

POLICY FOR POSITIVE RELATIONSHIPS AND THE MANAGEMENT OF PUPIL BEHAVIOUR AND CONDUCT

"Flourishing Together"

2026-2027



*Flourishing Together
John 10:10
"I have come in order that you might
have life- life in all its fullness"*



Policy Date	September 2026
To Review	September 2027
Policy Lead	A Dodd

Updated September 2026 in line with Keeping Children Safe in Education 2026 and current Department for Education behaviour guidance

Our Vision

Our vision is for every child to go out into the world equipped with the skills, confidence and character to thrive, and with the love, compassion and courage to make a positive difference. We want every member of our school family to flourish spiritually, academically and personally so that they may live life in all its fullness.

"I have come in order that you might have life – life in all its fullness."

John 10:10

How We Realise Our Vision

We realise our vision by nurturing a community shaped by the Christian values and characteristics found in the **Fruit of the Spirit**:

love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control

(Galatians 5:22–23).

These values guide our relationships, shape our curriculum and inspire our actions. They help us create a caring, hopeful and inclusive school where everyone is known, valued and encouraged to grow.

We live this out by:

- **Teaching a broad and balanced curriculum** that develops the whole child
- **Nurturing personal, emotional and spiritual growth**
- **Serving others with love and compassion**, especially those in need
- **Confronting injustice** and encouraging courageous advocacy
- **Caring for creation** and acting as responsible stewards of God's world

Through these commitments, we enable each member of our school community to flourish and to reflect God's love in all they do.

When formulating this policy, leaders have taken account of the current legislation and guidance:

- **Keeping Children Safe in Education 2026** (Statutory Guidance)
- **Behaviour in Schools: Advice for Headteachers and School Staff** (Department for Education)
- **School Suspensions and Permanent Exclusions** (Statutory Guidance, July 2026),
- **Use of Reasonable Force in Schools** and related guidance on restrictive intervention where appropriate
- **Searching, Screening and Confiscation in Schools**
- **Equality Act 2010**
- **SEND Code of Practice: 0 to 25 years**
- **Working Together to Improve School Attendance** (Statutory Guidance)

This policy should be read in conjunction with:

- **Keeping Children Safe in Education 2026 (Part One: Safeguarding Information for All Staff)**
- **Safeguarding and Child Protection Policy**
- **Child-on-Child Abuse and Anti-Bullying Policy**
- **Online Safety Policy**
- **Attendance Policy**
- **SEND Policy and SEND Information Report**
- **Staff Code of Conduct** inc. Staff Handbook
- **Complaints Procedure**
- **Parental Code of Conduct**

Policy Statement

St Peter's Church of England Primary School is a community where every child is valued, nurtured and encouraged to flourish. Guided by our vision of enabling all children to "live life in all its fullness", we are committed to providing a safe, inclusive and ambitious learning environment in which every pupil can succeed.

We believe that positive relationships are at the heart of an effective school community. Through strong partnerships between pupils, staff, parents, governors and the wider community, we promote a culture of belonging, respect and high expectations for all.

We recognise that behaviour is a form of communication and that children may, at times, need support to understand, manage and express their emotions appropriately. We are committed to teaching and modelling emotional regulation, self-control, respect and responsibility. Through consistent routines, clear expectations, restorative approaches and positive relationships, we support children to develop the skills they need to make positive choices both in school and beyond.

We understand that behaviour may be influenced by a range of factors, including special educational needs and disabilities (SEND), social, emotional and mental health needs, adverse childhood experiences, trauma and safeguarding concerns. While maintaining high expectations for all pupils, we seek to understand the reasons behind behaviour and provide appropriate support to help every child succeed.

This policy applies to all members of the school community, including staff, pupils, parents/carers, governors, visitors and partner agencies. It sets out the principles, expectations and procedures that guide our approach to behaviour, relationships and emotional regulation.

We recognise that members of our school community bring a wide range of experiences, perspectives and beliefs. Our Relationships and Behaviour Policy aims to provide a consistent, fair, compassionate and transparent approach that reflects our Christian vision and values, promotes positive behaviour, safeguards all members of the community and enables everyone to flourish together.

Policy Aims and Objectives

Our Relationships and Behaviour Policy is underpinned by our Christian vision and values.

Christian Characteristics

LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, FAITHFULNESS, GENTLENESS and SELF-CONTROL

As a Church of England Primary School, we encourage every member of our school community to learn from the teachings of Jesus and to live out the Fruit of the Spirit in their daily actions, relationships and decision-making.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control."

Galatians 5:22

We want everyone in our school family to:

- show love, care and compassion towards others
- experience joy and bring joy to those around them
- demonstrate patience and understanding
- act with kindness and respect
- show goodness through selfless and positive actions
- be faithful, trustworthy and honest
- treat others with gentleness and consideration
- develop self-control by managing their thoughts, emotions and actions responsibly

By living out these values, we aim to create a happy, caring, safe and inclusive school community where positive relationships thrive, effective learning takes place, and everyone is able to flourish together.

Aims of this Policy

This policy aims to:

- promote a culture of high expectations, positive relationships and mutual respect
- ensure that all pupils feel safe, valued and supported
- provide a consistent and fair approach to behaviour across the school
- support pupils in developing emotional regulation, resilience and self-discipline
- teach children to take responsibility for their actions and repair relationships when difficulties occur
- recognise and respond appropriately to individual needs, including SEND, social, emotional and mental health needs, and safeguarding concerns
- maintain a calm, orderly and purposeful learning environment where all children can achieve their full potential
- foster positive partnerships between school, parents and the wider community

Behaviour Leadership

The Behaviour Lead is **Mrs Alison Dodd (Headteacher)**, supported by **Mrs Parker (Deputy Headteacher)** and **Mrs Rigby (Pastoral Learning Mentor)**.

The Behaviour Leadership Team is responsible for:

- promoting a consistent whole-school approach to behaviour and relationships
- ensuring all staff are confident in implementing the policy
- monitoring behaviour trends and identifying patterns
- supporting staff with behaviour management strategies and professional development
- ensuring appropriate provision is in place for pupils requiring additional support
- evaluating the effectiveness of behaviour systems and making improvements where necessary

Consistency is fundamental to our success. All staff are expected to implement the school's Behaviour Blueprint and Behaviour Policy consistently to promote high standards of behaviour, positive relationships and a culture where everyone can flourish together.

Staff

Building and maintaining positive, trusting relationships with pupils, colleagues and families is the responsibility of all staff at St Peter's Church of England Primary School.

All staff are expected to implement this policy consistently and confidently, taking responsibility for both promoting positive behaviour and addressing behaviour that falls below the school's expectations.

To maintain a happy, caring and safe environment, all staff will:

- provide a positive daily welcome for pupils and families through visible and approachable practice
- actively notice, recognise and reinforce positive behaviour and effort
- maintain consistent routines, expectations and boundaries across the school
- use calm, respectful and professional language at all times
- acknowledge and validate children's feelings while maintaining appropriate expectations
- use emotional coaching and restorative approaches to support pupils in understanding and improving their behaviour
- encourage pupils to make positive choices and take responsibility for their actions
- follow the school's systems of recognition, rewards and graduated responses consistently
- ensure expectations are clear, understood and regularly reinforced
- make reasonable adjustments and adapt learning appropriately to meet individual needs. Staff will consider the impact of SEND, social, emotional and mental health needs, attachment needs, trauma and safeguarding concerns when responding to behaviour, whilst maintaining high expectations for all pupils
- model the behaviours, attitudes and values expected of pupils
- treat all members of the school community with dignity and respect

Whole-School Non-Negotiable Routines

To promote a calm, orderly and purposeful environment, the following routines apply across the school:

Start of the School Day

- Children wait on their designated playground before school begins.

- KS1 pupils are supervised by parents/carers until the start of the school day.
- KS2 pupils enter the playground independently.
- At 8:40 a.m. children line up sensibly and quietly when the bell sounds.
- Class teachers meet pupils and lead them into school calmly and safely, preparing them to be **Ready** for learning.

Movement Around School

- Pupils move around the school in single-file lines.
- Movement between classrooms, worship, PE and other activities is calm and purposeful.
- Pupils walk respectfully, helping to maintain a positive learning environment for all.

Playtime and Lunchtime Routines

- The first whistle signals pupils to stop and listen.
- The second whistle or bell signals pupils to walk calmly to their line.
- Pupils line up quietly, showing they are **Ready** for learning.
- Staff meet pupils promptly at the end of break and lunchtime to ensure a smooth transition back into lessons and to receive any necessary information from supervising staff.

Additional Expectations

- Children walk on the left-hand side of corridors and circulation areas where appropriate.
- Visual reminders of behaviour expectations are displayed throughout the school.
- Visual timetables are used in classrooms and individually where required.
- Behaviour expectations are presented in both written and visual formats to support understanding and inclusion.

Pupils

All pupils are expected to:

- keep themselves and others **safe**
- treat themselves, others and property with **respect**
- be responsible for their actions and behaviour
- recognise and manage their emotions appropriately, seeking support when needed
- show kindness, honesty and consideration towards others
- build and maintain positive, healthy relationships
- follow the school's expectations of being **Ready, Respectful and Safe**
- take responsibility for repairing harm and restoring relationships when difficulties occur
- contribute positively to the school community so that everyone can flourish together

Parents and Carers

Parents and carers play a vital role in supporting positive behaviour and emotional wellbeing. We ask all parents and carers to:

- work in partnership with the school to achieve the best possible outcomes for their child
- support and reinforce the school's expectations of being **Ready, Respectful and Safe**
- treat all members of the school community with respect and courtesy in line with the school's Parental Code of Conduct
- act as positive role models for their children through their words, actions and relationships
- communicate concerns respectfully and promptly with school staff
- support their child's emotional wellbeing, personal development and behaviour
- engage with support, guidance and interventions offered by the school where appropriate
- work collaboratively with staff to ensure their child feels safe, valued and able to succeed

Positive Home-School Relationships

We value the importance of strong, positive partnerships between home and school. We believe that children achieve the best outcomes when families and school staff work together with mutual trust, respect and open communication.

