



Parish Church of England Primary School Behaviour Policy

September 2026

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Our Christian Vision is:

Our Christian vision is:

Learning and Growing Together, in Faith, Hope and Love – 1 Corinthians 13:13

In our most recent Ofsted report in January 2026, Ofsted reported that, "Behaviour across the school is positive and calm. Clear routines, consistent expectations and ardent relationships support this. Pupils behave respectfully towards staff and one another. During social times, they play cooperatively. Pupils understand what being 'ready, respectful and responsible' looks like. They show positive attitudes to learning and settle quickly to tasks. Pupils speak confidently about fairness, inclusion and kindness. Incidents of harmful behaviour are rare and addressed swiftly."

Purpose of our LDST Policy

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Everyone in LDST is dedicated to:

- Developing the highest standards of learning and teaching
- Enabling every pupil to achieve their full potential
- Enabling every pupil to become a responsible member of society

Legislation, statutory requirements and statutory guidance:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Keeping Children Safe in Education \(KCSIE 2026\)](#)
- [Suspensions and Permanent Exclusions July 2026](#)
- [Use of Reasonable Force effective to March 2026](#)
- [Restrictive interventions, including the use of reasonable force, in schools \(effective from 1 April 2026\)](#)
- [Behaviour in school: advice for headteachers and school staff Feb 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Objectives of the Policy (alongside the behaviour principles outlined by the LDST)

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of our school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

Our School Aims

- To provide high-quality teaching
- To deliver a broad and rich curriculum
- To develop positive attitudes to learning
- To create a pleasant and stimulating environment
- To develop the school's place within the community
- To ensure equal opportunities for all
- To communicate effectively
- To develop and celebrate strong relationships
- To allow all children to develop as individuals

Equal Opportunities Statement

Parish Church of England Primary School believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the school rules at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Parents/ Carers

- To support the school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents' evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously

To help us maintain high standards of behaviour we have agreed a set of child friendly rules. Every pupil is expected to follow these rules and every adult is expected to uphold at all times.

The Parish Way

At Parish CE Primary School, we are committed to maintaining high standards of behaviour. To support this, we have agreed a set of principles known as the Parish Way, which every pupil is expected to follow and every adult is expected to uphold at all times (Please see the Parish Way)

The Parish Way is built on three core principles:

- Be Ready – arrive prepared, stay focused, and engage fully in learning.
- Be Respectful – show kindness, speak politely, and consider the feelings and needs of others.
- Be Responsible – make safe choices, care for property and the environment, and take ownership of your actions.



School Wide Rewards

At Parish Church of England Primary School, we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour.

Some of the rewards are listed below:

Classroom-Level Recognition

Verbal praise

We believe that consistent praise and recognition of effort and positive behaviour is key to encouraging the behaviours we want to see. Staff actively notice and acknowledge positive choices throughout the day, using both verbal praise and non-verbal cues to nurture strong relationships and a supportive learning environment.

"The advertising of poor behaviour to the rest of the class doesn't help but routinely advertising the behaviour that you do want does." — Paul Dix

Recognition Boards



Each class uses a STAR-based Recognition Board with a set number of spaces. The class earn a place on the board by demonstrating STAR learning behaviours. Once the board is full, the class enjoys a non-material celebration, such as:

- A teacher performance (e.g. juggling)
- A class dance or song
- An own clothes day

Class Dojos

Class Dojos are used to reward pupils for consistently following school rules and demonstrating positive behaviours in the 'little things.' Points are awarded simply and fairly, with no material prizes—emphasising the value of doing the right thing for its own sake.

Positive Praise Cards

These are high-level recognitions given by any adult in school, including visitors for pupils who go beyond our expectations and consistently demonstrate exceptional behaviour. They are awarded sincerely and sparingly to maintain their value.



"The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience." — Paul Dix

Celebrating Achievement

Weekly:

- Each week, the class teacher chooses one pupil per class to receive a Headteacher's award linked to our Rainbow Promise focus for that half term.
- Handwriting certificates and Writer of the Week are awarded weekly including Pen Licences for pupils who achieve a high standard in handwriting
- Out of school achievements are also celebrated.

Termly:

- One child per class is nominated by their class teacher for consistently living out our Christian values. They receive a 'Living Values' certificate and a small treat with the Acting Headteacher.
- Pupils with attendance above 97% receive a certificate.

