



Longmoor

Community Primary School

Together we grow, explore, discover.

Positive Relationships & Behaviour Policy

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Contents

Vision	5
Philosophy	5
Aims of our Positive Behaviour Policy	5
Key Components of our Behaviour Policy	6
Three rules	6
Five values.....	6
Differentiation	6
Whole-School Strategy	7
Children’s Roles and Responsibilities	7
Staff Roles and Responsibilities in Behaviour Management	8
Engagement with Parents and Carers.....	10
Senior Leadership Team	10
The Governing body.....	11
Environmental Consistency	11
Recognising Behaviour that Embodies our School Expectations.....	11
A Graduated Response*.....	11
Element of Pastoral Framework: Behaviour Incidents.....	13
Rewards	14
Consequences / Sanctions	14
Zero-Tolerance Approach to Bullying	16
Defining Bullying in Line with Our Values	16
Upholding Our School Rules to Prevent Bullying.....	16
Our Whole-School Approach to Preventing Bullying	16
Protecting and Supporting Vulnerable Pupils	17
Sexual Violence and Harassment between children.....	17
Understanding Sexual Harassment and Violence	17
Our Commitment to a Safe Environment.....	18
Reporting and Support Mechanisms	18
Procedures for Addressing Incidents	18
Collaborative Efforts	18
Continuous Improvement.....	18
Use of Social Media	19
Our Commitment:.....	19

Safeguarding Responsibilities	19
The Role of Parents/Carers in Supporting Safe Social Media Use	19
Confiscation of Inappropriate Items	20
Handling of Confiscated and Prohibited Items	20
Mobile phones	20
Sanctions for Behaviour Beyond the School Gates	21
When Can a School Sanction a Pupil for Behaviour Beyond the School Gates?	21
Online Behaviour and Social Media.....	21
What Sanctions Can Be Applied?	21
Safeguarding Considerations	22
Recording and Reporting	23
Suspension and Exclusion	24
Staff Training and Development.....	24
Policy Links.....	25
Legislative and Statutory Framework	25
1. Behaviour in Schools: Advice for Headteachers and School Staff (September 2022)	25
2. Suspension and Permanent Exclusion (September 2022).....	25
3. Searching, Screening, and Confiscation (July 2022).....	25
4. Keeping Children Safe in Education (KCSIE) (2024)	25
5. SEND Code of Practice (2015, updated 2020)	25
6. The Equality Act 2010: Advice for Schools.....	26
Application of this Policy	26
Appendix i: ABC Process: Addressing Behaviour Effectively	27
A – Antecedent (What happened before?)	27
B – Behaviour (What did the child do?)	27
C – Consequence / Education (What happens next?)	27
Key Reminders for Staff:.....	27
Appendix ii: Practical Strategy Guide for Implementing PACE in Behaviour Support	28
Playfulness	28
Acceptance.....	28
Curiosity	28
Empathy.....	29
Embedding PACE into Daily Practice.....	29
Appendix iii: UN Rights of the Child.....	30

Appendix iv: Sanctions & Consequences	31
Sanctions.....	31
Sanction Details	31
Notes for Application of Sanctions.....	32
Appendix v: Staff Quick Sheet	36
Purpose	36
1. Our Core Approach.....	36
2. Consistent Routines (What Ofsted Looks For)	36
3. Recognition (Creating a Positive Culture).....	36
4. Responding to Behaviour (In the Moment)	37
5. Graduated Response (Ofsted: Meeting Needs)	37
6. Use of Consequences.....	38
7. Restrictive Interventions (Critical)	38
8. Separation vs Seclusion (IMPORTANT)	39
9. Attendance & Behaviour (Ofsted Priority)	39
10. Safeguarding First.....	39
11. What Strong Practice Looks Like (Ofsted-Aligned).....	39
12. Key Reminder.....	40

Vision

This policy is written with a view to encompassing an Attachment Aware Approach that has a focused Trauma Informed approach to dealing with behaviour, allowing our children to grow, explore and discover together.

Philosophy

Longmoor Community Primary School strives to create a school family which is trauma informed. This trauma informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for children/young people to thrive, both academically and in relation to their wellbeing.

At Longmoor, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to use strategies to help them to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

Our Behaviour Policy reflects our values, our caring, nurturing and extremely positive ethos and those behaviour principles which are based on a strong emphasis of mutual respect and understanding. These principles are shared with and by pupils, staff and parents. Relationships are key to the strength of our Behaviour Policy, this is why our school ethos promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, mutual respect and value for all members of the school community.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Our Trauma informed behaviour approach does not mean we have lower expectations around conduct and behaviour. Structure, routine and expectations are vital to ensure all children feel safe. It is important for the educational environment to provide both nurture and structure to reinforce acceptable behaviours and reasonable boundaries. We have a set of rules and values that have been developed and agreed with the children. It is vital when managing behaviour that children recognise when their behaviour has fallen below expectations and to give them time to reflect on their choices, importantly giving them a key understanding of how they can change their behaviours in the future.

This policy, consistently and fairly applied, will underpin the high expectations of behaviour expected by all pupils at all times.

Aims of our Positive Behaviour Policy

The aims of this policy are:

To reinforce the school's three rules and five values

To encourage a calm, purposeful, nurturing and happy atmosphere within school that is conducive to learning.

To help our children develop into caring and thoughtful citizens who respect and value the feelings, opinions, beliefs, property and differences of others; by providing the children with a positive based

behaviour curriculum through explicit teaching but also through living out these values in our daily interactions.

To develop a positive and consistent approach to behaviour throughout the school with parental cooperation and all stakeholders playing a positive role

To make the children aware of how positive behaviour has a positive impact on themselves and those around them and offer challenge and education when behaviour is unacceptable

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and can use their own strategies when situations are more challenging

Key Components of our Behaviour Policy

Three rules

1. Be safe
2. Be ready
3. Be respectful

Five values

1. Determination
2. Respect
3. Integrity
4. Valour
5. Excellence

We believe by following these three rules all children will be able to have the opportunity to learn and grow in a positive environment that is safe and where all children are able to fulfil their potential.

Differentiation

We differentiate our behaviour policy as appropriate to meet the needs of all children/young people within our school community, in line with the Equality Act (2010). We are fluid in our responses to behaviour (positive and dysregulated) in order to meet the needs of each individual. It is imperative that we are bespoke in our use of diffusion, distraction and redirection strategies to support all within our school community

In place are a range of options and rewards to recognise, reinforce and to praise positive behaviour in addition to clear (and often bespoke / individualised) strategies to implement for those who require further support in positive decision making and self-regulation. We ensure, where appropriate, children have time to reflect on the situation. There are proportionate and fair responses, which may vary according to pupil age, and any special circumstances affecting the child. In certain circumstances, we will work with local agencies (SENISS, ADHD foundation, Behaviour Intervention Team, Educational Psychology or Together Trust) to assess the needs of pupils who display continuous dysregulation.

Where persistently dysregulated behaviour occurs or concerns regarding behaviour arise, staff work in close collaboration with the child, family, colleagues and in some cases, other professionals. With all behaviours staff use an ABC¹ approach to spot potential triggers or reasons for behaviour, allowing for a more informed understanding of how best to support the individual child in a timely manner. At Longmoor

¹ See Appendix 1

Community Primary School we will always consider whether misbehavior gives cause to suspect that a pupil is suffering, or likely to suffer, harm.