We are committed to maintaining proactive, supportive and solution-focused communication with parents and carers. Our approach is built on partnership rather than blame, recognising that working collaboratively enables us to support children's learning, wellbeing, behaviour and personal development most effectively.

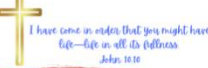
Through honest communication, shared expectations and a commitment to the best interests of every child, we aim to foster relationships that help all members of our school community flourish together.

Our School Expectations



Our School Expectations Be Respectful

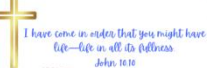
- We spread happiness and joy.
- We are kind and considerate.
- We have good manners.
- We treat everyone and everything with respect.
- We line up quietly and respectfully.



Our School Expectations Be Safe

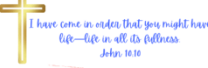
- We show self control.
- We make good choices.
- We keep our hands and feet to ourselves.
- We use polite and kind words.
- We remain in the correct areas.



Our School Expectations Be Ready

- We are ready for our learning or activities e.g. playtime / lunchtime.
- We are regulated.
- We show a can do attitude.
- We are always ready to do our best.

What do the School Expectations Mean?

Ready	Respectful	Safe
Arrive at school and lessons ready to learn.	Listen when others are speaking.	Keep hands, feet and objects to yourself.
Line up sensibly and follow routines.	Use kind and respectful words.	Use equipment appropriately and safely.
Stop and listen when the whistle or bell sounds.	Be polite and use good manners.	Move around school calmly and sensibly.
Move around school calmly and purposefully.	Treat others as you would like to be treated.	Stay in designated areas at playtimes.
Have the equipment and resources needed for learning.	Take care of school property and the environment.	Follow adult instructions first time.
Follow instructions promptly.	Show kindness, honesty and consideration towards others.	Play games that are suitable for school and include others fairly.
Sit quietly and participate appropriately during worship and assemblies.	Help and support others when they need it.	Put equipment away correctly when asked.

It is important to have simple, shared and understood school expectations that will be adhered to by all throughout all aspects of the day. Including breakfast club, lunchtime, afterschool club provision and clubs / events run by school.

The expectations of **Ready, Respectful and Safe** apply in **all** aspects of school life, including classrooms, worship, playtimes, lunchtimes, educational visits, sporting events, clubs and online activity. Staff regularly teach, model and reinforce these expectations to ensure they are understood and consistently applied across the school community.

The school expectations of **Ready, Respectful and Safe** are explicitly taught, discussed regularly with pupils and displayed throughout the school. They provide a shared language and a consistent framework for promoting positive behaviour and addressing behaviour that falls below expectations.

When responding to behaviour incidents, staff will refer to the specific expectation that has not been met, helping pupils to understand the impact of their actions and how they can make positive choices moving forward.

Similarly, when recognising positive behaviour, staff will identify and celebrate the school expectation or Christian characteristic that has been demonstrated. This helps pupils understand what successful behaviour looks like and reinforces our shared values.

Positive behaviour is promoted through regular encouragement, recognition and specific praise. Staff use positive language to highlight examples of pupils demonstrating our expectations and Christian values throughout the school day.

Examples include:

- *"Thank you for being respectful by listening carefully."*
- *"I can see you are ready for learning."*
- *"That was a very kind thing to do."*
- *"Thank you for helping your friend and showing goodness."*
- *"You have made a safe choice and followed instructions straight away."*

Celebrating Positive Behaviour and Relationships

At St Peter's Church of England Primary School, we believe that recognising and reinforcing positive behaviour is central to developing emotional regulation, self-confidence, positive relationships and a strong sense of belonging.

We actively celebrate pupils who demonstrate our school expectations of **Ready, Respectful and Safe** and who live out our Christian Characteristics. By recognising positive choices, effort and personal growth, we encourage pupils to develop the behaviours and attitudes that help everyone flourish together.

Positive behaviour is recognised and celebrated in a variety of ways, including:

- earning credits
- specific verbal praise and recognition of expected behaviours
- classroom recognition boards, including **Proud Cloud, Star of the Week** and **You Have Been Noticed**
- team credits and rewards, including **Bronze, Silver and Gold** recognition
- team rewards, including non-uniform days where appropriate
- stickers and other age-appropriate rewards
- teacher awards, postcards and messages home
- certificates celebrated during Friday Worship
- **Star of the Week** recognition, including special responsibilities such as buddy and table service duties
- opportunities to share achievements with other staff members, the Deputy Headteacher and the Headteacher
- positive communication with parents and carers
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Staff are encouraged to use specific praise that identifies the behaviour, value or characteristic being demonstrated, helping pupils understand what they have done well and reinforcing positive choices.

Examples include:

"Thank you for being respectful and listening carefully."

"You have shown real kindness by helping your friend."

"I can see that you are ready for learning."

"That was a very safe and responsible choice."

By consistently recognising positive behaviour, we aim to create a culture where pupils feel valued, supported and motivated to make positive contributions to our school community.

How Do We Support and Develop Self-Regulation (Self-Control)?

At St Peter's Church of England Primary School, we recognise that self-regulation is a key life skill which enables children to understand, manage and respond appropriately to their emotions, thoughts and behaviours. We believe that emotional development should be taught, modelled and supported in the same way as any other aspect of learning.

All staff have a responsibility to support pupils in developing emotional awareness, self-control and positive behaviour.

Through strong relationships, consistent routines, emotional coaching, restorative approaches and clear expectations, staff help children learn how to recognise emotions, regulate their responses and make positive choices.

We recognise that children will experience a wide range of emotions throughout the school day and that behaviour can be a form of communication. Our role is to support children in understanding their feelings whilst teaching them safe and respectful ways to express and manage them.

Whole-School Approach: Zones of Regulation

The **Zones of Regulation** are referred to and used as part of a whole-school approach to developing emotional literacy and self-regulation.

The Zones of Regulation helps children to:

- recognise and identify their emotions
- understand how emotions can influence behaviour
- develop a shared language for discussing feelings
- learn strategies to regulate emotions and return to a state where they are ready to learn
- become more independent in managing challenges and setbacks

Children are taught that all emotions are normal and acceptable. However, whilst all feelings are valid, children are supported to understand that not all behaviours are acceptable, and that they remain responsible for making safe and respectful choices.

Role of Staff

Supporting emotional regulation is the responsibility of **all members of staff**. Adults across the school use consistent language, emotional coaching techniques, restorative conversations and Zones of Regulation strategies to help children recognise and manage their emotions.

Class teachers and support staff are expected to:

- teach and reinforce emotional regulation strategies
- use Zones of Regulation language consistently
- identify children who may need additional support
- work proactively with families when concerns arise
- adapt strategies where appropriate to meet individual needs
- seek advice from senior leaders when behaviour or emotional regulation concerns become more persistent

Additional Support

Most children will develop self-regulation skills through quality first teaching, positive relationships and consistent classroom practice. However, some pupils may require additional support.

Where a child, group of children or whole class is experiencing ongoing difficulties with emotional regulation, behaviour, friendships or wellbeing, staff should initially discuss concerns with the class teacher and members of the Senior Leadership Team.

Following these discussions, additional support may be provided by **Mrs Rigby, Pastoral Learning Mentor**, who works **alongside staff** rather than replacing classroom support. This may include:

- classroom observations
- modelling strategies for staff
- targeted interventions for individuals or groups
- support with emotional regulation and friendship difficulties
- pastoral support for children and families
- advice on personalised behaviour and regulation plans
- liaison with external agencies where appropriate

Our aim is to ensure that all children receive the right support at the right time, whilst maintaining a consistent whole-school approach where every adult plays an active role in helping children develop the skills needed to flourish both in school and beyond.

Emotional Regulation and Accountability

At St Peter's Church of England Primary School, we recognise that children sometimes experience strong emotions that can affect their behaviour. We are committed to supporting pupils to understand and regulate these emotions through positive relationships, emotional coaching and restorative approaches.

However, while we seek to understand the reasons behind behaviour, we do not excuse behaviour that is unsafe, disrespectful or harmful to others. Children will be supported to take responsibility for their actions, understand the impact their behaviour has had and be actively involved in repairing relationships where appropriate.

Our approach is based on the principle that:

All feelings are valid, but not all behaviours are acceptable.

Adults will respond with empathy, curiosity and support whilst maintaining clear boundaries and high expectations. Through this approach, we help children develop self-awareness, self-regulation, accountability and the skills needed to make positive choices in the future.

The Four-Step Emotion Coaching Approach

Staff use the following four-step approach:

Step 1: Notice and Empathise

Recognise the child's emotional state and communicate understanding through calm, supportive language.

Step 2: Name and Validate the Emotion

Help the child identify and understand the feeling they are experiencing.

Step 3: Set Boundaries and Expectations

Clearly explain the behaviour expectations and reinforce the school's values of being Ready, Respectful and Safe.

Step 4: Problem Solve and Learn

Support the child to reflect on what has happened, consider the impact of their actions and identify positive strategies for the future.

Supporting Regulation Before Conversation

Where a child is experiencing significant emotional distress or has entered a heightened state of dysregulation, staff will prioritise helping the child feel safe and regulated before beginning any coaching or restorative discussion.

Children may require:

- time and space to calm
- support from a trusted adult
- regulation strategies appropriate to their needs
- a temporary change of environment
- a change of adult where this would help the child re-engage positively

Staff should use their professional judgement to determine when a child is emotionally ready to engage in reflection, problem-solving and learning. Meaningful restorative conversations are unlikely to be successful until a child has had sufficient time to regulate.

Consistency of Language and Adult Behaviour (Non-Negotiable)

Consistency is essential in promoting positive behaviour, emotional regulation and strong relationships. The way adults respond to children has a significant impact on behaviour, wellbeing and learning. Therefore, all staff are expected to use consistent language, routines and approaches when responding to both positive and challenging behaviour.

Children should experience the same high expectations, predictable responses and respectful treatment from every adult in school.

