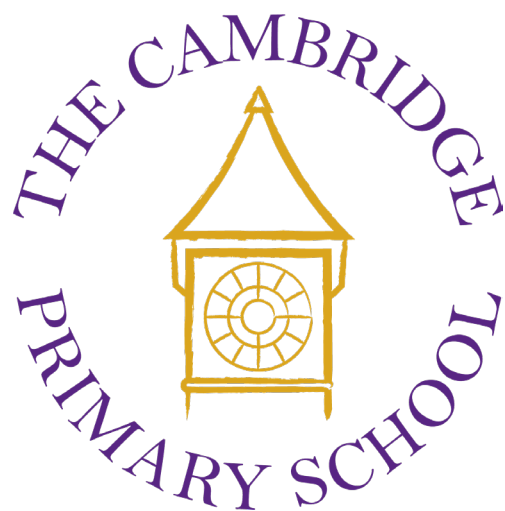




RELATIONSHIPS AND BEHAVIOUR POLICY

Date of Approval:	TBC
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Policy on a page

At The Cambridge, we show that we care. - *“Every interaction is an intervention” Dr. Karen Treisman*

We show that we care by embodying our values and upholding our expectations.

Value	Expectation
 Kindness	We look after each other
 Respect	We look after the world we live in
 Determination	We try our best
 Responsibility	We are here to grow and learn

Positive interactions are expectations for everyone within our school community. They are how we show that we care.

Our interactions are guided by PACE.

PACE	What this means at The Cambridge	
 Playfulness		We use warmth, humour and positive interactions to strengthen relationships and help children feel safe, connected and ready to learn.
 Acceptance		We accept the child whilst not necessarily accepting the behaviour. Every child is valued, supported and treated with dignity.
 Curiosity		We recognise that behaviour is communication. Through curiosity, we seek to understand what may be driving behaviour rather than rushing judgement.
 Empathy		We help children feel understood by recognising and acknowledging their feelings whilst maintaining clear expectations.

The Cambridge Response

The process gives staff clarity without using an “if this happens, then this is the consequence” approach.



PACE, by Dan Hughes, runs through every stage. The level of adult response may change depending on the situation, but the process remains the same.

Contents

Policy on a page.....	1
The Cambridge Response	1
1. Our shared commitment, values and expectations.....	3
Our Values and Expectations.....	3
2. PACE: how adults show care.....	4
3. The Cambridge Response	4
 Part 1: Developing Relationships	5
Positive interactions: what adults are expected to do	5
Adults show care by:.....	5
Positive recognition and House Points	5
 Part 2: Responding and Calming	6
Adults respond by:	6
Useful adult language	6
 Part 3: Repairing and Restoring	7
Restorative process	7
Natural, Logical and Protective Consequences.....	7
Consequences within a relational approach	7
 Part 4: Return to Belonging and Learning	8
4. Keeping everyone safe, connected and learning: serious incidents and significant harm	8
Physical intervention.....	8
Safeguarding and child-on-child abuse	9
Bullying, discrimination and harassment	9
Off-site and online behaviour	9
Mobile phones and personal devices	9
Searching, screening and confiscation.....	9
Regulation spaces and Internal Suspension	9
5. Suspension and permanent exclusion	9
6. Understanding Behaviour and Planning Support.....	9
Support-planning process	10
7. Working with parents and carers.....	10
How we work with parents and carers	10
8. Roles and responsibilities	10
Training and staff support	11
Recording and monitoring.....	11
9. Links with other policies.....	11
Appendix 1: Scripted Responses	12
Appendix 2: Natural, Logical and Protective Consequences	13
Appendix 3: Coordinated Response	14

1. Our shared commitment, values and expectations

At The Cambridge Primary School, everything we do is driven by a simple and powerful approach:

We show that we care.

Care is visible in the way we speak, listen, support, respond and repair. Positive relationships and interactions are the foundation of our approach. Adults build relationships, notice strengths, teach and model expectations, use PACE and create belonging every day. Most behaviour support happens through these everyday interactions, before a child needs help to regulate, reflect or repair.

Our approach is not built around punishment. It combines high expectations with relationships, emotional regulation, restorative practice and appropriate natural, logical and protective consequences.