Where this may be a case as set out in part 1 of KCSIE, staff will closely follow and adhere to our Child Protection Policy and speak with the DSL (or a Deputy DSL). The appropriateness of pastoral support, an early intervention or referral to CASS (Children's Advice & Support Service) will be considered.

As part of our duties under the Equality Act 2010, the school will make reasonable adjustments for pupils with disabilities and special educational needs.

This means that behaviour expectations, responses and support strategies may be adapted to meet individual needs. Adjustments will be proactive and based on a clear understanding of each pupil's needs.

Staff will always consider whether behaviour may be linked to a pupil's SEND, communication needs or underlying difficulties, and respond accordingly.

Definitions

At Longmoor Community Primary School, we recognise the importance of a shared understanding of key terminology to ensure clarity and consistency across our school community.

Restrictive intervention refers to any action that prevents or restricts a pupil's movement, liberty or freedom to act independently. This may include physical, mechanical or environmental restriction.

Reasonable force is the term used to describe physical contact used to prevent pupils from harming themselves or others, damaging property, or causing serious disruption. Any use of force must always be necessary, proportionate and reasonable.

Restraint is a form of restrictive intervention which involves the use of physical force to limit a pupil's movement.

Seclusion is defined as preventing a pupil from leaving a space. Seclusion is not used as a disciplinary sanction within our school.

A significant incident is any incident where restrictive intervention has been used and must be formally recorded and reported.

Whole-School Strategy

We strongly believe that responding to the needs of children is not the responsibility of a few staff in school; it is everyone's responsibility. All members of staff are responsible for supporting the behaviour of children across the school- building relationships is everybody's business. All staff have been given support and access to training.

Smiling and greeting a child on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

Children's Roles and Responsibilities

At Longmoor Community Primary School, we believe that all pupils have a vital role in shaping a safe, respectful, and positive school environment. Pupils are expected to uphold our core values of Determination, Respect, Integrity, Valour, and Excellence (DRIVE) and follow our three key rules: Be Safe, Be Respectful, Be Ready.

By taking responsibility for their behaviour, both in-person and online, pupils contribute to a school community where everyone can learn, grow, and succeed.

1. General Expectations for All Pupils

Pupils are expected to:

- **Follow the School Rules** – Demonstrate safe, respectful, and ready behaviour at all times.
- **Show Respect to Others** – Be kind, listen actively, and embrace diversity.
- **Engage Positively in Learning** – Arrive prepared, participate fully, and support classmates.
- **Take Responsibility for Their Actions** – Reflect on behaviour choices and accept consequences.
- **Be an Active Part of the School Community** – Represent the school positively and be a role model.

2. Online Behaviour and Responsibilities

The same expectations for safety, respect, and responsibility apply online as in school. Pupils should:

- **Be Safe Online** – Protect personal information and report concerns.
- **Be Respectful Online** – Never engage in cyberbullying, harassment, or spreading harmful content.
- **Be Ready to Use Technology Responsibly** – Follow school rules for digital learning and think before posting or sharing online.

Any online misconduct, including cyberbullying or inappropriate content, will be addressed following the school's behaviour and safeguarding policies. Parents/carers and external agencies may be involved where necessary.

3. Pupil Leadership Roles

We encourage pupils to take on leadership roles that promote positive behaviour across the school.

ELFs (Early Years Friends)

- Role models for children in EYFS, demonstrating kind, safe, and respectful behaviour.
- Help younger pupils with routines and encourage positive social interactions.

Prefects

- Ensure high levels of conduct at transition times, such as moving between lessons.
- Set a positive example for younger pupils by modelling excellent behaviour.

Playground Buddies

- Support younger children in leading structured games at break and lunchtimes.
- Encourage inclusivity and teamwork to maintain a high standard of behaviour.

By embracing these responsibilities, pupils strengthen the school community, develop leadership skills, and contribute to a safe, welcoming learning environment for all.

Staff Roles and Responsibilities in Behaviour Management

At Longmoor Community Primary School, all staff play a crucial role in maintaining high standards of behaviour, fostering positive relationships, and creating a safe, respectful learning environment. This policy ensures a consistent, fair, and supportive approach to behaviour management, underpinned by our school values of Determination, Respect, Integrity, Valour, and Excellence (DRIVE).

1. Providing a Positive and Consistent Approach

- All staff will apply behaviour expectations consistently, ensuring fairness and clarity for all pupils.
- A proactive approach will be taken to prevent behaviour issues, using positive reinforcement and clear routines.
- Staff will collaborate to uphold a whole-school approach to behaviour, ensuring consistency across different settings.

2. Building Strong Relationships with Pupils and Families

- We will prioritise relationships with children, ensuring they feel safe, valued, and supported.

- Staff will work closely with parents and carers, keeping communication open to foster a shared approach to behaviour support.
- A culture of mutual respect and trust will be promoted, ensuring all children feel heard and understood.

3. Supporting Emotional Regulation and Social Development

- Staff will teach and reinforce emotional regulation strategies, helping children understand and manage their emotions.
- The PSHE and Safeguarding curriculum will be used effectively to develop pupils' skills in positive social interactions, empathy, and resilience.
- Additional targeted interventions and support will be provided for children who require extra help in regulating emotions and forming positive relationships.

4. Recognising and Rewarding Positive Behaviour

- Staff will actively notice, praise, and celebrate positive behaviour, reinforcing expectations.
- Whole-school initiatives, including certificates, house points, and verbal praise, will be used consistently.
- Where appropriate, individualised rewards will be used to motivate and encourage children who require additional behaviour support.

5. Modelling the Behaviour We Wish to See

- Staff will lead by example, consistently demonstrating respect, patience, and kindness in all interactions.
- Positive communication strategies, such as calm tones, active listening, and clear instructions, will be embedded in daily practice.
- All staff will show resilience and problem-solving skills, modelling how to handle challenges constructively.

6. Supporting Behaviour Repair and Growth

- Every child will be given the opportunity to repair and move forward following incidents of poor behaviour.
- Restorative conversations and reflection strategies will be used to help children learn from their mistakes and make better choices in the future.
- The focus will always be on supporting the child's growth, reinforcing that behaviour is changeable with the right guidance.

7. Embedding Emotion Coaching and PACE Principles

- Staff will use Emotion Coaching and PACE (Playfulness, Acceptance, Curiosity, Empathy) to support children in understanding and expressing their feelings in a safe way.
- These approaches will also be applied when working with parents/carers and colleagues, ensuring a shared commitment to emotional well-being.
- Staff will be trained in these principles to ensure consistency across the school.

Consistent and Fair Application of the Policy

All staff are responsible for upholding and applying this policy consistently and fairly at all times. By working together, we will ensure that every child understands behaviour expectations, feels supported in making positive choices, and thrives within a safe and respectful learning environment.

Engagement with Parents and Carers

At Longmoor Community Primary School, we recognise that a **strong partnership between school and home** is essential in promoting **positive behaviour and emotional well-being**. Parents and carers play a vital role in reinforcing the school's expectations and ensuring that children receive **consistent messages** about how to behave.

School Commitment:

- We will **work collaboratively** with parents and carers to support children in developing self-regulation, resilience, and respect for others.
- We will ensure **open and regular communication**, providing updates on behaviour and emotional well-being.
- If we have concerns about a child's behaviour or well-being, we will **contact parents/carers promptly** to work together on a positive resolution.