Adult Conduct and Communication

All staff are expected to:

- communicate respectfully, calmly and professionally at all times
- use a non-judgemental and emotionally regulated approach when responding to behaviour
- demonstrate an attitude of proactive "relaxed vigilance", remaining aware, observant and responsive throughout the school day
- notice, acknowledge and reinforce positive behaviour consistently
- respond fairly and proportionately to behaviour concerns
- model the behaviour, attitudes and values expected of pupils
- maintain high expectations whilst showing empathy and understanding
- build positive, trusting relationships with pupils, colleagues and families

Use of Language

To ensure consistency across the school, staff will:

- use positive language where possible, telling children what they should do rather than what they should not do
 - e.g. *"Walk down the corridor safely"* rather than *"Stop running"*
- maintain a calm tone of voice, even when managing challenging situations
- keep language brief and clear when a child is dysregulated or in a heightened emotional state

- use language that supports children in understanding the impact of their actions
- consistently refer to the school's expectations of **Ready, Respectful and Safe**
- explain the reasons for decisions, consequences and expectations
- communicate clear expectations for future behaviour
- use agreed scripts and approaches to ensure consistency across the school

Body Language and Non-Verbal Communication

Staff should be mindful of the messages conveyed through body language and should:

- remain calm and approachable
- use appropriate eye contact and facial expressions
- be aware of personal space and the needs of individual children
- use non-verbal reminders and prompts where appropriate
- avoid confrontational or intimidating body language

Responding to Dysregulation

Where a child is distressed, anxious or dysregulated, staff will prioritise helping the child feel safe and regulated before engaging in detailed discussion or restorative conversations.

During periods of heightened emotion:

- language should be kept to a minimum
- adults should remain calm, supportive and reassuring
- children should be given appropriate time and space to regulate
- staff should focus on safety first
- a change of adult may be used where this would support successful regulation

Restorative and Relational Practice

At St Peter's, we believe that children learn best when relationships are strong.

Therefore:

- restorative approaches are used to help pupils understand the impact of their actions
- pupils are supported to take responsibility for their behaviour
- children are encouraged to repair harm and restore relationships where appropriate
- behaviour incidents are viewed as opportunities for learning and growth
- whole-class sanctions will not be used as a consequence for the behaviour of an individual child

When Additional Support Is Needed

If behaviour concerns become persistent or appear to form a pattern, staff should discuss these concerns with the class teacher, Pastoral Learning Mentor and/or members of the Senior Leadership Team.

Additional support may include:

- observations and monitoring
- parental meetings and collaboration
- targeted pastoral support
- movement or sensory breaks
- regulation and emotional wellbeing strategies
- personalised behaviour or support plans
- reasonable adjustments for pupils with SEND
- advice from external agencies where appropriate

The aim of any additional support is to help pupils develop the skills, strategies and understanding needed to be successful, whilst maintaining high expectations and ensuring the safety, wellbeing and learning of all members of the school community.

Behaviour Management in EYFS

We recognise that young children are at an early stage of developing emotional regulation, social understanding and independence. Therefore, behaviour management within the Early Years Foundation Stage (EYFS) is adapted to meet the developmental needs, age and stage of the children whilst remaining fully aligned to the principles and expectations of this policy.

Children in EYFS are taught the school's expectations of **Ready, Respectful and Safe** through daily routines, modelling, play-based learning, stories, visual prompts and positive reinforcement. Staff explicitly teach behaviours for learning, social skills,

friendship skills and appropriate responses to a range of situations, helping children develop the foundations for positive behaviour throughout their school journey.

EYFS staff use consistent language, emotional coaching, restorative approaches and the Zones of Regulation to support children in recognising and managing their emotions. Visual reminders of expectations and routines are displayed throughout the learning environment and are regularly referred to by adults and children.

When a child is struggling to meet expectations, staff will:

- ensure the safety and wellbeing of all children
- calmly remind the child of the school's expectations
- provide support, reassurance and appropriate modelling
- use emotional coaching and regulation strategies where appropriate
- allow opportunities for the child to reflect, regulate and make positive choices
- adapt their response according to the child's age, stage of development and individual needs

Where a child requires additional time or support to regulate, they may be directed to a designated regulation space within the classroom or supported by a trusted adult. In some circumstances, and where appropriate, a child may spend a short period of time in a neighbouring classroom with support from staff.

The EYFS team work closely with parents and carers to promote consistency between home and school. Significant behaviour incidents or emerging concerns will be shared with parents and carers, and relevant information will be recorded on CPOMS to support the identification of patterns, triggers and any additional support that may be required.

Whilst behaviour systems in EYFS may be adapted to reflect the age and developmental stage of the children, the underlying principles of this policy remain the same. We maintain high expectations, build positive relationships, teach emotional regulation, promote restorative approaches and support every child to become **Ready, Respectful and Safe** so that they can flourish within our school community.

Whilst behaviour expectations within EYFS are adapted to reflect children's age and stage of development, all children are expected to demonstrate the school's expectations of being Ready, Respectful and Safe. Where behaviour falls below these expectations, staff will implement fair, proportionate and age-appropriate consequences alongside support, teaching and opportunities to repair and learn from the situation.

Pupil Support Systems

The vast majority of pupils respond positively to the school's behaviour systems, routines and expectations. However, there may be occasions when a pupil requires additional support to help them regulate their emotions, develop positive behaviour patterns or overcome barriers to learning.

The need for additional support may be identified following a significant one-off incident or through a pattern of behaviour over time. In some cases, behaviour may indicate **unmet needs, special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs, communication difficulties, attachment needs, trauma, safeguarding concerns or other factors affecting a child's wellbeing and ability to engage successfully in school.**

Indicators that a pupil may require additional support could include:

- regular incidents of low-level disruption or dysregulation
- repeated use of consequences within the graduated response
- significant changes in behaviour, presentation or emotional wellbeing
- difficulties with friendships, relationships or social interactions
- behaviours that are impacting upon the pupil's learning, wellbeing or the learning of others

Where concerns arise, staff will seek advice and support from appropriate members of the school team. Initial discussions may involve the Class Teacher, Pastoral Learning Mentor, SENDCo, Deputy Headteacher or Headteacher to consider possible reasons for the behaviour and identify appropriate support strategies.

At St Peter's, we believe it is important to understand the underlying causes of behaviour rather than simply responding to the behaviour itself. Staff will work collaboratively to assess needs, identify potential triggers and implement strategies to support positive outcomes for the child.

Additional support may include:

- classroom observations
- parental meetings and collaborative planning
- pastoral support and mentoring

- targeted emotional regulation interventions
- social skills or friendship support
- individual behaviour or regulation plans
- reasonable adjustments and adaptations within the classroom
- risk assessments where appropriate
- monitoring through CPOMS and behaviour tracking systems
- support from the SENDCo and inclusion team

Where further support is required, the school may involve external agencies and services. This may be through the Early Help process or referrals to specialist services. Depending on the identified need, support may involve:

- Educational Psychologists
- Specialist Teachers
- Inclusion Hub services
- Children and Families Wellbeing Service
- Health professionals
- SEND support services
- Social Care or safeguarding services where appropriate

All support plans will be reviewed regularly in partnership with pupils, parents/carers and relevant professionals. The aim of any intervention is to help pupils develop the skills, strategies and confidence needed to succeed whilst maintaining high expectations for behaviour, learning and participation within school.

Our approach is based on the principle that whilst behaviour may communicate a need, all children can be supported to develop the skills required to be Ready, Respectful and Safe.

The school is an active member of the local Inclusion Hub, working collaboratively with other schools and professionals to promote inclusive practice and secure positive outcomes for pupils who require additional behavioural, emotional or learning support. Through this partnership, school leaders and staff can access specialist advice, training, consultation and practical strategies to help meet the needs of individual pupils.

Staff are regularly informed about available support pathways and are encouraged to engage in continuing professional development. Training may include areas such as ADHD, Autism Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) needs, attachment, trauma-informed practice, emotional regulation, de-escalation strategies and inclusive classroom practice.

Graduated Response in the Classroom

The Three Principles of Positive Behaviour

At St Peter's Church of England Primary School, our approach to behaviour is built around three simple expectations:

Ready, Respectful and Safe

These expectations underpin all aspects of school life and must be consistently promoted and applied by all staff.

We recognise that positive behaviour is best achieved through strong relationships, clear expectations, high-quality teaching, consistent routines and effective support for emotional regulation. Our graduated response provides a clear and predictable framework that helps children understand expectations, reflect on their choices and develop positive behaviours for learning. The graduated response should be implemented consistently across the school and is displayed in classrooms in a child-friendly format.

At every stage of the graduated response, staff will:

- remain calm, respectful and professional
- seek to understand possible reasons behind a child's behaviour
- refer to the school's expectations of **Ready, Respectful and Safe**
- use specific and targeted praise to reinforce positive choices
- utilise emotional coaching and Zones of Regulation strategies where appropriate
- maintain high expectations whilst showing empathy and understanding
- ensure responses are reasonable, proportionate and appropriate to the individual child and situation

Staff should actively seek opportunities to recognise positive behaviour and use classroom recognition systems to celebrate pupils who are demonstrating the school's expectations.

Step 1: Relate

The foundation of positive behaviour is strong relationships.

Class teachers and support staff are expected to create a safe, consistent and inclusive learning environment where all pupils can succeed. Teaching should be adaptive and responsive to meet the varying needs of learners, and appropriate support, adjustments and scaffolds should be provided where required.

Staff should:

- establish positive relationships with pupils
- teach and model expected behaviours
- maintain clear routines and boundaries
- use positive recognition and encouragement
- provide targeted praise linked to the school's expectations and Christian values
- proactively support pupils who may require additional guidance

A positive classroom culture should always be the first strategy for promoting successful behaviour.

Step 2: Reminder

Where a pupil is not demonstrating the expected behaviour, staff should issue a **reminder rather than a warning**.

The purpose of a reminder is to support the pupil in making a positive choice and self-correcting their behaviour.

Reminders may be verbal or non-verbal and should be delivered calmly and privately where possible.

Examples include:

"I am reminding you of our expectation to be respectful."

"I expect you to be ready for learning."

"Please show me safe behaviour."

Where a pupil responds positively and corrects their behaviour, staff should acknowledge and praise this immediately.

A maximum of **two reminders** should normally be given before moving to the next step of the graduated response.

Example:

"This is your second reminder. I have explained the expectation and I now need you to make the right choice."

