

WEATHERFIELD ACADEMY

To become the best person you can be.



Weatherfield Academy Behaviour Policy (Therapeutic Approach)

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1. Aims

At Weatherfield Academy, we believe that behaviour is a form of communication and that positive relationships, trust, and emotional safety are the foundation for learning. Our therapeutic approach seeks to replace detrimental behaviour with valued behaviour through planned, positive experiences and co-regulation.

This policy aims to:

- Promote a calm, safe, and nurturing environment where all pupils can thrive.
- Prioritise the emotional wellbeing of pupils and staff.
- Recognise that all behaviour is communication, driven by feelings and experiences.
- Support pupils in developing self-regulation and understanding of their behaviour.
- Ensure consistency, fairness, and empathy in all responses to behaviour.
- Reduce suspensions and exclusions through therapeutic and restorative practice.
- Protect the physical and emotional wellbeing of all members of our community.

2. Legislative Framework

This policy is based on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [2019 Guidance 'Reducing the Need for Restraint and Restrictive Interventions](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

3. Definitions

Valued Behaviour - Behaviour that provides a positive experience for self and others and aligns with the academy's values of respect, honesty, and kindness.

Detrimental Behaviour - Behaviour that leads to unhelpful feelings or negative experiences for self or others, inconsistent with our values.

Dangerous Behaviour - Behaviour likely to imminently result in harm to self or others, serious damage to property, or that could be considered criminal.

Therapeutic Approach - An approach that prioritises the feelings of everyone within the dynamic and seeks to understand, teach, and model valued behaviour through consistent, compassionate practice.

4. Roles and Responsibilities

Governing Board - Oversees the implementation and impact of this policy and ensures it reflects the academy's therapeutic ethos.

Headteacher - Ensures the school culture supports emotional wellbeing and safety, monitors data, provides staff training, and leads restorative practice.

All Staff - Teach, model, and reinforce valued behaviour; interpret behaviour as communication; maintain emotional availability; apply consistency; and record incidents on CPOMS.

Parents/Carers - Work in partnership with the academy, communicate relevant information, and celebrate progress.

Pupils - Learn and demonstrate valued behaviours, understand that mistakes are part of learning, and engage in restorative processes.

5. The Behaviour Curriculum

We explicitly teach and model valued behaviour through our curriculum, assemblies, PSHE, and daily interactions.

At Weatherfield, we want children to:

- Feel safe, comfortable, and heard.
- Show respect for others and the environment.
- Develop self-regulation and resilience.
- Express emotions appropriately.
- Celebrate their successes and those of others.

Valued behaviours include: listening, using kind words and actions, following instructions, taking responsibility, and moving calmly around the school.

6. Responding to Behaviour

All behaviour is communication. Adults respond by understanding need, regulating emotion, and restoring relationships.

Responding to Detrimental Behaviour:

- Restate expectations calmly
- Use non-verbal cues or proximity
- Offer limited, clear choices
- Recognise and praise positive change
- Apply educational consequences (reflection, re-teaching, social stories)
- Use protective consequences (e.g., time away, increased supervision) only when necessary

Responding to Dangerous Behaviour:

- Use reasonable force as a last resort by trained staff only
- Implement protective consequences to maintain safety
- Inform parents/carers on the same day
- Always follow with restorative and educational support

7. Restorative and Therapeutic Responses

Following incidents, pupils are supported to regulate before reflecting. Staff co-reflect with pupils to explore feelings, triggers, and alternative choices. Educational consequences are used to rebuild understanding and relationships, which may include apologies, reparation, or agreed next steps.

8. Supporting Pupils with SEND

Weatherfield recognises that pupils' behaviour may be influenced by their needs. Each child's EHCP will guide individual strategies. Staff consider sensory, communication, and emotional regulation needs before applying consequences. The SENDCo monitors data to ensure appropriate support.

9. Bullying, Discrimination, and Child-on-Child Abuse

All forms of bullying, discrimination, and child-on-child abuse are unacceptable and will be addressed therapeutically and protectively. Procedures for investigation, recording, and support are detailed in the Anti-Bullying and Safeguarding Policies.

10. Recording and Monitoring

Staff record significant incidents on CPOMS, including dangerous behaviour, bullying, and repeated detrimental behaviour. Behaviour data is reviewed by SLT to identify patterns, ensure fairness, and evaluate interventions.

11. Training and Development

All staff receive induction training in Weatherfield's Therapeutic Approach, annual refresher training, and Team Teach for selected staff. Reflective supervision supports emotional wellbeing and professional growth.

12. Links with Other Policies

This policy links to:

- Safeguarding and Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Suspension and Exclusion Policy
- Curriculum and Teaching & Learning Policy

13. Behaviour Principles

At Weatherfield Academy:

- Behaviour is communication.
- Adults must be emotionally available to pupils.
- Responses should be genuine, predictable, and lead to valued behaviour.
- All pupils are capable of growth when supported therapeutically.
- Our goal is understanding, connection, and positive change.