The purpose of this policy is to establish a shared and consistent relational approach that helps us create a calm, safe, inclusive and ambitious school community. It provides a clear framework for supporting children to develop regulation, responsibility and positive relationships while protecting the safety, dignity, wellbeing and learning of everyone.

Through this policy, we aim to:

- ensure every child feels safe, valued, understood and ready to learn;
- make positive interactions an expectation for every adult;
- teach, model and uphold our values and expectations;
- provide staff with a clear and consistent framework for responding to behaviour;
- support children to regulate, reflect, repair harm and return to belonging and learning;
- understand behaviour in context and provide support or reasonable adjustments where needed;
- use natural, logical and protective consequences purposefully; and
- work in partnership with children, parents, carers and professionals.

In every interaction and every response, **we show that we care.**

This keeps all the important content but removes the repeated explanations of what the policy establishes and what kind of community it is intended to create.

Our Values and Expectations

At The Cambridge, our expectations help children understand what care looks like within our school and the community.

Value		Expectation	What this means in practice
Kindness		We look after each other	We notice others, help, include, speak kindly and repair relationships.
Respect		We look after the world we live in	We care for people, property, our school, our community and our environment.
Determination		We try our best	We keep going, accept help, learn from mistakes and approach challenge positively.
Responsibility		We are here to grow and learn	We take ownership, reflect, make safe choices and support learning.

Adults teach these expectations through modelling and positive recognition.

Children are expected, with teaching and reasonable support where needed, to:

- show kindness, respect, determination and responsibility
- follow reasonable instructions and established routines

- keep hands, feet, words and objects safe
- allow other children to learn and adults to work safely
- care for property, the school and the wider environment
- seek help and use taught regulation strategies
- when calm and supported, reflect, repair harm and return to belonging and learning

2. PACE: how adults show care

PACE (Dan Hughes) is the golden thread through our way of being. It is not a script or a behaviour system. It is the adult stance we use to guide interactions. It helps adults stay warm, calm and connected so that children feel safe enough to regulate, reflect and learn.

PACE	What this means at The Cambridge	
	Playfulness	We use warmth, humour and positive interactions to strengthen relationships and help children feel safe, connected and ready to learn.
	Acceptance	We accept the child whilst not necessarily accepting the behaviour. Every child is valued, supported and treated with dignity.
	Curiosity	We recognise that behaviour is communication. Through curiosity, we seek to understand what may be driving behaviour rather than rushing judgement.
	Empathy	We help children feel understood by recognising and acknowledging their feelings whilst maintaining clear expectations.

PACE does not remove boundaries. It helps adults hold boundaries with warmth, dignity and care.

3. The Cambridge Response



Part	How adults show care		Guiding question
	1. Develop Relationships	Greet, know and notice the child. Teach and rehearse expectations, routines, help-seeking and regulation. Plan environment, transitions, communication and reasonable adjustments.	<i>What will help this child feel safe, connected and ready to learn?</i>
	2. Respond and Calm	Regulate yourself; reduce words, demand, audience and stimulation. Protect people, learning and dignity; call for support when risk requires. Connect, name what you notice, offer a safe swap and allow take-up time.	<i>What is needed now for safety and regulation?</i>
	3. Repair and Restore	Wait until regulation allows reflection. Establish impact, listen, reteach and agree an achievable repair. Identify natural, logical, protective consequences, support and decisions separately.	<i>Who has been affected, and what needs putting right?</i>
	4. Return to Belonging and Learning	Reconnect without shame; restore the expectation. Agree a safe, achievable first step back. Review what needs to change and name who will follow up.	<i>How will this child and those affected return successfully?</i>



Part 1: Developing Relationships

Most behaviour support happens before difficulty occurs.

Positive behaviour begins with positive relationships. This means staff do not wait for something to go wrong before they act. Adults create the conditions for children to feel safe, connected and ready to learn through daily interactions.