Staff should remember that:

We praise in public and reprimand in private.

Children should never be shamed or humiliated. The focus should remain on teaching and reinforcing the behaviour we want to see.

Step 3: Redirect and Reset

If the behaviour continues despite reminders, staff may use a classroom-based adjustment to support the child in making a positive choice.

Examples may include:

- moving seating positions
- relocating the child within the classroom
- providing additional adult support
- reducing distractions
- directing the child to a designated reflection or regulation space

The purpose of this step is to:

- minimise disruption to learning
- support the child to regulate
- provide a further opportunity to make a positive choice
- protect the learning environment for others

Any move should be completed calmly and respectfully, ensuring that the dignity of the child is maintained at all times.

Staff should take swift and proportionate action to prevent persistent low-level disruption from impacting upon the learning, safety and wellbeing of others. However, responses should remain supportive and focused on helping the child return successfully to learning.



Reflect, Repair and Reset

When you have not followed the school expectations or have been involved in an incident you will be expected to...

Reflect and Regulate

You will be given reminders and asked to follow the expectations. This may include a visual reminder.
You will be expected to tell the truth and be respectful.
You will be asked to catch up your learning at playtime.
You will be asked to stop and talk to an adult about your behaviour in your time, not learning time.
If your behaviour affects others and you do not respond to the class strategies you may be asked to reflect in a different class.
You may be asked to spend time in another class for longer if behaviour continues.

Regain Control and Repair

You will be asked to make the situation right and agree the expected behaviour of the next lesson or playtime.
You will be expected to take responsibility and make the situation better. This may include an apology to the people affected.

Reset and Move On

Agree to follow the school expectations and make positive choices in the next lesson / playtime - throughout the day.

Step 4: Reflect, Regulate, Repair and Reset

If a pupil continues to demonstrate unexpected behaviour despite earlier support and reminders, they may be required to take time to **reflect, regulate, repair and reset**. The purpose of this step is not to punish, but to provide an opportunity for the child to regain control, reflect on their choices and prepare to return successfully to learning. This stage may involve a restorative conversation, a period of supervised reflection, or the completion of an age-appropriate reflection activity. Where appropriate, pupils may be asked to give time back during a social time to complete reflection and restorative work.

A child may be directed to:

- another area within the classroom
- a designated regulation or reflection space
- a breakout area
- the library or intervention space
- another agreed learning area within school

At this point, the class teacher or supporting adult will speak privately with the child to avoid embarrassment and maintain their dignity.

For example:

"You have been given opportunities to make positive choices and return to the expected behaviour. We now need some time to think about what has happened, how it has affected others and how we can move forward successfully."

The adult will support the child in reflecting on the situation by exploring questions such as:

- Which school expectation was not followed?
- What happened?
- What were you feeling at the time?
- How has this affected you or others?
- What needs to happen next?
- Is there anything that needs to be repaired or put right?
- What positive choice will you make when you return?

Children should be given sufficient time to process information, regulate their emotions and prepare themselves for a successful return to learning. Staff should use their professional judgement to determine when a child is calm, regulated and ready to engage in reflection and restorative discussion.

Where appropriate, adults will use Emotion Coaching and restorative approaches to help children understand the impact of their behaviour, learn from the situation and develop strategies for future success.

Following reflection, a brief restorative conversation should take place between the pupil and the adult. The focus should be on:

- understanding what happened
- restoring relationships
- reinforcing expectations
- agreeing positive next steps
- ensuring the child is ready for a fresh start

Where learning time has been lost due to behaviour, pupils may be expected to complete missed work or participate in reflection and restorative activities during social times. The amount of time given should always be reasonable, proportionate and appropriate to the age of the child and the nature of the incident.

At St Peter's, every lesson and every day provides an opportunity for a fresh start. Once the reflection, repair and reset process has been completed, children are supported to re-engage positively with learning and move forward successfully.

Step 5: Consequence and Repair

(Recorded on CPOMS by class staff)

If a pupil's behaviour continues to disrupt learning despite earlier stages of the graduated response, they may be considered **"stuck"** and require a period of time away from the classroom to reflect, regulate and reset.

The purpose of this stage is to provide structured support for the child whilst protecting the learning environment for others. It is not intended as a punishment but as an opportunity to help the pupil make a successful return to learning.

A pupil may spend a short period of time (typically 5-10 minutes) in an agreed space outside of the classroom. During this time, they remain responsible for completing their learning and meeting the expectations of the lesson.

Staff should use calm, consistent language that focuses on positive choices and successful reintegration.

For example:

"When you return, I want to see you demonstrating our expectation of being respectful and ready for learning. If you feel ready before the agreed time, we can discuss this together. Thank you for taking the time to reflect and reset."

At the agreed time, staff should check in with the pupil and support them in reflecting on the choices available to them moving forward.

Where appropriate, staff should:

- revisit the school expectation that has not been met
- clarify what positive behaviour needs to be seen on return
- explain any further consequences should the behaviour continue
- frame expectations as a positive choice
- allow the child time to reflect and make a positive decision

For example:

"You can choose to return to class and show that you are ready to learn, or you are choosing to continue your work in another classroom. If this happens, we will need to inform your parents."

Staff should also consider whether any adaptations or additional support may be required for future lessons, including reasonable adjustments, regulation strategies, movement breaks or other personalised approaches.

Step 6: Time in Another Classroom

If behaviour continues to significantly impact learning, safety or wellbeing, the pupil may be directed to work in another classroom under the supervision of a year group colleague, senior leader or other designated member of staff.

The purpose of this step is to:

- maintain the learning environment for the class
- allow the child time and space to regulate
- enable learning to continue
- provide an opportunity for reflection and restoration
- support a successful return to class

The pupil will be expected to complete their learning whilst working in the alternative setting. If work remains incomplete, additional time may be required during playtimes or lunchtimes so that learning time is not lost.

Before returning to their class, the pupil should participate in a restorative conversation with an appropriate adult to ensure that:

- the behaviour has been addressed
- expectations are understood
- any harm has been repaired where appropriate
- the pupil is ready to return successfully to learning

Parents and carers will be informed by the class teacher when a pupil has reached this stage of the graduated response.

Following significant incidents, members of the Senior Leadership Team may decide that a pupil should spend a longer period working in a parallel class, pastoral space or leadership office. These decisions will always be based on the needs of the individual child, the safety and wellbeing of others, and the need to maintain a positive learning environment.

The purpose of such provision is to ensure that pupils:

- remain in school
- continue accessing education
- receive support to reflect on their behaviour
- are given the opportunity to successfully reintegrate into class

At St Peter's, all decisions are made with the aim of maintaining high expectations whilst providing appropriate support so that learning is not disrupted by persistent or significant behaviour concerns.

Parallel Class Arrangements

EYFS

- Oystercatchers → Eider Ducks
- Eider Ducks → Oystercatchers

Key Stage 2

- Turnstones → Dunlins
- Dunlins → Lapwings
- Lapwings → Curlews
- Curlews → Lapwings

The receiving class teacher will support the pupil in continuing their learning and reinforcing the expectations of being **Ready, Respectful and Safe**, whilst maintaining a consistent approach to reflection, repair and successful reintegration.

Step 7: Individual Behaviour Support and Personalised Planning

Where a pupil is regularly reaching Steps 5 and 6 of the graduated response, or where the existing behaviour strategies are not proving effective, additional support will be considered. The aim at this stage is to better understand the underlying causes of the behaviour, identify barriers to success and implement targeted support to enable the pupil to make positive progress. Concerns should be discussed with the Class Teacher, Pastoral Learning Mentor, SENDCo and/or Senior Leadership Team. This may lead to observations, further assessment and collaborative planning to identify effective strategies and reasonable adjustments.

In some circumstances, particularly where a child displays serious unsafe behaviour, violence, discriminatory language, harmful behaviour or behaviour that poses a significant risk to themselves or others, staff may move directly to Step 6 of the graduated response. In such situations, support from the Pastoral Team and/or Senior Leadership Team should be sought immediately.

Where additional intervention is required, an **Individual Behaviour Support Plan (IBSP)** or **Regulation Plan** may be developed in partnership with staff, parents/carers and, where appropriate, the child.

The purpose of an Individual Behaviour Support Plan is to:

- identify strengths, needs and potential triggers
- provide consistent strategies for staff to implement
- support the child's emotional regulation and wellbeing
- reduce barriers to learning
- improve behaviour, engagement and relationships
- ensure reasonable adjustments are in place where required
- promote successful inclusion within school

Additional Support Strategies

Support at this stage may include some or all of the following:

- ABC (Antecedent, Behaviour, Consequence) monitoring and analysis over a defined period
- classroom observations and provision reviews
- meetings with parents/carers and relevant school staff
- pastoral support and mentoring
- explicit teaching of learning behaviours, social skills and emotional regulation strategies
- adapted classroom routines, seating plans or learning environments
- personalised regulation or behaviour support plans
- individualised timetables where appropriate
- movement breaks or sensory regulation strategies
- support and advice from the Inclusion Hub
- specialist teacher involvement
- sensory assessments and environmental audits
- Educational Psychologist involvement

- SEND assessment and support
- risk assessments where appropriate
- Early Help assessments and multi-agency support
- referrals to external agencies where required

All interventions will be monitored and reviewed regularly to ensure that they are having a positive impact and remain appropriate to the child's needs.

Alternative Provision and Additional Support Arrangements

In exceptional circumstances, where it is considered necessary to support a pupil's behaviour, wellbeing or engagement with education, the school may consider:

- a temporary personalised timetable
- a period of education within an alternative provision setting
- an off-site direction in line with statutory guidance and in partnership with parents/carers where appropriate
- multi-agency planning involving external professionals

Any decision of this nature will be made by the Senior Leadership Team and will be based on the individual needs of the child, the safety and wellbeing of all pupils and staff, and the objective of achieving successful long-term inclusion wherever possible.

Our aim is always to provide the right support at the right time, maintaining high expectations whilst recognising and responding to individual needs so that every child has the opportunity to be Ready, Respectful and Safe and to flourish within our school community.

