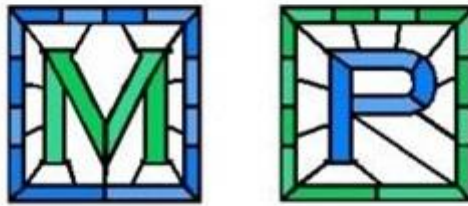


Monkfield Park



**Primary School and
Care & Learning Centre**

Behaviour Policy

Including Cambridgeshire Therapeutic

Thinking

Autumn 2025

Aims & Vision:

Through the therapeutic approach, we help our children to develop the ability to take responsibility for their own actions, to regulate their emotions and to see the links between their own behaviour and the consequences of their actions. The Monkfield Way is key to promoting prosocial behaviours and provides a clear template for conversations. Where inappropriate behaviours occur, we have a clearly staged response.

The values of the Monkfield Way underpin this behaviour policy:

- We look after ourselves, each other and the environment
- We love learning together
- We try our best in everything we do
- We are confident and responsible people
- We are tolerant and respectful of others.

These expectations will be made explicit in the following ways:

- At the beginning of each term by the class teacher
- Through assemblies
- On display throughout the school and in the classrooms
- Through all interactions between adults and children
- In the prospectus for all families
- Through PSHE lessons
- On the website.

This policy is based on the current thinking and research of the Cambridgeshire Therapeutic Thinking (CTT) Approach to policy and behaviour management.

Equality & Inclusion Statement:

We will ensure that our practices and procedures are adapted to suit children and families with all protected characteristics. This will involve adapting practices to be appropriate for children with different cultures and educational, physical or emotional needs. Such adaptations will be made on a case by case basis in consultation with families and external agencies where necessary, and in the interests of the safety and wellbeing of all children.

Praise & Rewards:

At Monkfield Park, we celebrate all children through:

- Praise and positive feedback from all adults and peers
- Direct praise (e.g. 'Great listening Bob')
- Indirect praise (e.g. 'Mrs White, have you seen how well Bob is doing today?')
- Stickers, as appropriate
- Rewarding individuals with dojo points for following The Monkfield Way
- Rewarding individuals for good work and effort with Merits. These are collated and certificates are awarded in assembly (bronze – platinum)
- Sharing good work with other classes, teachers, Deputy Head teachers or Head teacher
- Giving positive feedback to parents/carers at the end of the day, or through an email, phone or Class Dojo.

Prosocial Behaviour (e.g. The Monkfield Way):

Prosocial behaviour is behaviour which is positive, caring, helpful and values social acceptance. We believe that prosocial behaviour needs to be taught, modelled and greatly valued.

How will children learn prosocial behaviours?:

- Positive relationships with adults and peers
- Positive role models
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Empathy and forgiveness
- Providing children with the emotional language to discuss their feelings.

How will staff promote prosocial behaviours?:

- Focus on the positive
- Be proactive when dealing with behaviour

- Explore and acknowledge children's feelings
- Monitor children's interactions and model where needed
- Value pupil voice and guide a solution based approach through restorative questions
- Position themselves to ensure the safety of all children when outside

How will the classroom provision promote prosocial behaviours for all learners?

- Classroom layout and organisation
- Adapting teaching styles to meet learning needs
- Use of differentiated resources and scaffolds
- Seating plans.

Supporting all learners to display prosocial behaviour:

Children need to be explicitly taught the behaviours that are expected and valued in school.

Our school uses the Cambridgeshire Primary Development Programme. The Behaviour Curriculum document linked below identifies the points in the units of work where valued behaviours are proactively taught as part of a spiral curriculum.

It illustrates the progressions of skills taught in our universal PSHE provision and assesses where a child might access further support from the curriculum, depending on their need.

<..\..\CTT\Behaviour Curriculum 2025.pdf>

Some children will require reasonable adjustments to enable them to maintain prosocial behaviour. These will be based on the needs of the children but may include:

- Arriving in class prior to the other children to have a quieter environment to enter
- Being met and greeted on arrival by a member of staff
- Sitting in a specific space of their own or in a different way
- Brain breaks
- Time to talk 1:1 with staff.

Inappropriate behaviour:

Inappropriate behaviour is behaviour that is a communication of heightened feelings and so requires differentiation or support.

Dangerous behaviour:

Dangerous behaviour is behaviour that is difficult or causes harm to an individual, a group, the community or the environment. In some circumstances, physical intervention may be necessary and staff training will be sought from Cambridgeshire Therapeutic Thinking trainers.