Parent/Carer Responsibilities:

- **Support the School's Behaviour Expectations** – Reinforce the school's values and rules at home, ensuring children understand the importance of being **Safe, Respectful, and Ready**.
- **Promote Positive Behaviour at Home** – Encourage kindness, patience, and self-regulation to help maintain a **consistent approach** between home and school.
- **Engage in Open Communication** – Respond promptly to school communications regarding behaviour and well-being, attending meetings when required.
- **Work in Partnership with the School** – Support strategies suggested by staff to help children improve their behaviour and well-being.
- **Model Respectful Interactions** – Engage positively with staff and reinforce respectful communication as an example for children.

By working together, we can ensure a **consistent, fair, and supportive approach** to behaviour that enables every child to thrive.

Senior Leadership Team

The school defines its Senior Leadership Team as the Headteacher, Assistant Headteachers and Phase Leaders, with SENCos complimenting the work of the SLT.

Senior members of staff will visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy, modelling positive behaviour management. The SLT (School Leadership Team) are highly visible, with leaders routinely engaging with pupils, parents / carers and staff – setting and maintaining the behaviour culture and an environment where everyone feels safe and fully supported.

SLT alongside all staff ensure that our school community understands our high expectations of behaviour and reinforce them through the positive handling of behaviour that allows children to learn how they would deal with situations in future. We teach our children to be respectful and to be kind to one another so as staff, we must lead by example. Should there be a repeat or pattern of dysregulated behaviour, parents may be contacted by SLT to seek their support and input, as the primary caregiver, to discuss ways forward and actions to support improvement.

We take a graduated response to behaviour and parents may be contacted by class teacher, phase leaders, Assistant Headteachers and the Headteacher. We endeavour to create cultures where pupils and staff flourish in safety and dignity.

The Governing body

The Governing Body, particularly the Behaviour & Attitudes Committee, will support Longmoor Community Primary School in the implementation of the policy. They will give advice, when appropriate, to the Head Teacher about disciplinary issues which will be taken into account when decision-making. The Governing Body will also review the effectiveness of the policy.

It is our belief that all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.

Environmental Consistency

At Longmoor, we recognise that consistency and routines help children and young people to feel safe.

We aim to ensure that:

All school staff have read the school's behaviour policy and feel confident in applying the policy

We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied our rules and values how it has or has not met our expectations

All school staff are aware of the strategies being used to support individual children/young people with additional needs

All school staff use the PACE² approach to support children/young people's emotional needs

Recognising Behaviour that Embodies our School Expectations

At Longmoor, we recognise behaviour that embodies our school expectations by providing specific verbal feedback or other rewards that recognise their positive behaviour.

A Graduated Response*:

In line with our Pastoral Framework, we apply a graduated response to behaviour:

1. Universal Offer
2. Emerging Need
3. Targeted Support and Intervention
4. Specialist Support and Intervention

Children have a wide range of individual needs which change over time. As such, children require a flexible approach within an overall structure of consistency.

Whilst we envisage that our 'Universal Offer' will be effective for the majority of children at Longmoor Community Primary School, it may become apparent that there is an emerging concern regarding some children, or there may be those who require targeted or specialist support in order for them to succeed.

A graduated response to behaviour allows staff to support children according to their current level of need.

Children/young people will be provided with support based on their level of need. Given that our school views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased. Decisions about the level of support required will always be made in consultation with the child or young person, their parents/carers and external professionals as appropriate

As part of 'Targeted Support' and 'Specialist Support' children are given an individual behaviour support plan, that supports them and allows the child to regulate their behaviours.

² Appendix ii

As part of this graduated response, we recognise that some pupils, particularly those with SEND or who have experienced trauma, may be more vulnerable to dysregulation. In these cases, staff will work closely with families and external professionals to identify triggers, implement preventative strategies and ensure reasonable adjustments are in place.

This approach ensures that barriers to learning and behaviour are identified early and reduced through appropriate support, in line with the SEND Code of Practice and the Equality Act 2010.

Element of Pastoral Framework: Behaviour Incidents

	Indicators	Actions	SPoC ³	Support & Oversight	Communicate to Parent/Carer	Recording
Universal Offer	Whole school strategies outlined in the main body of this policy are effective at ensuring that positive relationships are built with all, and the school's rules and values are followed consistently.	<ul style="list-style-type: none"> • PSHE / RSE Curriculum is embedded • Values assembly for Stars of the Week • Golden Tickets • WOW Cards • Soft Start 	Class Teacher	Phase Leader		
Emerging Concern	<p>Low-level unacceptable behaviour, i.e. behaviour which may disrupt the education of the perpetrator and / or other pupils is happening with increased frequency.</p> <p>An isolated incident of moderate-level unacceptable behaviour, i.e. behaviour which leads to a health & safety issue; e.g. hurting somebody without intent but as a result of doing the wrong thing. There has been a level of disrespect shown either intentionally or unintentionally.</p>	<ul style="list-style-type: none"> • Reminder of expectations • Restorative conversation • Classroom-based sanction / playground-based sanction • Reflection time • Monitoring and support 	Phase Leader	B&A AHT	YES: Phone Call or in person Conversation	CPOMS
Targeted Support	<p>More than one moderate-level unacceptable behaviour, i.e. behaviour which leads to a health & safety issue; e.g. hurting somebody without intent but as a result of doing the wrong thing.</p> <p>An incident of 'seriously unacceptable behaviour', which is deliberate which may cause harm to oneself or others, damage the reputation of the school within the wider community, and / or any illegal behaviour.</p>	<ul style="list-style-type: none"> • Formal intervention meeting held with parents and AHT • Restorative and reparative work • (Significant) Loss of privileges • Increased parental involvement • Behaviour support plan (if needed) / Targeted intervention • Immediate intervention • Sanctions including suspension / internal isolation and exclusion considered • Behaviour reintegration plan (if suspended or internally isolated). • Referral to external support agencies to be considered. 	A&B AHT	HT	YES: Meeting	CPOMS
Specialist Support	A single incident or series of incidents of 'seriously unacceptable behaviour', which leaves a child a risk of suspensions or exclusion.	<ul style="list-style-type: none"> • SLT Risk Assessment and Action Plan in place • Consult with external partners (if appropriate) • Proportionate sanction • Evaluate and implement bespoke behaviour / PSHE / RSE Curriculum considered. 	A&B AHT	HT ICP Committee ⁴	YES: Meeting	CPOMS

³ Single Point of Contact

⁴ See Appendix v for Terms of Reference

Rewards

We aim to recognise, acknowledge and celebrate good behaviour along with a child's effort and achievement regardless of ability. Children must expect their efforts to be recognised and we aim to maintain a culture where children want to succeed and are proud of their talents and success. It is vital that there is an emphasis on praise rather than sanctions. The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the child's success will bring in the future. However, we recognise that children need recognition for their achievement in the shorter term. Parents will be informed of achievements and there will be opportunities to celebrate successes in the whole school achievement assemblies.