Positive interactions: what adults are expected to do

All are expected to...	What this looks like
Greet children positively	Use names, warmth, eye contact where appropriate and a welcoming tone.
Notice and name positives	Be specific: "I noticed you kept going even when that was hard."
Show children they matter	Remember interests, check in, listen, follow up and repair after difficult moments.
Teach expectations	Model and practise what kindness, respect, determination and responsibility look like.
Use PACE	Stay warm, accepting, curious and empathic while holding clear expectations.
Reconnect after difficulty	Help children know they still belong and can move forward positively.

Positive interactions are a part of our adults' way of being. They are how we show that we care.

Adults show care by:

We do	What this looks like
Connect before correction	We notice, greet, check in and show children they matter.
Teach expectations clearly	We model, practise and revisit expectations regularly.
Use positive recognition	We notice and name the behaviour we want to see more of.
Create predictable routines	We make transitions, lessons and shared spaces feel clear and safe.
Use PACE	We remain warm, accepting, curious and empathic in everyday interactions.
Know the child	We consider strengths, needs, communication, SEND, sensory needs, family context and previous experiences.
Maintain high expectations and boundaries	We show children that we believe they can grow, repair and succeed.

Staff should ask: What does this child need from me to feel safe, connected and ready to learn?

Positive recognition and House Points

Positive recognition is part of how adults build belonging, confidence and motivation. At The Cambridge, House Points are used as a whole-school way to recognise children showing that they care. They help children see that their positive interactions and choices contribute to something bigger than themselves: their house, their class and the wider school community.

House Points are not used as bribes, public comparisons or transactional rewards. They do not replace relationships, encouragement or adult connection. They are used to notice and celebrate values in action, effort, progress and contribution.

House Points may recognise...	Examples linked to positive interactions
Kindness and care for others	including someone, helping a peer, using kind words, checking someone is okay, repairing after a difficult moment
Respectful interactions	listening carefully, using a calm voice, respecting personal space, caring for shared resources and the school environment
Determination and progress	keeping going, accepting help, trying a new strategy, making progress from an individual starting point
Responsibility and safe choices	asking for help appropriately, following a routine, taking ownership, making a safer choice after support

House Points may recognise...	Examples linked to positive interactions
Belonging and contribution	supporting a class routine, representing the house positively, celebrating others, contributing to a collective goal
Repair and reconnection	taking part in reflection, helping to put something right, returning positively to learning or play

Adults notice positive interactions frequently and specifically, so children understand what they have done well and how this helps the community.



Part 2: Responding and Calming

When a child is finding something difficult, adults focus first on connection and regulation.

We do not see behaviour in isolation. We recognise that behaviour is communication and that we have a role in understanding the need being communicated.

Adults respond by:

Step	Adult action
Pause	Regulate yourself first.
Keep everyone safe, connected and learning	Check what needs to happen so people, relationships and learning are protected.
Connect	Use warmth, calm body language and a steady voice.
Reduce	Reduce language, audience, demand or stimulation where helpful.
Wonder	Use curiosity to think about what the behaviour may be communicating.
Support regulation	Offer help, choice, space, movement, sensory support or adult co-regulation.
Reinforce expectations	Remind or reteach the expectation with warmth.
Return	Help the child return to learning, belonging and routine as soon as appropriate.

Useful adult language

Adults use calm, curious and empathic language to help children feel understood and supported. The aim is to reduce shame, lower emotional intensity and help the child feel safe enough to regulate. Further guidance and scripted examples can be found in the appendices.

Type of language	Examples
I notice...	"I notice you've moved away from the group." "I notice your voice has got louder." "I notice this feels tricky right now." "I notice you haven't started yet."
I wonder...	"I wonder if something has felt too much." "I wonder if you're feeling frustrated." "I wonder if you need a bit of help to get started." "I wonder if this didn't feel fair."
I imagine...	"I imagine that felt really hard." "I imagine you might be feeling cross about that." "I imagine it was difficult when the game changed." "I imagine you wanted someone to notice."
Reassurance and support	"I'm here to help." "We can sort this together." "Let's take a moment." "You're not in trouble for having a feeling." "When you're ready, we'll work out the next step."
Clear expectation with warmth	"I can see this is hard, and we still need to keep everyone safe." "I hear that you're upset, and I won't let you hurt anyone." "We can take a break, then we'll come back to the learning." "I'll help you fix this."

