universal scripts to be outcome and resolution focused rather than emotive
- Build trusting relationships with all pupils centred on mutual respect
- Listen patiently and openly to both sides of every story
- Display sensitivity and care
- Apply the behaviour policy consistently and fairly
- Encourage children to make choices and take responsibility
- Treat all pupils with kindness and respect

The Headteacher will:

- To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- Keep a record of all reported incidents.

The SENDCo will:

- Listen to the child
- Listen and support teachers by providing advice and suggested strategies to manage behaviour
- Liaise with external agencies such as the Learning and Behaviour Advisory Team (LBAT)
- Meet with parents if behaviour is becoming a concern
- Write individual Therapeutic Behaviour Plans in consultation with the class teacher, child and parents.



Midhurst C of E
Primary School
LIFE IN ALL ITS FULLNESS

POSITIVE CHOICES
House Points

R5

VICAR'S AWARD
10 House Points

R4

**HEADTEACHER'S AWARD -
HOT CHOCOLATE FRIDAY**
5 House Points

R3

FAB CERTIFICATE
3 House Points

R2

GOING ABOVE AND BEYOND
2 House Points

R1

GOOD CHOICES WITH ATTITUDE AND LEARNING
1 House Point

C1

UNSOCIAL BEHAVIOUR - talk with teacher

C2

**REPEATED UNSOCIAL BEHAVIOUR -
10 minutes restorative in class or lunch time**

C3

**ANTI-SOCIAL BEHAVIOUR -
30 minute restorative at lunchtime**

C4

**3 ANTISOCIAL ACTS IN ONE WEEK -
Meeting with parents and teacher**

C5

**SERIOUS ACTS OF ANTI-
SOCIAL BEHAVIOUR**

**NEGATIVE
CHOICES**
Behaviour Points