Some of the positive consequences for the good choices and good behaviour that children show are:

- regular verbal and non-verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated for the right choices they make
- stickers or other small prizes / treats
- Star of the Week (receives a certificate in assembly)
- Staf of the Term (receives a prize)
- Golden Tickets
- WOW certificates

Consequences / Sanctions

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will on occasions be some students who may struggle to follow agreed expectations. At Longmoor we believe that children have a right to learn, free from disruption and interruption from others. Children have a responsibility to behave well in class and be good citizens.

When a child is displaying inappropriate behaviours, we recognise that there may be different reasons for the behaviour choices. Each situation will be absolutely unique to the child and therefore the response needed may be different. Within that however, we have to ensure all children are able to recognise when their behaviour is not meeting our school's expectations, challenge these behaviours and help them to change their responses. The situation and the factors involved will be considered carefully and responses will be made in line with a policy with appropriate staff being informed.

At every stage we will also maintain close, timely communication with parents and carers.

For behaviour to be managed effectively it is really important for the school, teachers and parents to work together.

Some behaviours that break the school rules and values will be reported to parents and carers in the first instance by the class teacher. If the same incident is repeated it will be reported to parents/carers by the Phase Leader. If there is a third incident, parent/carers will be spoken to by an Assistant Headteacher. If there is a fourth incident, parents/carers will be invited into school to speak with the Headteacher so that we can work collaboratively to support the child. Throughout this process, the child will be supported to help them learn from their behaviour, make positive choices in the future and they will be given emotion coaching to help them manage this.

Children are given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using an emotion coaching approach and questioning. Staff will work to restore the working relationship between staff and the child and place the emphasis back onto rewarding positive behaviour.

Our teachers can give consequences to pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil behaves in a way that is not acceptable, breaks one of our school rules (Be safe, be ready, be respectful) or fails to follow a reasonable instruction, the teacher can impose a consequence on that pupil.

Consequences (including loss of time) will always satisfy the following three conditions: -

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

The decision to give a consequence to the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff;

The consequence will not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Therefore, before applying sanctions, consideration will be given to any underlying factors which may be affecting the child's behaviour.

When dealing with any behaviour the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

When a child is deemed to have not followed the school's rules then sanctions can be applied as deemed appropriate, proportionate and fair.

When a child presents with challenging behaviour, staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may also consider whether a multi-agency assessment is necessary.

Zero-Tolerance Approach to Bullying

This section should be read in conjunction with the school's Child Protection Policy and Keeping Children Safe in Education.

As part of our **Positive Relationships and Behaviour Policy**, our school is committed to **preventing and tackling bullying** in all its forms. Bullying can have a **devastating impact** on a child's learning, mental health, and wellbeing, both in childhood and later in life. We take a **zero-tolerance approach** to bullying and are dedicated to fostering a safe, inclusive, and respectful school environment where **together grow, explore, and discover together**.

Our stance against bullying is rooted in our **five values** and **three school rules**, ensuring that every pupil feels valued, protected, and empowered to succeed.

Defining Bullying in Line with Our Values

Bullying is **repeated behaviour** by an individual or group that **intentionally harms** another person, either physically or emotionally. It can take many forms, including:

- Verbal (e.g., name-calling, teasing, threats).
- Physical (e.g., hitting, pushing, stealing belongings).
- Social (e.g., exclusion, spreading rumours).
- Cyberbullying (e.g., online harassment, offensive messages, misuse of images).
- Prejudice-based bullying (e.g., related to race, gender, disability, religion, sexual orientation).
- Our school promotes **integrity** by encouraging honesty and accountability, ensuring that all incidents of bullying are **taken seriously and addressed swiftly**.

Upholding Our School Rules to Prevent Bullying

Our **three school rules** guide behaviour expectations, reinforcing a **culture of safety and respect**:

- Be Safe** We create an environment where all children feel protected from harm, both physically and emotionally.
- Be Respectful** Every child is treated with kindness, understanding, and dignity. Bullying is not tolerated in any form.
- Be Ready** We prepare pupils with the skills to manage conflicts, stand up for themselves and others, and foster a positive learning environment.

By embedding these rules in daily school life, we **empower pupils** to challenge bullying, report concerns, and support their peers.

Our Whole-School Approach to Preventing Bullying

Our strategy is built on **prevention, intervention, and support**, ensuring that every child can **grow, explore, and discover in a safe and supportive environment**.

Prevention: Creating a Culture of Excellence

- Embedding respect through PSHE, assemblies, and curriculum discussions.
- Clear expectations: Pupils, staff, and parents understand our anti-bullying policy and reporting procedures.
- Empowering pupil voice: Opportunities for children to express concerns via school councils, worry boxes, and peer mentors.
- Staff training: Ensuring all staff can identify, prevent, and address bullying effectively.
- Active supervision: Monitoring key areas such as corridors, playgrounds, and online spaces.

Intervention: Addressing Issues with Determination

- Swift action: All bullying reports are taken seriously and investigated thoroughly.
- Restorative approaches: Conflict resolution strategies that promote accountability and integrity.
- Consistent consequences: Sanctions for bullying behaviour, ensuring fairness and discipline.

Support: Demonstrating Valour in Helping Others

- Emotional support: Counselling and mentoring for children affected by bullying.
- Reintegration support: Tailored strategies to rebuild confidence and self-esteem.
- Guidance for those displaying bullying behaviours: Helping children develop empathy, self-regulation, and social skills.

Protecting and Supporting Vulnerable Pupils

Some pupils may be more at risk of being bullied due to differences in their abilities, backgrounds, or personal circumstances. **As a school committed to integrity and respect, we ensure that all children, especially the most vulnerable, are protected and supported.**

Who is Most at Risk?

- Children with SEND, who may have difficulty communicating or understanding social cues.
- Looked-after children (LAC), who may face instability in their home lives.
- Young carers, who may have additional responsibilities that set them apart from peers.
- Pupils from diverse backgrounds, who may experience racial or religious discrimination.
- Children experiencing mental health challenges or family difficulties.

How We Support Vulnerable Pupils

- **Early identification** of at-risk pupils and providing targeted interventions.
- **Accessible reporting systems** (e.g., visual aids, trusted adults for children with communication difficulties).
- **Staff training** to recognise bullying among pupils who may struggle to express concerns.
- **Fostering inclusivity** through education, peer mentoring, and awareness campaigns.
- **Providing additional emotional support** to ensure every child feels safe and valued.

Our school values **valour**, encouraging pupils to **stand up for one another and act with courage** when they witness bullying.

Sexual Violence and Harassment between children

This section should be read in conjunction with the school's Child Protection Policy and KCSIE (2024).

At Longmoor Community Primary School, we are unwavering in our commitment to fostering a safe, respectful, and inclusive environment for all pupils. In alignment with our core values of Determination, Respect, Integrity, Valour, and Excellence, and adhering to our school rules—Be Safe; Be Respectful; Be Ready—we maintain a zero-tolerance stance on all forms of sexual harassment and violence.

Understanding Sexual Harassment and Violence

Sexual harassment and violence encompass a range of unacceptable behaviours that violate the dignity and safety of individuals. These behaviours include, but are not limited to:

Sexual Harassment: Unwanted conduct of a sexual nature, such as inappropriate comments, gestures, or physical advances.

Sexual Violence: Acts that involve physical sexual assault or coercion.

Such behaviours are not only unlawful but also contradict the fundamental principles of our school community.