Staff ask: What does this child *need* right now? What does this situation require?



Part 3: Repairing and Restoring

Repair is part of learning.

When something has gone wrong, adults help children understand what happened, who was affected and what needs to happen next. PACE remains central during repair. Adults stay warm, accepting, curious and empathic while maintaining clear expectations.

Restorative process

Staff use restorative conversations, Reflection Boards (PBS) or adapted reflection tools where appropriate. Some children will need visuals, drawing, sentence stems, adult modelling or time before they can reflect.

Step	Restorative focus
What happened?	Help the child describe the situation.
What were you feeling?	Help the child recognise feelings and regulation.
Who was affected?	Help the child understand impact.
How can this be repaired?	Help the child repair harm or restore trust.
What will help next time?	Help the child plan for future success.

Natural, Logical and Protective Consequences

Consequences sit within Repairing and Restoring. They are not the starting point and they are not the end goal.

They are not a tariff. They are not about: if X happens, Y consequence follows

They help adults think about what is needed to repair, restore, protect and learn.

Type of consequence		Purpose	Staff question	Simple example
Natural consequence	The direct outcome of what happened, not created by an adult. Adults help the child notice impact without exaggeration or shame.	To help the child understand what happened as a result of their actions.	What happened as a result?	A child uses unkind words. Another child feels hurt and may need time before playing again.
Logical consequence	An adult-chosen response directly connected to the behaviour, designed to repair, reteach or restore accountability.	To help the child put things right, repair harm or relearn an expectation.	What needs to happen to put this right?	A child damages a resource. They help repair, tidy or replace it with adult support.
Protective consequence	A temporary protective measure that reduces foreseeable risk or protects access to learning, people or property. It is time-limited and reviewed.	To keep children, adults, relationships and learning safe while support is put in place.	What needs to change for now?	A child uses scissors unsafely. An adult supports or holds the scissors until the child is ready to use them safely.
Support / reasonable adjustment	Provision that improves access, communication, regulation or success. Support may increase after an incident.			

Any consequence should be:

- connected to what happened
- proportionate
- focused on learning to develop understanding and skill building
- focused on restoration

These examples are not automatic responses. Staff use professional judgement, PACE, knowledge of the child and the context.

Consequences within a relational approach

The school does not use a fixed tariff of sanctions. Adults consider what is needed to restore safety, dignity, relationships and learning.

Where appropriate, this may include:

- restorative conversation or Reflection Board
- supported apology, repair or reparation
- reteaching or practising an expectation
- parent/carer contact
- increased adult support
- supported play or supervised social time
- temporary change to grouping, seating, activity or environment
- time with a trusted adult to regulate and reflect
- use or review of an Individual Behaviour Plan
- involvement of SLT, SENCO, or external professionals
- suspension or permanent exclusion, only where this is lawful, reasonable, fair and proportionate

These consequences are not automatic. They are used to support accountability, safety, repair, restoration and successful return to belonging and learning.

Staff should ask: What needs to be repaired, restored, retaught or protected?



Part 4: Return to Belonging and Learning

The aim is always to help the child return successfully to belonging and learning.

Adults support this by:

- reconnecting with the child
- restoring relationships where needed
- making the next step clear and achievable
- helping the child rejoin the class, group or activity
- noticing the next positive step
- checking whether further support is needed
- reviewing patterns if difficulties continue

Every child remains an accepted member of our school community.

Staff should ask: How do we help this child move forward successfully?

4. Keeping everyone safe, connected and learning: serious incidents and significant harm

Most behaviour concerns are supported through positive relationships, predictable routines, PACE, regulation and repair. Sometimes adults may need to use a protective consequence so that everyone remains safe, connected and able to learn.

At The Cambridge, all feelings are accepted. Behaviour that harms, threatens or intimidates another person is not accepted. We continue to value and care for the child without accepting behaviour that causes harm. Incidents of aggression and serious breaches of the policy are taken seriously and reviewed by the Senior Leadership Team. All follow the Coordinated Response (Appendix 3).