Playtimes, Breakfast Club and After-School Provision

At St Peter's Church of England Primary School, we recognise that positive behaviour is promoted through strong relationships, clear routines, consistent expectations and effective supervision. The principles of this Behaviour Policy apply equally during playtimes, lunchtimes, Breakfast Club, After-School Club and other school-led activities.

All staff working with pupils outside of the classroom are expected to implement this policy consistently and maintain the school's expectations of being **Ready, Respectful and Safe**.

Consistent Routines and Expectations

Each provision and team should establish clear routines and structures that are understood by all children. These routines help create a calm, safe and predictable environment where children can play, socialise and develop positive relationships.

Examples may include:

- sitting appropriately when eating breakfast, snacks or lunch
- using designated play and activity areas
- requesting permission to leave an activity or visit the toilet
- following established routines for transitions between activities
- taking responsibility for equipment and resources
- moving around school safely and respectfully

Expectations of Staff

All staff are expected to:

- maintain high levels of vigilance and active supervision
- model the behaviours, attitudes and language expected from pupils
- promote positive behaviour through encouragement, praise and recognition
- address behaviour concerns promptly, fairly and consistently
- use the language of **Ready, Respectful and Safe**
- support children in resolving friendship issues and minor conflicts appropriately
- ensure pupils feel safe, included and valued during social times

Playground Routines

Children should understand:

- which areas of the playground they are permitted to use
- how to use equipment safely and appropriately
- the expectations for games and social interactions
- the routines for stopping, listening and lining up

The school's whistle and bell system will be used consistently:

- **First whistle/bell:** Stop, stand still and listen.
- **Second whistle/bell:** Walk calmly to the appropriate line.

Children should line up respectfully, keeping their hands and feet to themselves and preparing to be **Ready for Learning** as they return to the classroom.

Transitions Back to Learning

Staff should be present and ready to receive pupils following playtimes and lunchtimes. Particular attention should be given to areas such as:

- playground exits
- entrances and corridors
- cloakrooms
- toilet areas
- classroom doorways

Maintaining strong routines during transitions reduces opportunities for poor behaviour and helps pupils return calmly and successfully to learning.

The Importance of Consistency

At St Peter's, we recognise that behaviour concerns are more likely to occur when expectations are unclear, routines are inconsistent or supervision is not effective. Therefore, all staff have a responsibility to implement agreed systems consistently and maintain high expectations throughout the school day.

By providing clear boundaries, predictable routines and positive role models, we help children develop the skills and behaviours needed to be **Ready, Respectful and Safe** in all areas of school life.

Playtime Responses, Lunchtime, Breakfast Club and After-School Provision

Children who do not demonstrate the school's expectations of being **Ready, Respectful and Safe** will initially be reminded of the expected behaviour by a member of staff. Wherever possible, staff will use positive language, emotional coaching and Zones of Regulation strategies to support children in making better choices and regulating their behaviour.

If the behaviour continues, the child may be asked to spend a period of time alongside the supervising adult. This provides an opportunity for the child to reflect, regulate and reset before rejoining their peers successfully.

Where concerns persist, the supervising adult will inform the class teacher and appropriate consequences may be implemented. These may include:

- a period of missed playtime to allow for reflection, repair and restorative discussion
- temporary withdrawal from specific playground activities or areas, such as contact sports or the MUGA
- supported or supervised playtimes
- differentiated playtimes with additional adult support
- earning the right to return to certain activities or areas through positive behaviour

Any consequence should be reasonable, proportionate, age-appropriate and focused on helping the child make positive choices moving forward.

Serious Behaviour Incidents

Where a child displays unsafe, violent or aggressive behaviour, staff will take immediate action to ensure the safety of all pupils and adults.

The child may be directed to leave the playground and move to a safe space within the school building, where they will be supported to:

- regulate their emotions
- regain self-control
- reflect on the incident
- participate in restorative discussions
- agree appropriate next steps

Once the child is calm and ready, staff will discuss the incident and determine appropriate follow-up actions and consequences. These may include:

- missed or reduced playtimes
- restorative actions to repair relationships

- increased supervision during social times
- temporary withdrawal from particular activities
- parental contact
- additional support or monitoring where appropriate

All serious incidents will be recorded and monitored in line with school procedures.

Lunchtime Behaviour

Serious or persistent behaviour concerns at lunchtime may result in additional consequences and support measures. In exceptional circumstances, and in line with statutory guidance, a lunchtime suspension may be considered. Parents/carers would be informed and appropriate procedures followed.

Protecting Learning Time

At St Peter's, we believe that learning time is valuable and should not be routinely disrupted by behaviour incidents.

Where appropriate, behaviour concerns that arise during playtime or lunchtime will be addressed during pupils' social times rather than during curriculum learning. This enables children to reflect, repair and restore without impacting unnecessarily on their education.

However, staff will always use professional judgement. Where behaviour presents a safeguarding concern, poses a risk to others, or requires immediate intervention, it will be addressed at the time of the incident regardless of its impact on learning time.

Our aim is for all children to understand that behaviour choices have consequences, whilst ensuring that every child is given the opportunity to reflect, repair, reset and make positive choices moving forward.

Monitoring and Recording of Pupil Behaviour

At St Peter's Church of England Primary School, accurate recording and monitoring of behaviour incidents helps ensure that pupils receive appropriate support, that patterns are identified early, and that behaviour is managed consistently and fairly across the school.

All staff have access to **CPOMS** and are expected to record significant behaviour incidents, ongoing concerns, serious incidents and patterns of behaviour that may require further monitoring or intervention.

When recording behaviour incidents, staff should include:

- the behaviour that was observed or reported
- the events or triggers leading up to the incident
- any de-escalation strategies or interventions used
- the consequence, restorative action or repair work implemented
- whether parents/carers have been informed and any response received
- any follow-up actions, support strategies or adjustments agreed

The quality of recording is important and should provide a clear, factual account of the incident and the actions taken.

Mrs Dodd (Headteacher), Mrs Parker (Deputy Headteacher) and Mrs Rigby (Pastoral Learning Mentor) are alerted to behaviour incidents recorded on CPOMS and regularly monitor behaviour across the school. If additional staff members need to be informed about an incident, they should be added to the CPOMS alerts by the member of staff completing the record.

Staff are expected to update records where appropriate and ensure that incidents have been followed up, addressed and communicated to parents/carers where necessary.

Behaviour information is reviewed regularly by the Behaviour Leadership Team to identify:

- emerging patterns of behaviour
- repeated incidents involving individual pupils
- trends within classes, year groups or specific times of the school day
- pupils who may require additional support or intervention
- the effectiveness of strategies already in place

Where patterns of behaviour or increasing concerns are identified, the Behaviour Leadership Team will work with class teachers, support staff, parents/carers and, where appropriate, external agencies to determine the most effective support and provision for the child.

Serious, persistent or repeated behaviour concerns will be monitored closely and may result in additional support, targeted interventions, personalised behaviour plans, risk assessments, involvement of the SENDCo, pastoral support, external agency involvement and/or consideration of alternative provision arrangements where appropriate.

The purpose of monitoring behaviour is not simply to record incidents, but to ensure that all pupils receive the support, guidance and intervention they need to be successful, whilst maintaining high expectations for behaviour, learning, safety and wellbeing across the school. It is not expected that every low-level incident is reported. Staff must monitor situations, add a CPOM entry for ongoing and serious incidents, persistent incidents and particularly for children who are monitored or have higher levels of vulnerability. This is to ensure that records are accurate and up to date.

Online Behaviour and Digital Safety (Including the Use of School Computers, Digital Devices, Artificial Intelligence and Mobile Technology)

At St Peter's Church of England Primary School, we recognise that positive behaviour expectations apply both online and offline. We are committed to promoting the safe, responsible and respectful use of technology in line with our Behaviour Policy, Online Safety Policy, Safeguarding and Child Protection Policy and the expectations set out in Keeping Children Safe in Education 2026.

The use of school computers, digital devices, online platforms and communication technologies must support learning, safeguard pupils and reflect our expectations of being **Ready, Respectful and Safe**. Any misuse of technology, whether in school or outside school where it impacts upon pupils, staff or the wider school community, will be taken seriously and addressed appropriately.

Mobile Phones and Smart Devices

Primary-aged pupils are not permitted to use mobile phones, smart watches or other internet-enabled devices during the school day unless agreed as part of a specific support plan or authorised by school leaders. E.g. medical reasons only. Where devices are brought onto the school site, they must be switched off and stored in accordance with school procedures. (Y5 Summer term and Y6 full year)

The school reserves the right to confiscate devices where they are being used contrary to school expectations or where their use may place pupils, staff or others at risk.

In line with the mobile phone and smart technology policy trackers use of smart watches are not permitted.

Artificial Intelligence (AI) and Emerging Technologies

The school recognises that Artificial Intelligence (AI) and other digital technologies are becoming increasingly accessible to children and young people. Pupils are expected to use technology responsibly, safely and appropriately.

The following behaviours are not acceptable:

- using AI tools to generate inappropriate, offensive, harmful or discriminatory content
- creating, sharing or manipulating images, videos, audio recordings or messages to upset, embarrass or harm others
- impersonating another person online
- using AI or digital tools to facilitate bullying, harassment or abusive behaviour
- deliberately generating or sharing false, misleading or harmful information
- attempting to bypass school filtering, monitoring or online safety systems
- accessing, searching for or sharing inappropriate content

Any incidents involving the misuse of AI, digital technology or online platforms will be assessed in line with safeguarding procedures and school behaviour expectations.

Investigating Concerns and Allegations

At St Peter's Church of England Primary School, we take all reports, concerns and allegations of child-on-child abuse, bullying or harmful behaviour seriously. We recognise that when concerns are raised, parents and carers may understandably be worried about the welfare of their child. However, in order to ensure that all children are treated fairly and appropriately, the school has a responsibility to carefully assess each situation before reaching conclusions or determining outcomes.

When a concern or allegation is reported, the school will:

- listen carefully to all parties involved
- gather relevant information and evidence

- assess any safeguarding risks
- support those affected
- seek advice from the Designated Safeguarding Lead (DSL) and external agencies **where appropriate**
- make decisions that are fair, proportionate and in the best interests of all children involved

Parents and carers will be informed and involved as appropriate. However, there may be occasions where the school is unable to share specific information relating to other children, in line with safeguarding, confidentiality and data protection requirements.