Our Commitment to a Safe Environment

We are dedicated to ensuring that our school is a place where every pupil feels safe and valued. To uphold this commitment:

Preventative Education: We integrate age-appropriate education on consent, boundaries, and respectful relationships into our curriculum. This proactive approach empowers pupils with the knowledge to recognise and challenge inappropriate behaviours.

Staff Training: All staff members receive regular training to identify, prevent, and respond to incidents of sexual harassment and violence, ensuring a vigilant and informed school community.

Reporting and Support Mechanisms

We encourage a culture of openness where pupils feel confident to report any concerns. To facilitate this:

Designated Safeguarding Lead (DSL): Our DSL serves as the Single Point of Contact for all matters related to sexual harassment and violence. Pupils and parents can approach the DSL directly to report incidents or seek guidance.

Confidential Reporting: We provide confidential channels for reporting, ensuring that pupils can share their concerns without fear of judgment or retaliation.

Support Services: Victims of sexual harassment or violence have access to counseling and support services, both within the school and through external partnerships, to aid in their recovery and well-being.

Procedures for Addressing Incidents

Upon receiving a report of sexual harassment or violence:

Immediate Action: The DSL will promptly assess the situation to ensure the immediate safety of all involved parties.

Investigation: A thorough and impartial investigation will be conducted, respecting the rights and confidentiality of all individuals concerned.

Intervention: Appropriate measures, in line with our behaviour policy, will be implemented. This may include disciplinary actions and educational interventions for the perpetrator.

Support: Continuous support will be offered to the victim, addressing their emotional, psychological, and educational needs.

Collaborative Efforts

We believe that combating sexual harassment and violence is a collective responsibility. Therefore, we:

Engage Parents and Guardians: We work closely with families to reinforce the values of respect and consent beyond the school environment.

Partner with External Agencies: Collaborations with child protection agencies and law enforcement ensure a comprehensive approach to prevention and response.

Community Education: We participate in community initiatives to raise awareness about sexual harassment and violence, contributing to a broader culture of respect and safety.

Continuous Improvement

We are committed to regularly reviewing and enhancing our policies and practices to effectively address sexual harassment and violence. This includes staying informed about current research, societal trends, and legal obligations to ensure our approach remains relevant and effective.

By steadfastly enforcing this zero-tolerance policy, we aim to cultivate an environment where every pupil can grow, explore, and discover free from fear and harm.

Use of Social Media

Online bullying (cyberbullying) is defined as the use of digital technologies to deliberately and repeatedly harm or upset another person. This can include online harassment, intimidation, and discrimination based on gender, gender identity, race, faith, sexual orientation, disability, or special educational needs. Like other forms of bullying, cyberbullying can have a significant impact on a child's mental health, self-esteem, and well-being.

Our Commitment:

The school is committed to preventing and addressing all forms of bullying, harassment, and discrimination to safeguard the well-being of our pupils and staff. The Senior Leadership Team (SLT) takes overall responsibility for our approach to online safety, in line with statutory safeguarding duties.

Safeguarding Responsibilities

Whole-School Approach: All school staff have a duty to safeguard and promote the welfare of children, which includes understanding, preventing, and responding to social media misuse.

Training: All staff receive regular and updated safeguarding and child protection training, which includes online safety and cyberbullying awareness.

Swift Action: We will take immediate action when an incident is reported or identified. This includes:

- Providing support for the victim.
- Stopping the spread of harmful content and assisting in removing material where possible.
- Addressing and sanctioning the perpetrator(s) to prevent recurrence.
- Encouraging the victim to keep evidence to support investigations.

Consequences for Misuse: Inappropriate use of social media, including cyberbullying and harassment, will be addressed as a serious disciplinary matter. Sanctions may include suspension, exclusion, or police involvement if necessary.

The Role of Parents/Carers in Supporting Safe Social Media Use

Parents and carers play a crucial role in monitoring and guiding their child's online behaviour. In line with NSPCC and DfE guidance, we encourage parents to:

Monitor their child's social media activity, ensuring they are using platforms safely and responsibly.

Familiarise themselves with the minimum age requirements for different social media platforms (e.g., WhatsApp, Snapchat, Instagram, TikTok).

Regularly discuss online safety with their child and set clear expectations regarding appropriate online conduct.

Ensure privacy settings are enabled to protect personal information from strangers and potential online threats.

Report concerns about online bullying or harmful content to the school and, where necessary, external agencies such as the police or CEOP (Child Exploitation and Online Protection Command).

The school works in partnership with parents by providing resources, workshops, and guidance on safe online practices.

Confiscation of Inappropriate Items

There are two sets of legal provisions that enable school staff to **confiscate, retain, or dispose of** items from pupils when necessary:

1. **The general power to discipline** allows a member of staff to confiscate, retain, or dispose of a pupil's property as a reasonable punishment. This is permitted under the **Education and Inspections Act 2006**. Staff members are protected from liability for any **damage to or loss of confiscated items**, provided they have acted lawfully and reasonably.
2. **The power to search without consent** applies to searches for **prohibited items**, including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, and vapes
 - Fireworks
 - Pornographic images
 - Any article that a staff member reasonably suspects has been or is likely to be used to:
 - Commit an offence
 - Cause personal injury
 - Damage property (including the pupil's own property)
 - Any item banned by school rules, where these rules explicitly state that such items may be searched for

Handling of Confiscated and Prohibited Items

- Weapons, knives, extreme or child pornography must always be handed over to the police.
- Other prohibited items may be disposed of, retained, or returned at the discretion of the Headteacher or Senior Leadership Team.
- When deciding how to handle confiscated items, staff must consider the safeguarding implications and whether police or external agencies should be involved.
- Electronic devices (e.g., mobile phones) may be searched if there is reasonable suspicion that they contain material that breaches school rules or the law. Any inappropriate material may be deleted before the device is returned or handed over to relevant authorities.

More detailed advice is available in the latest **DfE guidance on Screening, Searching, and Confiscation** (updated 2022).

Mobile phones

Guidelines for mobile phone use in Longmoor Community Primary is to promote a positive and focused learning environment while ensuring the safety and well-being of all students.

Purpose of Bringing Phones to School:

- Mobile phones are allowed only if the child travels to or from school alone, likely for safety and communication purposes during their commute.

Phone Usage Before School:

- Phones must be switched off before the child arrives on school grounds to avoid distractions and ensure the focus is on the start of the school day.

Designated Phone Box:

Upon arrival, students must place their phones in a designated phone box. This ensures phones are kept out of sight and prevents access throughout the school day.

Alternative Arrangements if the Phone Box Is Unavailable:

If the phone box is unavailable, students are required to hand their phones to a staff member. This is an added layer of security to ensure the phones are safely stored and not used during school hours.

Phone Return and Restrictions After School:

Phones will be returned at the end of the school day. However, they must remain switched off until the child has left the school grounds to avoid distractions during the departure.

Sanctions for Behaviour Beyond the School Gates

Under guidance from the Department for Education (DfE), schools have the authority to discipline pupils for behaviour that occurs beyond the school gates, including in the online world, when it has an impact on the school community. This authority is set out in Section 89(5) of the Education and Inspections Act 2006 and is reinforced in the DfE's Behaviour in Schools Guidance (2022).

When Can a School Sanction a Pupil for Behaviour Beyond the School Gates?