A protective consequence is not a punishment. It is an action taken to protect safety, dignity, relationships or learning while adults support regulation, understanding and repair. Any protective consequence will remain consistent with our relational approach: adults respond calmly, protect those affected, support regulation, seek to understand, repair where possible and support return to belonging and learning.

Physical intervention

There may be occasions when physical intervention or reasonable force is needed as a last resort, where there is no safer alternative and action is necessary to prevent harm or serious risk. This must always be in line with the school's Physical Intervention Policy.

Physical intervention is never used as a punishment. Any use of physical intervention must be recorded and followed by debrief, repair and review. This includes support for the child, any children affected and the adults involved, so that everyone can return to safety, dignity and belonging wherever possible.

Where behaviour causes significant harm, creates serious risk, or forms part of a repeated pattern despite support, senior leaders may consider a more significant protective consequence or statutory response in line with safeguarding, SEND, equality and statutory guidance.

Safeguarding and child-on-child abuse

Any behaviour that may indicate abuse, exploitation, neglect, sexual violence or harassment, harmful sexual behaviour, criminal exploitation, radicalisation or another safeguarding concern is reported to the Designated Safeguarding Lead without delay and managed under the Safeguarding and Child Protection Policy. A behavioural, restorative or consequence response never replaces safeguarding action. Children who report harm are listened to, protected and not blamed.

Bullying, discrimination and harassment

Repeated targeted harm, power imbalance, prejudice-based or discriminatory behaviour is recorded, investigated and addressed under the Anti-Bullying and safeguarding procedures. Protective action for the affected child comes first. Restorative contact is used only when safe, appropriate and voluntary; staff do not mediate as though responsibility is automatically equal.

Off-site and online behaviour

The school may respond to conduct outside school, including online conduct and journeys to or from school, where statutory powers apply—for example where it affects safety, wellbeing, orderly running, another member of the community or the school's reputation. Safeguarding, police or other agencies are involved where required.

Mobile phones and personal devices

The school is mobile-phone-free throughout the school day, including breaks and school-led activities, in line with the school's arrangements. Devices are switched off and stored as directed. Exceptions require prior approval for medical need, SEND/reasonable adjustment, safeguarding or another exceptional circumstance. Misuse is addressed through confiscation and response procedures.

Searching, screening and confiscation

Only authorised staff search or confiscate items, following current DfE guidance and the school's procedures. Prohibited items include weapons, alcohol, illegal drugs, stolen items, tobacco/vapes, fireworks, pornographic images and items likely to be used to commit an offence or cause injury or damage. Safeguarding, dignity, SEND and parental communication are considered throughout.

Regulation spaces and Internal Suspension

A brief, supported regulation space is a de-escalation or adjustment and is distinct from Internal Suspension. Internal Suspension is a significant protective consequence and must only be used where necessary to protect safety, dignity or learning: it is supervised, time-limited, provides meaningful education, considers safeguarding and welfare, includes same-day parental communication, has a reintegration plan and is monitored. Children are never informally sent home.

5. Suspension and permanent exclusion

Suspension is a protective consequence and is considered where a proportionate formal response is required or safe education cannot otherwise be maintained; permanent exclusion is reserved for a serious breach or persistent breaches where allowing the child to remain would seriously harm the education or welfare of the child or others. Each decision is individual, lawful and evidence-based; SEND, safeguarding, contributing factors and support are considered. Parents/carers and the local authority are notified as required, education duties are met, and reintegration is planned. Informal or unofficial exclusion is never used.

Further information is provided in the Suspensions and Exclusion Policy.

6. Understanding Behaviour and Planning Support

Some children will need support that is additional to, or different from, our universal relational approach.

When patterns of behaviour continue, or when staff need help to understand what a child may be communicating, we follow a support-planning process. This is not a consequence pathway. It is a way of deepening our understanding of the child and planning support more consistently.

At The Cambridge, we do not escalate consequences; we escalate understanding, planning and support.

Support-planning process

Step	What happens
1. Notice patterns	Staff notice what is happening, when it happens, what helps and what may make things harder.
2. Book a MEM session	Staff use the Multi-Element Model to explore what behaviour may be communicating and what support is needed.
3. Create or update a plan	Where necessary, a child may have an Individual Behaviour Plan so adults know how to support them consistently.
4. Explore further if needed	If further thinking is needed, school may hold a Circle of Adults or Person Centred Planning meeting, which may involve the Educational Psychologist or other professionals.
5. Review and adapt	Plans are reviewed so support remains useful and responsive.