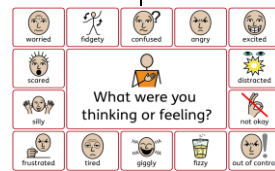
Therapeutic Thinking Staged Approach (IN & AROUND SCHOOL)

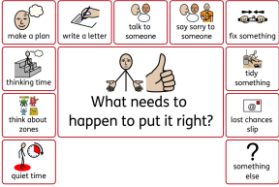
*At the start of each session ensure that ordinarily available provision is in place to ensure that ALL children can access the learning at a level that is suitable for them.

*Work spaces should be clear or clutter to avoid distraction and disruption.

*In all cases of behaviour, the child's chronological and development age should be considered should be taken into account.

Stage	What this behaviour may look like	Supportive strategies to consider	Key questions	Member of Staff Responsible	Reporting and Recording
1	Fidgeting Talking instead of listening Calling out Answering back Walking around the room Refusing to participate Work refusal	Reminders and redirection: <ul style="list-style-type: none"> - Proximity praise – praising chn near to the child for pro-social behaviour which encourages the child to copy the behaviour. E.g. <i>'Thank you for showing me that you are listening, I can see that you are ready for learning.'</i> Use dojos. - Quiet, non-verbal reminders or signals e.g. finger to the lips to signal non-talking time. Ensure chn understand the meaning. - Quiet verbal reminders using positive phrasing e.g. <i>'Great sitting, thank you.'</i> - Quiet verbal reminder of rule or routine e.g. <i>'Remember our rule for the safe carrying of scissors, thank you.'</i> - Quiet verbal reminder of a recent example of their pro-social behaviour e.g. <i>'Remember you sat quietly in story time yesterday.'</i> - Moving child to sit closer to an adult or an adult moving to sit closer to the child. - If appropriate, offer a fidget toy or movement breaks. 	<i>What can we do to make things better?</i> <i>What can we do to make things safer?</i> <i>How can I help you?</i> <i>Is there something that</i>	Member of staff who notices the behaviour	Monitor by class teacher and teaching assistants If information needs to be fed back to the class teacher (by a cover or supply teacher) this should be by an email at the end of the day or in

	<p>Not following adult instructions</p> <p>Running inside</p>	<ul style="list-style-type: none"> - An adult engaging with the child about the current activity / piece of work and identifying positive features e.g. <i>'Let's look at what you've done so far.'</i> - Clarification of task e.g. talking through the steps to success and scaffolds available. - Further adaption of task and agreed expectations. e.g. chunking work or reducing amount to be completed, providing further scaffolds/physical resources, use of a timer. - <p>IF BEHAVIOUR CONTINUES, REFER TO STAGE 2</p>	<p><i>you're finding tricky?</i></p>		<p>person at the start of the following day (if possible).</p>
2	<p>Continued connection seeking behaviours as described in stage 1</p>	<ul style="list-style-type: none"> - Continue with stage 1 approaches. - Use of Calm Boxes resources with 3 or 5 minute timer. - Restorative discussion with teacher or teaching assistant using restorative question prompts and therapeutic visual aids (lanyard prompt cards). - Use of reduced language and choices. E.g. <i>Do you want to work here and there?</i> <p>IF BEHAVIOUR CONTINUES, REFER TO STAGE 3</p>		<p>Class teacher and teaching assistants.</p>	<p>Monitor by class teacher and teaching assistants.</p> <p>If information needs to be fed back to the class teacher (by a cover or supply teacher) this should be by an email at the end of the day or in person at the start of</p>


					the following day (if possible).
3	<p>Persistent disruption</p> <p>Leaving the classroom</p> <p>Inappropriate language/swearing</p>	<p>For persistent inappropriate behaviour across the day/week:</p> <ul style="list-style-type: none"> - Have a restorative conversation with the child looking at the patterns of behaviour across the day/week using lanyard prompt cards. E.g. during assembly time or at the start of lunchtime. Depending on the time of day, it may be appropriate to acknowledge the behaviour and agree to have a restorative conversation at the start of the following day. - Depending on the behaviour displayed, a consequence (protective and or educational) will be agreed with the child. Ensure the agreed consequence links directly to the displayed behaviour. E.g. a child should not miss swimming for talking repeatedly in class. - PROTECTIVE CONSEQUENCES e.g. increase staff ratios (increase supervision of an identified child/children), escorted in social situations e.g. transition times, differentiated teaching space, limiting access to activity or area of the school. - EDUCATIONAL CONSEQUENCES e.g. modelling of activities where the behaviour has occurred, restorative actions (What needs to happen to put it right? visual prompt), whole class/small group activities on specific topics, educational opportunities e.g. research into the rules of football, reflection time, de-escalation strategies specific to the individual child. - Remember to praise and reward if pro-social behaviours are displayed. 		Class teacher	<p>Conversation with parents either in person or phone call.</p> <p>Log of concern to be submitted by Class teacher on My Concern with pupil view and identified actions detailed.</p>