Schools may apply sanctions when a pupil's behaviour:

- **Poses a threat to another pupil, staff member, or member of the public**
- **Could adversely affect the reputation of the school**
- **Causes harm, distress, or bullying (including cyberbullying)**
- **Results in criminal activity**
- **Is contrary to the school's values and rules**

This includes behaviour that occurs:

- **On the way to and from school** (e.g., fighting, anti-social behaviour, causing distress to others)
- **During school-organised activities off-site** (e.g., trips, residential, sporting events)
- **In the wider community** (e.g., vandalism, inappropriate behaviour in public)
- **Online, on social media, or via electronic communication** (e.g., cyberbullying, harassment, threats, sharing of inappropriate content)

Online Behaviour and Social Media

The school has the right to sanction pupils for online misconduct, even when it takes place outside of school hours, if:

- It **targets or harms another pupil, teacher, or member of the community**
- It **causes distress or disrupts learning**
- It **breaches the school's policies on appropriate use of technology**
- It **involves illegal activity or safeguarding concerns**, which may require external intervention

What Sanctions Can Be Applied?

Depending on the severity of the incident, proportionate sanctions may include:

- **Verbal warnings and discussions with parents/carers**
- **Detentions** (during or outside of school hours)
- **Loss of privileges** (e.g., access to school trips or technology use in school)
- **Formal behaviour contracts or restorative justice sessions**
- **Exclusions (internal, fixed-term, or permanent)** for severe cases involving persistent misconduct, harassment, or illegal behaviour

The school will also work closely with parents, external agencies, and law enforcement (where necessary) to address serious incidents.

Safeguarding Considerations

Any behaviour outside of school that raises safeguarding concerns (e.g., online grooming, exploitation, exposure to harmful content) will be reported in line with the school's safeguarding policy and Keeping Children Safe in Education (KCSIE) statutory guidance.

The school's response will always align with its core values—Determination, Respect, Integrity, Valour, and Excellence—and its behaviour expectations of Be Safe, Be Respectful, Be Ready to ensure the well-being of all pupils and the wider school community.

Restrictive Interventions

On rare occasions, a child's behaviour may present a risk to themselves or others. In these circumstances, staff may need to consider the use of restrictive intervention.

At Longmoor Community Primary School, we are committed to reducing the need for restrictive interventions through strong relationships, clear routines and the consistent use of emotion coaching, PACE and de-escalation strategies. Restrictive interventions are always used as a last resort.

All members of staff have a legal power to use reasonable force in certain circumstances. This includes preventing a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Seriously disrupting good order and discipline

Any use of force will always be:

- Reasonable
- Necessary
- Proportionate
- Used for the shortest time possible

Staff will always use the least restrictive option available and act in the best interests of the child.

The use of force as a punishment is never acceptable.

Staff will not use any technique that:

- Restricts breathing
- Causes pain as a form of control
- Compromises a child's dignity or wellbeing

We recognise that appropriate physical contact is a normal part of working with children (e.g. guiding, comforting, supporting regulation) and staff will always exercise professional judgement.

Where it is identified that a pupil may be at risk of requiring restrictive intervention, an individual risk assessment and support plan will be developed.

This will include:

- Known triggers
- Preventative strategies
- De-escalation approaches

- Agreed responses

These plans will be regularly reviewed in collaboration with parents/carers and relevant professionals and will align with any existing SEND support plans or EHCP provision.

Recording and Reporting

All incidents involving restrictive intervention will be recorded as soon as possible and, wherever possible, on the same day.

Records will include:

- The context and triggers leading up to the incident
- De-escalation strategies attempted
- The reason intervention was necessary
- The type and duration of intervention
- Any injuries or outcomes

Parents/carers will be informed as soon as possible, and usually on the same day.

Senior leaders will review all incidents of restrictive intervention to ensure that practice is appropriate, proportionate and in line with statutory guidance.

The school will monitor patterns and trends over time and take action to reduce the use of restrictive interventions wherever possible.

This information will be reported to the governing body to ensure appropriate oversight and accountability.

Post-Incident Support

Following any incident involving restrictive intervention, the child will be supported to reflect on what has happened in a calm and supportive way.

Staff will:

- Use restorative and emotion coaching approaches
- Support the child to understand their feelings and behaviour
- Rebuild relationships
- Reinforce expectations

Staff will also reflect on the incident to identify any changes needed to support the child more effectively.

Where appropriate, behaviour plans and risk assessments will be reviewed in partnership with parents/carers and external professionals.

The Use of Isolation and Separation

At Longmoor Community Primary School, we may remove a pupil from a situation where their behaviour is impacting on the safety, wellbeing or learning of others. This is a supportive and planned response to help the child regulate.

This is referred to as separation and is different from seclusion.

Seclusion, defined as preventing a child from leaving a space, is not used as a disciplinary sanction in our school.

In exceptional circumstances, where there is a significant risk of harm and a child is in a heightened state of dysregulation, a restrictive approach may be required. In such cases:

- The child will always be supervised

- The restriction will be for the shortest time possible
- The child's dignity, safety and wellbeing will be prioritised
- The intervention will end as soon as the risk reduces

Children will always have access to basic needs such as food, water and the toilet.

Following any period of separation, time will be given for reflection and restoration of relationships.

Suspension and Exclusion (including Additional Considerations for Pupils with SEND and EHCPs)

Before any decision is made to suspend or permanently exclude a pupil, the school will carefully consider whether the behaviour is linked to the pupil's special educational needs or disability.

The school will review:

- Any existing behaviour support plans
- SEND support provision or EHCP requirements
- Whether reasonable adjustments have been appropriately implemented

The school will also consider whether further support, intervention or alternative provision is required to meet the pupil's needs.

Decisions will always be lawful, reasonable and fair, and in line with statutory guidance.

At Longmoor we work hard to help them to make changes to negative behaviours for our children to make positive choices and we work hard to support all children. By living out our school ethos, we will support children in recognising and reflecting on inappropriate actions or behaviours and encouraging them to make positive changes - allowing them time to consider the impact their actions may have had on others.

Suspension and permanent exclusion will always be used as a last resort, following a graduated response and appropriate support.

We will work closely with parents and other professionals to help support the process of understanding and scaffolding. At times, children may display high levels of anxiety and / or dysregulation that results in a situation escalating and potential harm being caused either to themselves or others. Appropriate, proportionate action may be taken, including suspension for a fixed period of time or exclusion.

Suspension and permanent exclusion are sometimes necessary where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. This will be implemented by the Head Teacher. We do not take this decision lightly as we firmly believe that the best intervention for our children is to work with school so that we can support them.

Please refer to the Suspension and Permanent Exclusion Policy (Feb 2025) based on statutory guidance from the Department for Education.

Staff Training and Development

The **Assistant Headteacher for Behaviour & Attitudes** places a high priority on ensuring that all staff receive ongoing training in behaviour management. This training will be **dynamic and responsive** to the evolving needs of our children, ensuring that staff feel confident and equipped to manage behaviour effectively. Training will be delivered at whole-staff level, within year group teams, or to specific sub-groups as needed. The focus will include **de-escalation strategies, trauma-informed approaches, restorative practices, and inclusive behaviour management techniques**, ensuring a **consistent and supportive approach** across the school.

Training will also include the safe and lawful use of restrictive interventions, including understanding risk, de-escalation, recording requirements and post-incident support. This ensures all staff are confident, competent and compliant with current statutory guidance.