7. Working with parents and carers

Parents and carers are essential partners in helping children feel safe, understood and ready to learn. We aim to work with families early, honestly and respectfully, so that conversations are focused on shared understanding, practical support and hopeful next steps.

When behaviour is telling us that something is difficult for a child, we will seek to understand the child in context. This means listening to family knowledge, sharing school observations and agreeing what adults can do together to support belonging, regulation, repair and learning.

How we work with parents and carers

Approach	What this may look like
Everyday partnership	Positive communication, check-ins, listening to family views and sharing what is working as well as what is difficult.
Workshops and shared learning	Opportunities to explore our relational approach, PACE, regulation, restorative conversations, House Points and support strategies.
Solution-focused meetings	Meetings that ask: what is going well, what are we worried about, what is the behaviour communicating, and what are our shared next steps?
Person Centred Planning	A PCP meeting may be used to explore the child's strengths, best hopes, what is helping and hindering, and clear actions around the child.
Team Around the Family	Where helpful, school may work with the family and other professionals through a Team Around the Family approach so support is coordinated.
Formal meetings with a relational focus	Where a more formal meeting is needed, including after serious incidents or repeated concerns, the tone remains respectful, solution-focused and centred on support, safety, repair and return to learning.

8. Roles and responsibilities

Who	Core responsibility
Governing Body	Approves the policy and behaviour principles; assures statutory duties; monitors safety, equality, consequences, suspensions, exclusions and restrictive interventions; holds leaders to account.
Senior Leadership Team	Establish the culture; enable staff to implement the policy; remain visible and available; lead serious/persistent responses; support staff and children; monitor patterns and ensure fair, lawful decisions.
All adults	Build relationships, teach expectations, use PACE and the Cambridge Response, maintain boundaries, use scripts flexibly, seek help early, record and communicate as required, and take part in repair and review.
SENCO and DSL	The SENCO leads graduated SEND support and reasonable adjustments. The DSL leads safeguarding responses. Either role may join behaviour review where their statutory responsibilities apply.

Who	Core responsibility
Children	Show kindness, respect, determination and responsibility, follow the school expectations, follow reasonable instructions and established routines, allow other children to learn and adults to work safely, seek help and use taught regulation strategies, when calm and supported, take part in reflection, repair harm and return to learning
Parents and carers	Share relevant information, reinforce expectations, work with school on support and repair, raise concerns promptly and attend planning/review meetings when needed.

Training and staff support

All staff receive induction and refreshers on values, routines, PACE, scripts, consequences, safeguarding, SEND, restrictive interventions and recording. Training uses real scenarios and calibration so adults know the boundaries of their authority and when to seek help. Leaders provide coaching, debrief, reflective supervision and practical follow-through after serious incidents.

Recording and monitoring

Record serious or persistent incidents; bullying, discrimination and safeguarding concerns; injuries or significant damage; significant protective consequences or statutory responses; restrictive interventions; and any event required by an individual plan. Low-level moments are not logged routinely unless a pattern, plan or leadership direction requires it. Records are factual, proportionate and completed promptly. SLT reviews patterns, impact, recurrence, staff confidence, pupil/parent voice and implementation; findings inform training, environment and provision.

9. Links with other policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Equality Information and Objectives
- Staff Code of Conduct
- Attendance Policy
- Restrictive Physical Intervention Policy / Positive Handling guidance
- Suspension and Permanent Exclusion guidance
- Online Safety Policy

Appendix 1: Scripted Responses

Connect before redirect. **Swap the behaviour, not the need.**

We show that we care.



NOTICE > ACCEPT + EMPATHISE > WONDER / IMAGINE > REDIRECT > SWAP

Adult first: pause, soften face and voice, get alongside, use fewer words and allow take-up time.

Acceptance and Empathy stay visible; Playfulness is used only when it helps.

A FLEXIBLE STARTER: "I notice... I imagine... I wonder if... It is okay to feel... We still need to... You can... or... I will help."