		<ul style="list-style-type: none"> - Work that has not been completed in the session to be sent home (communicate with parents beforehand) and returned the following day. If work is not completed at home, child will complete the work during an agreed lunchtime with HT/DHT. 			
4		<p>Where Stage 3 supportive strategies have not changed inappropriate behaviour:</p> <ul style="list-style-type: none"> - Arrange a meeting with class teacher, SLT and parent / carer. - Refer to Therapeutic thinking flow chart and tools. - Risk Management Plan if behaviour displayed is persistent / dangerous. - Set review date at meeting to discuss progress made. 		<p>Class teacher</p> <p>HT/DHT/SLT</p>	<p>Meet with parents</p> <p>Log of concern to be submitted by SLT on My Concern with pupil view and identified actions detailed.</p>

***Dangerous behaviour that puts anyone (including themselves) at immediate risk of physical harm should be referred to HT/DHT/SLT member in charge on day.**

Therapeutic Thinking Staged Approach (BREAKTIMES AND LUNCHTIMES)

At the start of each session ensure that ordinarily available provision is in place to ensure that ALL children can access the play environment and interact with one another safely.

Stage	What this behaviour may look like	Supportive strategies to consider	Key questions	Member of Staff Responsible	Reporting and Recording
1	Shouting in the dinner hall Running in the corridors Using unkind words towards others Behaviour that irritates other E.g. interrupting someone else's game Pushing in the lunch hall line Kicking footballs away	Reminders and redirection: <ul style="list-style-type: none"> - Quiet verbal reminders using positive phrasing e.g. 'Great table manners. Thank you.' 'Great sharing of the play equipment. Thank you.' - Quiet verbal reminder of rule or routine e.g. 'Remember, we walk in the corridor to keep ourselves safe.' 'Thank you for using your indoor voices in the hall.' - Adult to engage with activity and model the play. - Child to receive a formal reminder about how to use the play zone if they are not being safe. <p style="color: red;">IF BEHAVIOUR CONTINUES, REFER TO STAGE 2</p>	<i>What can we do to make things better?</i> <i>What can we do to make things safer?</i> <i>How can I help you?</i> <i>Is there something that you're finding tricky?</i> <i>Is there something specific that's worrying you?</i>	Member of staff who notices the behaviour	Lunchtime staff to directly report back to class teachers (who will be at their classroom doors) at the end of lunchtime
2	Disrupting others play Throwing or hiding play items Rough play Using inappropriate language/swearing	<ul style="list-style-type: none"> - If the behaviour is observed again during the same lunchtime, child will be asked to have a 5 minute timeout at the side of the zone. - PROTECTIVE CONSEQUENCE- If after the 5 minutes, the child is still dysregulated, direct them to use the outdoor classroom, where they can access Calm Box resources and/or mindfulness activities. - Restorative discussion with member of staff who noticed the behaviour using the question prompts and therapeutic 	<i>How are you feeling?</i> <i>Sharing how the behaviours are making you feel</i> 	Member of staff who notices the behaviour	Lunchtime staff to directly report back to class teachers (who will be at their classroom doors) at the end of lunchtime

	Damaging the natural environment/school property	<p>visual aids (lanyards). Ensure an explanation of why a behaviour is not appropriate is given</p> <ul style="list-style-type: none"> - Provide them with a safe space and remove the audience. <p>IF BEHAVIOUR CONTINUES, REFER TO STAGE 3</p>			
3	Stage 2 behaviours continue across the course of the lunchtime or week	<p>For persistent inappropriate behaviour across lunchtime/the week:</p> <ul style="list-style-type: none"> - OPAL co-ordinator to have a restorative conversation with the child looking at the patterns of behaviour from lunchtimes across the week using lanyard prompt cards. E.g. during assembly time or at the end of lunchtime. - PROTECTIVE CONSEQUENCES e.g. restricted access to particular zones for an agreed period of time, playing alongside an adult or as part of a small group with support from SLT or Team Leader. - EDUCATIONAL CONSEQUENCES e.g. supporting in a play zone to model the correct behaviour for younger children. - Remember to praise and reward if pro-social behaviours are displayed. E.g. <i>'I know I can trust you because...'</i> 		<p>OPAL co-ordinator a</p> <p>Class teacher</p> <p>SLT</p> <p>Team Leader</p>	<p>OPAL co-ordinator to have restorative conversation with child and to then feedback to class teacher</p> <p>Conversation with parents either in person or phone call</p> <p>Log of concern to be submitted by class teacher after speaking to parent on My Concern with pupil view and identified actions detailed</p>
4		<p>Where Stage 3 supportive strategies have not changed inappropriate behaviour:</p> <ul style="list-style-type: none"> - Arrange a meeting with class teacher, SLT and parent / carer. - Refer to Therapeutic thinking flow chart and tools. - Risk Management Plan if behaviour displayed is persistent / dangerous. - Set review date at meeting to discuss progress made. 		<p>Class teacher</p> <p>SLT</p>	<p>Meet with parents</p> <p>Log of concern to be submitted by SLT on My Concern with pupil view and identified actions detailed</p>