The impact of this training will be monitored to ensure consistency of practice across the school and to support a positive, inclusive behaviour culture.

Policy Links

- Child Protection Policy
- SEND policy
- PSHE/RSE Policy
- Attendance Policy

Legislative and Statutory Framework

This Behaviour and Relationships Policy is underpinned by key **Department for Education (DfE) guidance** to ensure a **consistent, lawful, and fair approach** to behaviour management at [School Name]. We are committed to ensuring that our policy reflects current statutory requirements and best practices to create a safe, respectful, and high-expectation learning environment.

The policy is guided by the following **DfE documents**:

1. Behaviour in Schools: Advice for Headteachers and School Staff (September 2022)

This guidance sets out the **expectations for behaviour in schools**, emphasising the importance of:

- A **consistent whole-school approach** to managing behaviour.
- The **use of rewards and sanctions** to promote positive conduct.
- Clear **strategies for de-escalation, intervention, and support** for pupils.

2. Suspension and Permanent Exclusion (September 2022)

- This policy follows the **DfE statutory guidance on exclusions**, ensuring decisions to suspend or exclude are **lawful, reasonable, and fair**.
- We are committed to using exclusions as a **last resort**, ensuring that alternative strategies are considered where appropriate.

3. Searching, Screening, and Confiscation (July 2022)

- Staff have the **legal authority to search pupils** when necessary to maintain safety and uphold school rules.
- The policy sets out **clear procedures** for searching pupils, confiscating prohibited items, and ensuring dignity and fairness during these processes.

4. Keeping Children Safe in Education (KCSIE) (2024)

- This policy aligns with KCSIE, ensuring that behaviour management is linked to our **safeguarding responsibilities**.
- We recognise the importance of **addressing behaviour concerns early** to safeguard pupils' emotional and physical well-being.

5. SEND Code of Practice (2015, updated 2020)

- We ensure that our behaviour expectations are **inclusive and take into account the needs of pupils with SEND**.

- Reasonable adjustments are made in line with **The Equality Act 2010** to support pupils with additional needs.

6. The Equality Act 2010: Advice for Schools

- This policy ensures that behaviour expectations are applied **fairly and consistently**, without discrimination.
- The school actively promotes an **inclusive ethos**, where all pupils feel respected and supported.

Application of this Policy

By aligning our Behaviour and Relationships Policy with **DfE statutory guidance**, we ensure that our approach is **clear, lawful, and effective** in promoting positive behaviour. This policy applies to:

- Behaviour in **lessons, break times, and school events**.
- Behaviour **on school premises and when representing the school off-site**.
- **Online behaviour** that affects the safety and well-being of pupils and staff.

This policy is reviewed regularly to remain in line with updated **government guidance** and best practices

Appendix i: ABC Process: Addressing Behaviour Effectively

To support a consistent and reflective approach to behaviour management, all staff should follow the **ABC Process** when dealing with behaviour incidents. This ensures we identify the root cause, address the behaviour appropriately, and provide consequences or learning opportunities.

A – Antecedent (What happened before?)

- Consider **triggers**: What led to the behaviour? (e.g., transition time, peer interaction, unmet needs)
- Assess **environmental factors**: Noise levels, crowding, routines, relationships
- Reflect on **patterns**: Has this happened before? What time of day? With whom?

B – Behaviour (What did the child do?)

- Observe the **behaviour objectively**: Describe actions, not assumptions (e.g., "shouted and refused to follow instructions" instead of "being defiant")
- Categorise behaviour: **verbal, physical, emotional, social**
- Identify if behaviour is **reactive or intentional**

C – Consequence / Education (What happens next?)

Restorative Approach: Encourage reflection – "What happened? How did it affect others? How can we make it right?"

Logical Consequences: Should be meaningful and proportionate (e.g., repair harm done, miss part of free time to discuss better choices)

Support & Education: Teach alternative behaviours – e.g., social stories, emotional regulation strategies, role-playing positive responses

Parental Communication: Inform parents/carers if necessary, ensuring a partnership approach

Key Reminders for Staff:

- Stay calm, consistent, and positive in your approach
- Use de-escalation strategies before behaviour escalates
- Reinforce positive behaviour with praise and encouragement
- Log incidents where necessary for tracking patterns and interventions
- Work as a team – seek support from senior staff when needed

By using the **ABC Process**, we help children understand their actions, take responsibility, and develop better coping strategies for the future.

Together, we grow, explore, discover.

Appendix ii: Practical Strategy Guide for Implementing PACE in Behaviour Support

This guide provides practical strategies for embedding the **PACE (Playfulness, Acceptance, Curiosity, and Empathy)** approach into daily interactions to foster positive relationships and support children's behaviour.

Playfulness

Purpose:

To create a positive, engaging environment that reduces anxiety and builds connections.

Practical Strategies:

- Use a warm, friendly tone of voice to encourage cooperation.
- Incorporate light humour and a relaxed approach to diffuse tension.
- Frame corrections positively (e.g., "Let's try that again together" instead of "Don't do that").
- Use games, songs, or role-play to support engagement, especially with younger children.
- Show enthusiasm when interacting with children, making learning and social interactions enjoyable.

Acceptance

Purpose:

To help children feel valued and safe by accepting their emotions, even when their behaviour is challenging.

Practical Strategies:

- Acknowledge emotions without judgment (e.g., "I can see that you're feeling frustrated right now").
- Separate the child from the behaviour (e.g., "That wasn't a safe choice, but I know you can make a better one").
- Maintain a calm, reassuring presence, even in difficult situations.
- Avoid shaming or punitive language; instead, reinforce the idea that all emotions are valid, even if actions need to change.
- Provide predictable routines and consistent expectations to create a secure environment.

Curiosity

Purpose:

To help children develop self-awareness and identify the reasons behind their emotions and behaviours.

Practical Strategies:

- Use open-ended questions to explore a child's feelings (e.g., "I wonder what made you feel that way?").
- Stay calm and non-judgmental when discussing behaviour.
- Offer gentle prompts to encourage self-reflection (e.g., "What could help you feel better next time?").

- Be patient—some children may struggle to verbalise their emotions or reasons for their actions.
- Model curiosity by sharing your own thought processes aloud (“I wonder if you’re feeling left out because of what happened at break time?”).

Empathy

Purpose:

To show understanding and emotional ‘attunement’, helping children feel supported and connected.

Practical Strategies:

- Validate children’s emotions (e.g., “That must have been really difficult for you”).
- Use active listening—give full attention, make eye contact, and respond thoughtfully.
- Offer comfort and reassurance, helping children feel safe and understood.
- Use physical gestures where appropriate (e.g., a reassuring nod, a gentle pat on the shoulder).
- Model emotional regulation—remain calm even when children are struggling.

Embedding PACE into Daily Practice

Build strong relationships with children through regular positive interactions.

Respond to behaviour with curiosity and support rather than punishment.

Foster a school culture where emotions are recognised, validated, and managed in a healthy way.

Work collaboratively with families to reinforce these approaches at home.

By consistently applying the PACE approach, staff can create an environment that promotes positive behaviour, emotional security, and a strong sense of belonging for all children.