Our approach is both protective and educational. Whilst appropriate consequences may be implemented where necessary, our primary aim is to help children understand the impact of their actions, learn from mistakes and make safer choices in the future.

We are committed to creating a culture where children feel confident to **speak up, speak out and seek help** if they are worried about themselves or others. All pupils are encouraged to report concerns, knowing that they will be listened to, taken seriously and supported. Through education, open dialogue and positive relationships, we aim to empower children to contribute to a safe, respectful and inclusive school community.

Child-on-Child Abuse and Online Harm

The school will not tolerate online behaviour that causes harm to others. This includes, but is not limited to:

- cyberbullying
- online harassment
- discriminatory behaviour
- sharing inappropriate images or content
- threatening or intimidating behaviour
- harmful sexual behaviour
- child-on-child abuse
- behaviour that brings the school or its community into disrepute

All incidents will be investigated and responded to in line with the school's safeguarding responsibilities. Serious incidents may be dealt with as safeguarding concerns and referred to external agencies where appropriate.

Key Actions and Responses

Parental Involvement

Parents and carers will be informed of incidents involving inappropriate online behaviour, misuse of technology, significant online safety concerns or breaches of this policy where appropriate. Staff will work collaboratively with families to support pupils in developing safe and responsible online behaviours.

Where online behaviour is harmful, abusive, bullying, discriminatory or presents a safeguarding concern, the school will respond in accordance with:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy
- Anti-Bullying Policy
- Online Safety Policy
- Acceptable Use Agreements

Possible Responses and Consequences

Responses will always be proportionate, reasonable and dependent upon the age of the child, the nature of the incident and any safeguarding concerns identified.

These may include:

- restorative conversations and reflection activities
- targeted digital safety education
- temporary restriction of access to technology where appropriate
- education in an alternative classroom setting

- loss of social time (playtime or lunchtime)
- supervised or differentiated social times
- parental meetings
- behaviour support plans
- safeguarding referrals
- involvement of the Designated Safeguarding Lead
- referral to external agencies, including Community Policing Teams or Children's Services **where appropriate**
- suspension in line with statutory guidance where behaviour is serious and meets the threshold for such action

Teaching Safe Online Behaviour

The school is committed to teaching pupils how to use technology safely, responsibly and respectfully. Through the curriculum, worship, pastoral support and online safety education, pupils are taught to:

- keep themselves and others safe online
- recognise online risks and harmful content
- understand the impact of their digital footprint
- report concerns to trusted adults
- evaluate online information critically, including misinformation and disinformation
- use technology and AI tools responsibly and ethically

By working in partnership with pupils, parents and staff, we aim to ensure that technology is used positively to support learning, wellbeing and healthy relationships whilst safeguarding all members of our school community.

Behaviour Outside of School

At St Peter's Church of England Primary School, we encourage all pupils to demonstrate our expectations of being **Ready, Respectful and Safe** both within school and in the wider community.

As outlined in *Behaviour in Schools: Advice for Headteachers and School Staff*, schools have the authority to apply sanctions for behaviour that takes place outside of the school premises where it is reasonable to do so and where the behaviour has an impact on the school community.

The school may investigate and respond to incidents occurring outside of school, including but not limited to:

- online behaviour, including cyberbullying, child-on-child abuse, harassment, harmful behaviour and misuse of technology
- behaviour that brings the school into disrepute
- behaviour involving swearing, vandalism, theft or damage to property
- behaviour within the local community that may place others at risk
- behaviour directed towards pupils, staff or families connected with the school
- incidents where a pupil can be identified as a member of the school community
- behaviour on the journey to and from school
- behaviour at sporting events, educational visits or school-related activities
- alleged criminal or anti-social behaviour, where advice may be sought from the police or other relevant agencies

When concerns are reported to the school, each incident will be considered on an individual basis. School leaders will gather relevant information, assess the circumstances and determine whether further action is appropriate.

We recognise that reports from the community may not always provide a complete picture. Therefore, the school will seek to establish the facts before reaching conclusions or implementing consequences. Our response will always be fair, reasonable, proportionate and in line with safeguarding responsibilities.

There may be occasions when the school determines that no direct action is required and instead shares information with parents/carers for their awareness and support. Such decisions will be made by the Headteacher or a member of the Senior Leadership Team based on the nature of the concern.

Where school involvement is deemed appropriate, actions may include:

- discussions with the pupil
- restorative conversations and reflection activities

- contact with parents/carers
- parental meetings
- behaviour monitoring or additional support
- amended drop-off or collection arrangements where safety is a concern
- restrictions relating to particular school activities where appropriate
- referral to external agencies
- involvement of the police where necessary
- implementation of consequences in line with this Behaviour Policy

The school will always seek to work in partnership with families to support children in understanding the impact of their behaviour, taking responsibility for their actions and making positive choices both in school and within the wider community.

Our aim is not simply to sanction behaviour, but to help children develop the character, responsibility and decision-making skills needed to become respectful, safe and active members of society.

Behaviour at Sporting Events or School Led Clubs

The school expectations must be adhered to during school led clubs and after school sporting events. If a child does not follow the school's behaviour expectations, they may be asked to miss the next club or miss further sporting events. This will be based on the behaviour presented. Representing the school and attending out of school clubs is based on trust, respect, positive behaviour choices etc.

Representing the school at Sporting or Other Events

Representing our school at sporting competitions or other events is a privilege and an opportunity to demonstrate our school values in the wider community. Pupils selected to take part in these events are expected to show high standards of **respect, safety, and positivity**.

Participation will not be automatically withdrawn due to previous behaviour concerns. However, children will be reminded of the expectations and supported to meet them. If a pupil continues to display behaviour that is disrespectful or unsafe, they may not be able to represent the school until their behaviour improves. This approach helps children understand the importance of making positive choices and reflects our commitment to preparing them for life in a society where rules, expectations, and trust are essential.

Use of Reasonable Force and Restrictive Intervention

What is Reasonable Force?

Reasonable force is the force used by a member of staff to prevent a pupil from causing injury to themselves or others, damaging property, committing a criminal offence, or seriously disrupting the good order and discipline of the school. Any force used must always be reasonable, necessary and proportionate to the circumstances.

What is Restrictive Intervention?

Restrictive intervention refers to actions that deliberately restrict a pupil's movement, liberty or freedom of action. Restrictive interventions should only be used when necessary to reduce an immediate risk of harm and when other strategies have been unsuccessful, are inappropriate, or where the situation requires immediate action.

Our Approach

At St Peter's Church of England Primary School, we are committed to promoting positive behaviour through strong relationships, de-escalation strategies, emotional coaching, restorative approaches and effective support for emotional regulation. Every effort will be made to prevent situations from escalating and to reduce the need for reasonable force or restrictive intervention.

The use of reasonable force or restrictive intervention will always be:

- lawful, reasonable, necessary and proportionate
- used only when there is a genuine risk of harm or serious disruption
- for the shortest time necessary
- carried out with the safety and dignity of the child and others in mind
- used as a last resort wherever possible following attempts at de-escalation and support

Examples of Circumstances Where Reasonable Force May Be Used

Staff may use reasonable force to:

- prevent a pupil from injuring themselves or others
- stop a fight or physical assault
- prevent serious damage to property
- prevent a pupil from leaving a safe area where doing so would place them or others at risk
- prevent behaviour that is causing significant disruption and poses a risk to the safety, learning or wellbeing of others
- remove a pupil from a classroom or area when their behaviour presents an immediate risk and they refuse to follow reasonable instructions

Pupils with Additional Needs

The school recognises that some pupils, including those with SEND, social, emotional and mental health needs, attachment needs, trauma or communication difficulties, may require additional support. Wherever possible, reasonable adjustments, proactive strategies, risk assessments and personalised support plans will be implemented to minimise the likelihood of restrictive interventions becoming necessary.

Recording, Reporting and Review

Any incident involving reasonable force or restrictive intervention must be:

- reported immediately to the Headteacher or a member of the Senior Leadership Team
- recorded on CPOMS as soon as possible and before the end of the school day
- reported and reviewed in accordance with current Department for Education guidance
- followed by appropriate support and debriefing for both pupils and staff involved

Parents/carers will be informed as soon as reasonably practicable following any significant incident involving reasonable force or restrictive intervention and, wherever possible, on the same day as the incident. Written records will be maintained in accordance with statutory guidance.

Where appropriate, the information shared with parents/carers will include:

- the date, time and location of the incident
- why the intervention was necessary
- the type of intervention used
- details of any injury sustained
- actions taken following the incident
- any support or adjustments being implemented moving forward

The Headteacher will ensure that statutory recording and reporting requirements are met and that significant incidents are monitored appropriately.

Following any significant incident:

- the pupil will be supported to reflect on the event when appropriately regulated
- restorative conversations will take place where appropriate
- relationships will be repaired and restored
- risk assessments, behaviour plans and support strategies will be reviewed where necessary
- lessons learned will be considered to reduce the likelihood of future incidents

All incidents involving reasonable force or restrictive intervention will be monitored by senior leaders to ensure practice remains safe, proportionate and in line with current guidance.

Our aim is always to reduce the need for reasonable force and restrictive intervention through effective relationships, early intervention, positive behaviour support, emotional regulation strategies and a culture where all pupils are supported to be Ready, Respectful and Safe.

Searching, Screening and Confiscation

We are committed to maintaining a safe, secure and positive learning environment for all pupils and staff. The school will use its powers to search, screen and confiscate items in accordance with current Department for Education guidance and statutory responsibilities.

School staff may search pupils or their possessions where there are reasonable grounds to suspect that a pupil may be carrying prohibited, banned or harmful items. Searches will always be carried out lawfully, respectfully and with consideration given to the age, needs and vulnerability of the pupil.

The school may confiscate items that:

- pose a risk to the safety or wellbeing of pupils or staff
- are prohibited by law or Department for Education guidance
- are banned under the school's rules
- are being used in a way that disrupts learning or causes harm to others
- are associated with bullying, child-on-child abuse, online safety concerns or other safeguarding matters

This may include mobile phones, smart devices, inappropriate materials or any item being used inappropriately.