***Dangerous behaviour that puts anyone (including themselves) at immediate risk of physical harm should be referred to HT/DHT/SLT member in charge on day.**

Exclusion:

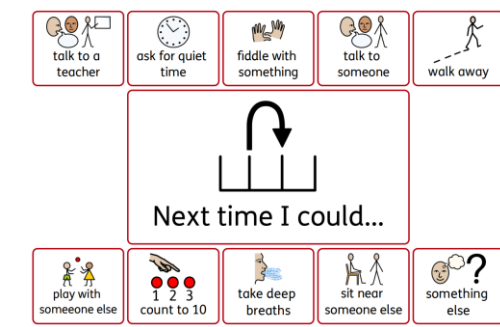
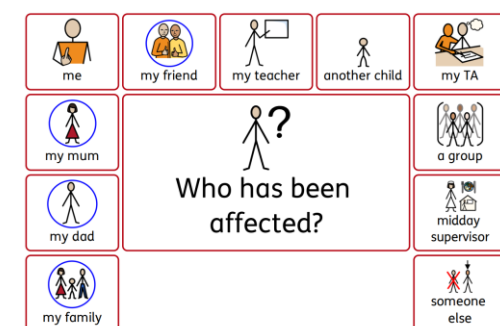
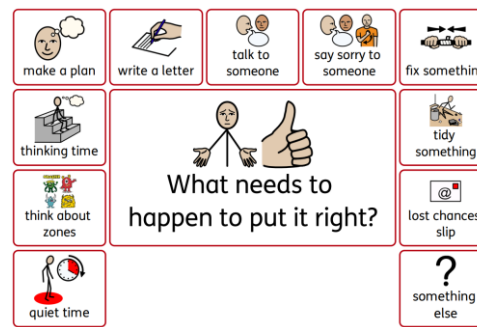
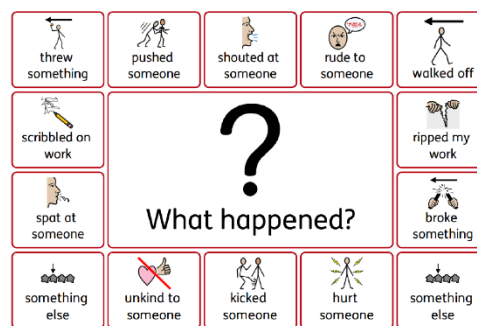
Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents/carers are informed of the decision and the reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school (refer to Exclusion Guidance).

Bullying:

Bullying is repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Incidents of bullying, or alleged bullying, will be dealt with according to the anti-bullying policy.

APPENDIX A: Restorative Questions and Visual Therapeutic Prompts

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? ...
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?



Appendix B: CTT Graduated Response



Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix C: Risk Management Plan

Name: XXXXXX		DOB: XXXXXX	Date: XXXX	Review Date
Photo Summary of SEND	Risk reduction measures and differentiated measures:			
	Trigger/ difficulties:	Risk reduction measures:		
		•		
		•		
		•		
		•		
		•		
		•		
Pro social behaviours:		Strategies to respond		
•		•		
Low anxious behaviours:		Strategies to respond		
•		•		
High anxious behaviours:		Strategies to respond		
•		•		
Crisis behaviours:		Strategies to respond		
•		•		
Post incident recovery and debrief measures				
•				

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....|

Appendix D: Behaviour Report

Behaviour Report

Name: _____

Date: _____

Behaviours 1 2 3 / 4 5 6 7 / 8 9 10 Never Sometimes Most of the time	Mon	Tues	Weds	Thurs	Fri
Is respectful to the teacher and other adults and complies with requests with only minimal reminders at all times.	am	am	am	am	am
	pm	pm	pm	pm	pm
Pays attention to the teacher's instructions during lessons and focuses on his work and set tasks.	am	am	am	am	am
	pm	pm	pm	pm	pm
Behaviours in class are socially appropriate and do not disrupt the learning of others.	am	am	am	am	am
	pm	pm	pm	pm	pm
Language used at all times is appropriate and respectful.	am	am	am	am	am
	pm	pm	pm	pm	pm
Behaviour at break and lunch times does not involve physical aggression, bullying or teasing.	am	am	am	am	am
	pm	pm	pm	pm	pm

Comments

Class teacher signature _____

Headteacher signature _____

Parent signature _____