Appendix iii: UN Rights of the Child

Longmoor Community Primary School aims to promote the rights of children, as outlined by the United Nations Convention on the Rights of the Child (1989). Articles that we particularly aim to promote through this behaviour policy include:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 37: Children must not suffer other cruel or degrading treatment or punishment. They must be treated with respect and care, and be able to keep in contact with their family

Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Appendix iv: Sanctions & Consequences

Sanctions

If the behaviour of any child is causing concern, parents/carers will be contacted to attend an informal appointment at school to discuss it with the class teacher/ member of the senior leadership team in the first instance. If matters are not resolved more formal meeting/s will be arranged.

In the case of regular breaking of our expectations of behaviour, it will be necessary to consider tailored sanctions.

These may include exclusion from activities, playtime and/ or lunchtime exclusion, or fixed term and permanent exclusions- please see below for further details.

Sanction Details

Missing Playtime

The child will be supervised by an adult within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). The reason needs to be clearly explained and the child needs to have had opportunity to discuss how they could have adapted their behaviour

Parent/ Carer Behaviour Conference

When a pupil's behaviour is persistently causing concern and showing little sign of improvement, parents will be invited into school for a meeting. At the meeting, next steps will be agreed to support an improvement in behaviour.

Exclusion from Class (Internal Exclusion)

At times a child may be 'excluded' from activities with their own class and will be kept apart from them i.e. with another class/ with a member of the senior leadership team for a lesson/ morning or in some cases a whole day.

Exclusion from Activities/ Events

If a child's behaviour has been less than satisfactory for a significant period, then the school reserves the right, only at the discretion of the headteacher/ assistant headteacher, to exclude them from special non-curriculum based 'treats' e.g. Residential, discos etc

Suspension

Children will be excluded from school for a specified period which may range from half a day, one day to fifteen days. At this stage parents will be consulted again and a plan for behaviour improvement will be agreed. Lunchtime exclusions are also classified as 'fixed term' and formal procedures must be followed e.g. if behaviour is persistently causing issues at lunchtime, parents will be required to take their children home for the duration of lunchtime and return them to school at the start of the afternoon session but this must be recorded as a fixed term exclusion Permanent Exclusion The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at Longmoor Community Primary School and will need to find another school.

Exclusion

In **exceptional circumstances**, we may need to exclude a pupil if their behaviour **seriously breaches the school's behaviour policy** or if allowing them to remain in school would **harm the education or welfare of other pupils or staff**.

There are two types of exclusions:

1. Fixed-Term Exclusion (Suspension)

A **fixed-term exclusion**, now called a **suspension**, is a **temporary removal** of a child from school for a specific period. This could be **for part of the day or multiple days**, up to a maximum of **45 school days in an academic year**.

- The decision to suspend is made **only when necessary**, often as a last resort after other behaviour management strategies have been exhausted.
- Parents will be **formally notified** of the suspension, including the reasons, duration, and any support provided for reintegration.
- A **reintegration meeting** will be arranged before the child returns to school to discuss expectations and support moving forward.

2. Permanent Exclusion

A **permanent exclusion** means a pupil is **no longer allowed to attend the school**. This decision is made only in the most serious cases, such as:

- **A serious, one-off breach** of the behaviour policy (e.g., extreme violence, possession of weapons, or illegal substances).
- **Repeated breaches** where the pupil's behaviour has not improved despite interventions and support.

The **governing body** and the **local authority** are involved in reviewing permanent exclusions, and parents have the right to appeal the decision.

What Happens After an Exclusion?

- **For suspensions:** Parents must ensure their child is **not in public places during school hours** for the first five days, or they may face a fine. The school will provide **work to complete at home**.
- **For permanent exclusions:** The local authority will provide **alternative education** from the sixth day.

Supporting Pupils to Avoid Exclusion

We believe in **early intervention** to support pupils and prevent exclusions wherever possible. This includes:

- Working closely with parents, staff, and any necessary external agencies.
- Providing **pastoral support, mentoring, and emotional regulation strategies**.
- Using **restorative approaches** to help pupils understand and improve their behaviour.

For further details, please refer to the **Department for Education guidance on exclusions: School suspensions and permanent exclusions (DfE)**

Notes for Application of Sanctions

Class teachers are responsible for managing, promoting and maintaining high standards behaviour of their class by providing excellent provision through engaging and high-quality learning activities

All teachers are required to keep an ongoing log of any behaviour issues; recording any significant incidents and making sure it is known by any other adult in school who needs to refer to it

Teachers need to keep parents informed regularly about their child's behaviour. If they need to be approached tactfully about behaviour causing concern; a brief record of these conversations should also be kept and Assistant Head Behaviour should be informed

Teachers are expected to communicate with senior colleagues about individual behaviour concerns. Disruptive, bullying, aggressive, physical abuse or petulant behaviour must be communicated to a senior colleague who must then inform the Assistant Headteacher for Behaviour

If children do not complete enough work, teachers are expected to keep them in during playtime to catch up including non-completion of homework so that there are no gaps in learning. If this persists Assistant Headteacher to be informed

No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour

Stages	Action / Behaviour	Consequences /Sanctions
<p>Stage 1 These are low – level inappropriate behaviour choices that interrupt learning for themselves or others</p>	<p>These are low – level inappropriate behaviour choices that interrupt learning for themselves or others</p> <ul style="list-style-type: none"> swinging on chairs or sitting in a way that is not conducive to learning talking unnecessarily or chatting calling out answers without permission making comments that are inappropriate to get a reaction from peers being slow to start work or follow instructions and not being ready to learn in a timely manner showing a lack of respect for each other not being ready to learn Using equipment inappropriately and causing accidental damage through a lack of thought surreptitious throwing of paper or small objects to disrupt not working cooperatively with peers play fighting <p>Refusal to complete work</p>	<p>All children know the expectations of behaviour and warnings should not be necessary. However, a teacher may give a verbal or non-verbal cue to a child that helps them to remember the right choices available to them.</p> <p>The child may lose time in increments of five minutes of break/ lunchtime.</p> <p>If this behaviour persists it may be escalated to a phase lead or Assistant headteacher. If there are persistent interruptions to learning by low level behaviours an informal chat with parents will be had.</p> <p>Work to be completed at lunch or breaktime and the time period is the completion of task (A check to be made that child is able to complete task before being left to do)</p>

<p>Stage 2</p>	<p>Actions including Repeated stage 1 behaviours fighting disrespectful towards staff and adults behaviour that could lead to bullying inappropriate language intentionally damaging property</p>	<p>Removal from playground /classroom - SLT member of staff informed Removal of some playtime/lunchtime Child may be isolated for a specific time Privileges may be lost including participation on trips and residentials that are not part of the curriculum Parents will be informed by Phase leader who will report back to Assistant Headteacher</p>
<p>Stage 3</p>	<p>Actions including: Repeated Stage 2 incidents Serious physical actions physical or verbal threats intimidation of others racist or homophobic remarks or remarks that are offensive to protected characteristics leaving school grounds without permission repeated behaviour that is bullying</p>	<p>Child referred to Assistant Headteacher/Headteacher Isolated for a period of time Parents carers will be asked to attend a meeting with the Assistant headteacher/ Headteacher where the incident will be discussed consequences will be shared and agreed Consequences may include A behaviour Support plan - linked to contract of expectations Involvement of pastoral/send /outside agencies Internal isolation Internal exclusion a fixed term exclusion A permanent exclusion The child will also miss break/lunchtime</p>