Authorisation and Senior Leadership Oversight

Any decision to undertake a search should be referred to a member of the Senior Leadership Team wherever possible. The Headteacher, Deputy Headteacher or another designated senior leader must be informed of any search involving prohibited items, safeguarding concerns, allegations, serious behaviour incidents or circumstances where staff believe a search may be necessary.

Staff should not conduct a search unless they are satisfied that it is lawful, reasonable and necessary. Where appropriate, advice should be sought from a member of the Senior Leadership Team before proceeding.

In situations where there is an immediate risk to the safety of pupils, staff or others, staff may act without prior authorisation but must inform a member of the Senior Leadership Team as soon as possible after the incident.

The outcome of any search, including items found, actions taken and any safeguarding concerns identified, must be reported to the Headteacher or a member of the Senior Leadership Team and recorded in accordance with school procedures. Parents/carers will be informed where appropriate.

Where a search or confiscation is undertaken, the school will follow current guidance, maintain appropriate records where necessary and refer any safeguarding concerns to the Designated Safeguarding Lead in accordance with safeguarding procedures.

Removal from Classrooms

The school may temporarily remove a pupil from a classroom as part of its graduated response to behaviour. This is a supportive strategy used to maintain a calm, safe and purposeful learning environment whilst allowing the pupil time to regulate, reflect and successfully re-engage with learning.

Removal from the classroom will only be used when appropriate and proportionate. It may be considered where:

- a pupil's behaviour is significantly disrupting teaching and learning
- a pupil's behaviour is affecting the safety, wellbeing or education of others
- previous stages of the graduated response have not been successful

- a pupil requires a calm space to regulate and regain control
- there is a need to restore stability within the classroom following a significant incident

Whilst removed from the classroom, pupils will continue to access education and will be supported by an appropriate member of staff. The aim is to help the pupil reflect on their choices, repair any harm caused and prepare for a successful return to learning.

Where a pupil has been required to work in another classroom, pastoral space, intervention area or with a member of the Senior Leadership Team, parents/carers will normally be informed on the same day.

Following a period of removal, the pupil will participate in a restorative conversation before returning to class. Staff will ensure that expectations are understood, support is identified where required and the pupil is given the opportunity for a positive fresh start.

The school will monitor the use of classroom removal to ensure that it remains fair, proportionate and effective, particularly for pupils with SEND or additional needs. Where removal is used repeatedly, school leaders will review the pupil's needs and consider whether further assessment, intervention or support is required.

At St Peter's, removal from the classroom is not intended as a punishment. It is a supportive intervention designed to maintain high standards of behaviour, protect learning time and help pupils successfully return to being **Ready, Respectful and Safe**.

Suspension and Permanent Exclusion

We are committed to providing an inclusive environment where every child is supported to succeed. Most behaviour concerns can be addressed through strong relationships, early intervention, pastoral support, reasonable adjustments and appropriate provision. Suspension and permanent exclusion will therefore only be used as a last resort where other strategies have been considered or where the seriousness of an incident warrants such action.

The school follows the current Department for Education statutory guidance on **School Suspensions and Permanent Exclusions**. Any decision to suspend or permanently exclude a pupil will be lawful, reasonable, fair and proportionate, taking account of the individual circumstances, the nature of the incident and the needs of the pupil.

Suspension or permanent exclusion may be considered where:

- a serious breach of the school's behaviour policy has occurred
- a pupil's behaviour poses a serious risk to the safety, welfare or education of others
- allowing the pupil to remain in school would seriously harm the education, welfare or safety of others
- previous support, interventions and sanctions have not successfully addressed persistent and serious behaviour concerns

The decision to suspend or permanently exclude a pupil rests with the **Headteacher** or, in their absence, the person acting with delegated authority. Parents/carers will be informed promptly of any suspension or exclusion and provided with information regarding the reasons for the decision, their rights and any support arrangements.

Where a suspension is necessary, the school will work with parents/carers and any relevant professionals to support the pupil's successful reintegration. This may include:

- restorative meetings
- behaviour support plans
- risk assessments
- pastoral support
- SEND reviews
- involvement of external agencies
- reasonable adjustments and adaptations to provision where appropriate

The school recognises its duties under the Equality Act 2010 and SEND legislation. Where a pupil has identified SEND, social, emotional and mental health needs, or other vulnerabilities, reasonable adjustments and appropriate support will be considered to reduce the likelihood of suspension or permanent exclusion wherever possible.

The school may also use alternative arrangements, such as supervised work in another classroom, pastoral provision or temporary removal from class, where these are appropriate, proportionate and in the best interests of the pupil and wider school community.

Off-Site Direction

Schools are expected to consider a wide range of support strategies and interventions before suspension or permanent exclusion becomes necessary. One such intervention may be an **off-site direction**.

An off-site direction is where the Headteacher directs a pupil to attend another educational setting for a temporary period in order to improve behaviour, increase engagement with education or access additional support. The pupil remains on the school roll throughout this period.

Off-site direction will only be used when it is considered to be in the best interests of the pupil and when it is likely to support improved outcomes, behaviour and successful reintegration.

Managed Moves

A managed move is a voluntary agreement between schools and parents/carers that enables a pupil to transfer permanently to another mainstream school.

A managed move may be considered where a fresh start in a different setting is believed to be in the child's best interests and may help prevent suspension or permanent exclusion. Parents/carers should be fully involved in discussions and, where appropriate, the views of the child should also be considered.

A managed move will only take place where:

- it is considered to be in the best interests of the child
- parents/carers have agreed to the arrangements
- both schools are satisfied that the move is appropriate
- suitable support and transition arrangements are in place

Managed moves are a supportive intervention rather than a sanction. They form part of a planned approach to improving outcomes for children and should provide the opportunity for a successful fresh start, increased engagement and long-term educational success.

Monitoring and Evaluating Pupil Behaviour

The monitoring and evaluation of pupil behaviour is the responsibility of the Senior Leadership Team (SLT). Effective monitoring enables the school to identify patterns, evaluate the impact of interventions and ensure that pupils receive the appropriate support to be successful in school.

The school uses **CPOMS** as its primary system for recording, monitoring and reviewing behaviour incidents. Behaviour records are regularly reviewed by senior leaders to identify:

- patterns of behaviour over time
- pupils requiring additional support or intervention
- emerging class or whole-school trends
- the effectiveness of behaviour strategies and support plans
- safeguarding concerns linked to behaviour
- the need for additional pastoral, SEND or external agency involvement

Where a pupil is involved in repeated incidents, the Behaviour Leadership Team will consider whether further assessment, monitoring, support or intervention is required.

To ensure consistency and accuracy, staff should record:

- what happened
- who was involved

- when and where the incident occurred
- any known triggers, antecedents or contributing factors
- actions taken to de-escalate the situation
- consequences, restorative actions or support provided
- any follow-up actions agreed
- whether parents/carers have been informed and any response received

All records should be factual, professional and completed within an appropriate timescale following the incident.

Behaviour data from CPOMS is analysed on a termly basis and informs identifying additional monitoring and support for children. This is to ensure support is implemented promptly and that all pupils are given the opportunity to succeed within a safe, respectful and inclusive learning environment.

Staff Concerns About the Implementation of the Behaviour Policy

All staff are expected to implement this Behaviour Policy consistently, fairly and in accordance with the school's safeguarding procedures, Staff Code of Conduct and professional expectations.

Where a member of staff has concerns that a colleague is not implementing the Behaviour Policy appropriately, these concerns must be raised promptly. Examples may include:

- inappropriate or disproportionate consequences
- failure to follow agreed behaviour procedures
- the use of unprofessional language or conduct inc. excessive shouting, comments made and escalating children's behaviours through their response
- losing control of emotions when managing behaviour
- actions that undermine the safety, wellbeing or dignity of pupils
- failure to follow safeguarding procedures or report concerns appropriately

Low-level concerns should be reported in line with the school's **Low-Level Concerns Procedure**, ensuring that issues are addressed at an early stage and that a culture of openness, accountability and safeguarding is maintained.

Where concerns are more serious, involve potential misconduct or safeguarding issues, or where a member of staff feels unable to raise concerns directly, they should follow the school's **Whistleblowing Policy** and report their concerns to the Headteacher, Chair of Governors in the case of the headteacher.

All concerns will be treated seriously, handled sensitively and managed in accordance with safeguarding requirements, statutory guidance and employment procedures.

The welfare and safety of children is paramount. All staff share a collective responsibility to maintain high standards of professional conduct and to contribute to a culture where pupils feel safe, respected and supported.

Parental Complaints and Concerns Regarding Behaviour

We value positive and respectful relationships with parents and carers and recognise the importance of working together to support children's behaviour, wellbeing and learning. Open communication between home and school is essential in ensuring the best outcomes for all pupils.

Where parents or carers have concerns regarding behaviour, they should initially raise these with the class teacher through a calm, respectful and constructive discussion. Most concerns can be resolved through open communication and a shared understanding of the circumstances involved.

The school is committed to managing behaviour fairly, consistently and in line with this policy. Staff will explain the school's behaviour expectations, the support provided for pupils and the rationale behind decisions made. However, staff will not discuss the behaviour, needs, support plans or consequences relating to another child, as this information is confidential.

Parents and carers should be aware that some pupils may require additional support, reasonable adjustments or bespoke provision due to SEND, social, emotional or mental health needs, safeguarding concerns or other identified needs. Whilst the

school will always maintain high expectations for behaviour, the specific strategies used to support individual pupils may differ according to their circumstances.

We ask all parents and carers to:

- support the school's expectations of being **Ready, Respectful and Safe**
- communicate with staff in a respectful and constructive manner
- work in partnership with the school to support positive behaviour and pupil wellbeing
- recognise and respect professional decisions made by school staff
- follow the school's **Parental Code of Conduct**

Concerns raised via email will be acknowledged and responded to either through a written response or a follow-up meeting or telephone conversation where appropriate.

Where a parent or carer remains dissatisfied following informal discussions, concerns should be raised through the school's **Complaints Procedure**, which is available on the school website or from the school office.