Use only the parts needed. Offer a hypothesis, not a verdict, and let the child correct you.

EXAMPLE	CONNECT FIRST Notice Acceptance Empathy Curiosity	REDIRECT + SWAP Clear expectation Safer action Support
Starting work or shutting down	Notice: "I notice you have not started yet. Imagine: I imagine it might feel too much. Wonder: I wonder if you need some help to get started. Acceptance + empathy: It is okay to find work hard."	Expectation: "We are here to grow and learn. Swap: Start the first bit with me, or choose which question to begin with."
Seeking connection or calling out	Connect: "I see and hear you. Imagine: I imagine waiting feels hard. Acceptance + empathy: I cannot talk yet; I will be ready when I finish this sentence."	Swap: "Show me the wait card, write or draw it, or sit beside me. Follow through: Then I will listen."
Stopping or moving to the next activity	Notice: "I notice stopping is hard. Imagine: I imagine you wanted more time. Acceptance + empathy: It is okay to feel disappointed."	Expectation: "We are here to grow and learn. Now we are moving to [next activity]. Swap: Save it or take a photo, then choose: carry the timer or walk with me."
Refusing, avoiding or leaving	Notice: "I can see you do not want to join us. Wonder: I wonder if it feels too noisy or too hard. Acceptance + empathy: You are not in trouble for needing a pause."	Boundary: "It is not safe to leave without an adult. Swap: Use your break card or walk with me to the agreed space; then we will plan the return."
Sensory or emotional overload	Notice: "I notice your hands are over your ears and your breathing is fast. Imagine: I imagine this is too loud. Reassure: I am here with you."	Swap: "Use the headphones or quiet space. Point if words are hard. Return: We will return together when your body is more settled."
Hurtful language or swearing	Notice: "I hear how angry you are. Imagine: I imagine something feels unfair. Acceptance + empathy: It is okay to be angry."	Boundary: "We look after each other. It is not okay to use words that hurt. Swap: Say "I need space", show your card, or tell me "That felt unfair". I will listen."
Unsafe hands, objects or aggression	Empathy: "I can see this is too much. Acceptance + support: I am here. Safety: We look after each other. I will not let anyone be hurt."	Few words: "Hands down. Put it down. Step back. One known swap: Push the wall, squeeze the cushion, or come with me." Secure safety and call for support. Curiosity comes later.
Repair and return - when calm	Curiosity: "Help me understand what happened. Imagine: I imagine that was hard. Acceptance: You are still valued and you still belong here."	Repair: "Who has been affected? What needs repairing? Swap for next time: What could we try instead? I will help you return successfully."
SWAP IT, DON'T STOP IT: identify what the behaviour is trying to achieve or avoid, then teach a safe alternative that works. Do not remove the need for connection, movement, space, help or communication.		ADAPT THE SCRIPT: use visuals, gesture, sign, first/then, drawing and wait time. Do not demand eye contact or reflection while a child is dysregulated.