The school is committed to addressing concerns professionally, fairly and promptly, whilst always prioritising the safety, wellbeing, education and best interests of all pupils.



St Peter's Church of England

School Behaviour Blue Print



Our Christian Characteristics

LOVE, JOY, PEACE, PATIENCE, KINDNESS,
GOODNESS, FAITHFULNESS,
GENTLENESS, SELF-CONTROL



School Expectations

We are

- ✓ Respectful
- ✓ Ready
- ✓ Safe



Our Behaviour Strategy

First
attention
for positive
behaviour



- Acknowledge good behaviour choices 2:1
- Use positive praise
- Use positive reinforcement to re-engage
- Allow take up time
- Use non-verbal reminders
- Listen to the pupil

DEESCALATION & IGNORE WHAT CAN BE IGNORED FOCUSING ON THE CHILDREN MAKING POSITIVE CHOICES

Keep
Language
MINIMAL



- Clear, scripted, say it in 30sec & allow time.
- TA / Teacher to move towards the child and quietly remind them of expectations. This may mean an adult sits with the child.
- Remind the child of the rules. E.g. At St Peter's we put our hand up. I expect you to.... Please follow the rule of XX by....
- Non-confrontational / no arguments. The class expectation is.... I can see you are finding something hard, let me help by....

Offer of
time in
class –
SAFETY!



- Give the child time to rectify and make positive choices.
- Make them aware of the behaviour. "You are talking when I am teaching, please listen."
- I can see that you are XXX, ____ go to your seat
- I want to see you XXXX. Remind child that they may have to give time back / reflect.

Time out –
impact on
others
(RARE)



- Name, I am asking you to take a few minutes with TA. This is to support you.
- Name, your behaviour is disrupting the other children. Please take time in the XX. Praise the child when they take themselves. I expect you to go safely.

Child is
displaying
dangerous
behaviour /
refusing to
take time out
which is
significantly
impacting
on others



- NAME, You need to take yourself to XX class / Library, LM room, HT. I can see you are feeling upset.... Walk with me.
- Adult to pass on information to the SLT member who will take over. Teacher priority needs to be keeping the class learning.

ALWAYS HAVE A
RESTORATIVE
CONVERSATION.

- Child will have to give time.



30 Second Scripts

- 1 We care about you and expect you to....
- 2 I can see that something has triggered you.... Can I help.
- 3 You are breaking the rule of XXX I expect to see.... Thank you.

Emotion Coaching Script



What is Emotion Coaching ?

EC helps children to understand the different emotions they experience, why they occur and how to handle them (Kostelow and Decety, 1997)

• Step 1

Recognising the child's feelings and empathising with them

• Step 2

Validating the feelings and labelling them

• Step 3

Setting limits on behaviour (if needed)

• Step 4

Problem-solving with the child

External Frameworks
Internal Strategies



Sanctions and Rewards

External Frameworks
Internal Strategies



Emotion Coaching

Our Restorative Questions – Restore and Repair



1 What's happened?

?!
problem

2 What were you thinking at the time?

🤔
thinking

3 How did this make you / others feel?

😞 😊
feeling

4 How can we make things better because I care about your actions?

🤝
repair

5 What have we learned? How would we handle this if it happened again?

💡
next time



Flourishing Together





Graduated Response

in Class and Around School



Role of SENDCo / Deputy Headteacher



- The SENDCo will be involved for children who are struggling to regulate their emotions and display challenging behaviour and require involvement of other agencies inc. health / SEND



Headteacher / Deputy Headteacher



- Serious Incidents e.g. Physical Behaviour / Bullying / online safety / Unsafe behaviour / Serious injuries to staff and children
- Physical Intervention
- Staff Conduct
- Parent Conduct



Pastoral Lead



- Monitoring of CPOMS and behaviour incidents to put in place Personalised behaviour plans and provide support / advice on interventions and strategies to be implemented by support staff.
- Whole class / school provision
- Attendance and Well Being concerns
- Parenting Support – Housing, food
- Referrals for support
- Early Help Assessments / TAF meetings



SLT will be involved in serious incidents and be part of the restorative decisions. Parents / Carers are expected to support the school in ensuring their child is following the school expectations. We will involve parents in discussions and strategies to support children if concerns are raised.



Suspensions / Exclusions / Alternative Provision.



Involvement of other services and requests for support. Assess / Plan / Do / Review Risk Assessments & Personalised Plans to implement



Time in a parallel Class

If a child is disrupting learning / involved in an incident, then they may be requested to spend time in a different class.



Child struggling with behaviour / dysregulated/ playtime issues. (impacting on learning)
Pastoral Support will observe / advise and put in plan to be implemented by class team consistently – monitored for 6 weeks and



First Response

Talk to the child/ren
Record on CPOMS what happened and actions
Generic Class Provision
Discuss with parent.



Class Teacher and Support Staff
(Playtimes / Breakfast Club / Afterschool Club)



Friendship fall outs / Social Issues
Behaviour / Learning Reminders
Learning Progress
General Concerns about behaviour at home and school.
Initial concerns over behaviour at home mental health (Parent / child)



At St Peter's Church of England School we are
Respectful, Safe and Ready
for all learning and activities.



Flourishing Together



**READY****SAFE****RESPECTFUL****Recorded on CPOMS**

Only **persistent** and **serious** behaviour will be recorded on **CPOMS**.
Records will be monitored and used to inform identifying vulnerable groups and support requirements.

STEPS**BEHAVIOUR****GRADUATED RESPONSE**

What would be reasonable, proportionate, and fair?

FOLLOW UP**1,2,3****Low Level disruption**

- Calling out in class
- Talking in worship
- Disruption around school

**1**Reminder of what is expected.
Reminder 1 given.**2**

Reminder 2 may be given with visual reminder.

3

Reminder 3 and move child – follow up conversation.



Conversation with the child about the disruption and behaviour this may be at the end of worship at the end of play or at the end of lessons.



After each lesson there is a reset. However, if a child receives more than 2 visual reminders in a day – parents should be informed.

4**Escalate to Persistent behaviour**

- Persistent Disruption
- Non-compliance with adult instructions.
- Engaging others in poor behaviour choices.



Child will have moved spaced.



Reminder of expectation – Visual Reminder (e.g. some classes may use a Yellow Card or a thinking card).



Remind child that they are impacting on the learning of the class and that they may need to move places or catch up their work in their time.



Note on CPOMS – for monitoring.



As above – discussion about behaviour in class and stating the expectations.

Missed learning to be caught up in child's social times. During this time they would be expected to REFLECT, REPAIR AND RESET – to be ready for the next lesson.

Monitor and inform parents of concerns about disruption of others, non-compliance and impact it is having.

1,2,3
Friendship Issues

- Name calling.
- Social issues
- Fallings Out
- Unkind behaviour (not persistent)



CPOMS for monitoring



Time during social times to monitor.



Day to day fallings out will be dealt with by class teacher and support staff.

Staff would discuss ongoing concerns with Family learning mentor and look at provision / intervention for the group of children to look at friendships.

1,2,3**Rudeness and Disrespectful behaviour towards staff****S1**

Reminder and clear expectations.

S2

Follow up expect child to give a few minutes to reflect, repair and reset their behaviour.



Note on CPOMS.



Persistent rudeness / disrespect should be reported to line manager / class teachers to follow up with child.

Discussions with parents may take place alerting them to the language and behaviour used.

PAGE 1 OF 2

READY**SAFE****RESPECTFUL****STEPS****BEHAVIOUR****GRADUATED RESPONSE**

What would be reasonable, proportionate, and fair?

FOLLOW UP**4,5,6****Unsafe responses**

- Physical abuse
- Abuse of staff
- Racism
- Homophobia
- Harassment of another child
- Online incidents

This is particularly when the nature of the incident is serious, negative, deliberate, or pre-meditated.

1

Unacceptable and Unsafe Behaviour to be reported to SLT ASAP.

2

Priority 1 – Make the situation safe for everyone e.g. asking the child to take time away from the class / come in from the playground.

3

Child given time to regulate e.g. You are now in a safe place; I am not going to talk. I am giving you time. When I feel you are more regulated. I will ask what has happened and discuss.

3

Staff to outlined that the behaviour observed / reported is unacceptable and breaks the rule of safety and respect. This behaviour must be reported and class teacher / SLT will discuss appropriate reflect, repair, and reset measures to be implemented.



Online incidents will not be dealt with during the learning time and will be dealt with during social times e.g. playtimes etc. This may also include involving the police.



Sanctions will depend on the context and may include loss of break-times and/or time away from the classroom (internal exclusion) for a longer period. E.g. ½ day – 1 day etc.



Parents will be notified via a telephone call/face to face meeting (as well as a letter home.) An Individual Behaviour-Plan may be formed if it is felt necessary.



Child may have daily behaviour monitoring in place at this stage with involvement of parents. Targets and provision to be put in place.



Judgement is exercised as to the exact sanction depending on the seriousness of the event and whether it is has occurred before.

Additional measures may include:

- Reduced playtimes
- Monitored playtimes / social times

As Above

If the behaviour above continues despite the measures put in place to reduce the behaviour displayed.

Child continues and persistently displays unsafe, disrespectful behaviour that is impacting on the learning, safety, and well-being of others.

Or an incident of extreme nature. When considering all incidents the principles of

- Was the behaviour displayed safe?
- Did it impact on others and how?
- Is this a one-off incident?
- What factors are affecting the child at present?
- What is the impact on the child / other children / staff?



Individual Behaviour Plan is in place and monitored. Parents have daily reports on child's behaviour.



Internal suspensions – time in other classes / HT or DHT involvement.



Incidents clearly documented with Antecedents, Behaviour and Repair measures outlined.



Formal Fixed Term Suspensions from school – where parents are expected to collect their child and follow up on behaviour at a return to school meeting. With clear agreements.



Referrals to other support agencies. May include – Inclusion Hub / Stepping Stones / Educational Psychologist. Part Time / reduced timetable may be explored as a temporary measure.



Managed Move / Reset Placement at another school.

Permanent Exclusion – if other strategies have not been successful and behaviour displayed is of a serious nature.

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