Appendix 2: Examples of Natural, Logical and Protective Consequences

Scenario	Natural consequence	Possible logical consequence	Possible protective consequence
Unkind words	Another child feels hurt or less safe.	Supported apology, kind action, restorative conversation.	Adult-supported interaction while trust is rebuilt.
Disrupting learning	Others may miss instructions; the child may miss learning.	Catch up on missed learning; practise routine.	Adult proximity, adapted seating, reduced demand or check-in.
Damaging property	Resource may be broken or unavailable.	Help fix, clean, remake, tidy or replace.	Supported access to resources for a period of time.
Hurting another child	The other child may feel hurt, worried or reluctant to play.	Restorative conversation, apology, repair action.	Supported play, changed activity or increased adult support.
Throwing objects	Others may feel unsafe; resources may be damaged.	Help tidy, check others are okay, practise asking for help.	Remove unsafe objects, offer safer alternatives, adult co-regulation.
Unsafe use of equipment	Someone could get hurt.	Reteach safe use and practise with adult support.	Adult holds or supervises equipment until ready.
Running away within school	Adults and children may feel worried; learning is missed.	Reflect when calm; agree a safe help signal or safe space.	Increased supervision, agreed route, co-regulation plan.
Refusal or shutdown	The child may miss learning or feel more stuck.	Return later with curiosity; break task down.	Reduced demand, quiet space, adapted task, trusted adult support.
Conflict in football/playground games	Others may not want to continue; trust is affected.	Restorative conversation, fair-play plan, practise rules.	Supported play, smaller group or temporary change of activity.
Discriminatory language	The person targeted may feel unsafe, hurt or excluded.	Educative follow-up, restorative work where appropriate, parent communication.	Immediate adult response, recording, SLT involvement, support for affected child.
Directed verbal abuse towards an adult	The adult may feel hurt, intimidated or undermined. Other children may feel unsettled.	Restorative conversation, repair of relationship, practise a safer way to communicate frustration.	SLT support, parent/carer contact, time with trusted adult, review of support if repeated.
Repeated serious disruption	Learning is repeatedly interrupted and the child may miss key learning.	Revisit expectations, practise routines, catch up on missed learning, agree support plan.	MEM session, adapted seating/grouping, increased adult support, Individual Behaviour Plan if needed.
Serious physical harm	The person harmed may feel unsafe, hurt or worried. Trust and belonging are affected.	Restorative work when appropriate, repair action, support for the person harmed.	Immediate separation, first aid, SLT involvement, parent/carer contact, risk review, consideration of a more significant protective consequence or statutory response.

This helps adults support consistency without creating a sanctions matrix.

Appendix 3: Coordinated Response

Use when current impact on safety or access to learning requires a coordinated response. The decision is based on impact and the coordination needed—not a category of child or behaviour.

We show that we care by protecting people, responding without shame, addressing impact and supporting safe return. Aggression, threats, intimidation and abusive behaviour towards any child or adult are always addressed.

 1. DEVELOP RELATIONSHIPS <i>Before incidents</i>	 2. RESPOND AND CALM <i>Immediate safety</i>	 3. REPAIR AND RESTORE <i>When regulation allows</i>	 4. RETURN TO BELONGING AND LEARNING <i>Safe re-entry</i>
Know strengths, plans, triggers, communication, sensory needs and regulation strategies. Teach and rehearse expectations, help-seeking, safe swaps and return routines. Build reliable positive contact; share essential information with relevant staff. Plan environment, staffing, transitions, access and foreseeable risk. Review agreed plans and protective arrangements at the stated date.	Regulate yourself; call for the agreed support and protect children and staff. Reduce words, audience, demand and stimulation; use the child's known plan. Provide first aid, medical or emergency help; involve the DSL where indicated. Use clear safety language and a known safe swap; curiosity comes later. Use restrictive intervention only when necessary and proportionate—least restrictive and shortest time, in line with current guidance; never as a consequence.	Support the person harmed and affected witnesses; check safeguarding and wellbeing. Inform SLT/DSL as relevant; establish facts fairly and hear the child/adult voice. Record the incident the same day and communicate with parents/carers as required. Record/report significant force and all seclusion/restraint under current statutory guidance. Identify natural impact, logical and protective consequences, and support/adjustment separately.	Wait until people are ready; do not force apology, mediation or face-to-face repair. Agree protection, a safe first step back and an achievable learning/play action. Reconnect, reteach the expectation and notice successful return. Review risk, provision and the existing MEM or IBP where relevant. Name the lead, communication action and review date; change the plan when it is not working.

NON-NEGOTIABLES	STAFF AND PUPIL SUPPORT	PERSISTENT PATTERN	CONSISTENCY AND DUTIES
Safety; appropriate support; SLT oversight; same-day record; required family communication; support for those affected; natural/logical/protective consequence decisions; safe return.	Relief from the situation; assistance with recording and communication; separate check-ins/debriefs; risk review, where necessary	SLT-led review of relationships, antecedents, SEND, safeguarding, provision, environment, risk and prior intervention. Change the plan rather than simply repeating an ineffective response.	Same motto, values, boundary, Cambridge Response, safety and recording duties and decision criteria. Outcomes remain individual, fair, evidence-informed and proportionate. Follow safeguarding and statutory reporting duties.