Yearly:

- Children with above 97% attendance are celebrated.
- Each class teacher nominates a child to win a Values award.

Leadership and Responsibility Opportunities

All children are encouraged to take on leadership roles and responsibilities, including:

- Becoming a 'Rainbow Leader'
- School Council Members
- Year 6 Leadership Roles, including Head Pupils on the Pupil Leadership Team

Note on Rewards

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discrepancy based on the seriousness** of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Step 1	Redirection	Gentle encouragement/guidance based on your relationship with that child. This could be a non-verbal cue, gentle encouragement, 'a nudge' in the right direction to make the right choice.
Step 2	Reminder	A reminder of the expectations- Ready, Respectful, Responsible - delivered privately wherever possible (use 30 second script). Give take up time, repeating reminders if necessary. De-escalate where reasonable and possible.
Step 3	Last Chance	A clear verbal caution delivered assertively and privately, where possible, to the child (use 30 second script to help) making them aware of their behaviour and clearly outlining what the consequence will be if they continue. The child will be reminded of their good previous conduct to prove that they can make good choices. They then have the choice to do the right thing. Scripted approaches at this stage are encouraged (see appendix).
Step 4	Time Owed	If the child still does not engage, use the 30-second script. Attach, 'You now owe me two minutes during breaktime/lunchtime.' to this step. These two minutes cannot be removed or reduced. If this happens in the afternoon, this two minute is paid back after the last class member leaves the room. The adult will speak to the child away from others where boundaries are assertively reset. They are asked to reflect on the next step. The adult will reinforce every choice has a consequence and will follow up on that consequence. Again, they are reminded of their previous conduct/attitude/learning. They are then given a final opportunity to engage with the learning/follow instructions. This will be recorded on CPOMs by the Class Teacher.
Persistent need for re-directions, reminders and last chances will be recorded on CPOMS by the class teacher and reported to parents.		
Step 5	Internal Referral	If the step above is unsuccessful, then a pupil will be asked to leave the room and go to another class. If a pupil has been out of class/not completed learning based on your shared minimum expectations, they are expected to complete their work during part of play/lunchtime

		with their class teacher. The adult will speak with the child where boundaries are assertively reset. The Pupil is asked to reflect on the next step. The adult will reinforce every choice has a consequence and will follow up on that consequence. Again, they are reminded of their previous conduct/attitude/learning. Whenever an internal referral has been made, the class teacher needs to record this on CPOMs (under Behaviour) and the child's parent must be informed.
Step 6	Internal Referral to SLT	If a child's behaviour escalates to the point where it disrupts the learning of others or involves high-level behaviours, they will be given 'take up time' with a member of the Senior Leadership Team (SLT). This provides them with a private space to reflect away from their peers and supports the class teacher in managing the situation. At the earliest appropriate opportunity, the class teacher or teaching assistant (TA) should follow up with the child to address the behaviour. Parents or carers must be informed by the class teacher, and the incident recorded on CPOMs, including the outcome of the parent conversation. 'Take up time' with SLT may also be used when the class teacher or TA requests support to present a united front, helping the child recognise the consistency of expectations across staff. In all cases, a reflection sheet will be completed.
Step 7	Formal Meeting with parents/carers	If behaviour is consistently poor as shown by internal monitoring, or becomes a cause for concern, there will be a formal meeting with the Executive Headteacher/Acting Headteacher /Inclusion and Intervention Lead.

Tailored Sanctions

Sometimes there is need to devise specific tailored responses to inappropriate, unsafe, persistent, or challenging behaviours in the classroom which has led to a loss of learning or behaviour which may have been unsafe.

These may include:

Missed Playtime: The child will be supervised by an adult within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). A record will be kept on CPOMs and parents informed.

Internal Suspension: Parents to be informed. Child has no contact with class or classmates. They have no access to playground, extra-curricular or enrichment activities e.g. visits out

Fixed Term Suspension: The child will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed. In such circumstances, it is important that the child has the chance to reflect on this serious through a restorative conference. We believe a restorative approach should be central to reintegration meetings following any period of exclusion.

Permanent Exclusion: The child will be permanently excluded from school. This effectively means that the pupil will cease to be a pupil at Parish CE Primary School and will need to find another school.

The Executive Headteacher, and in their absence the Acting Headteacher, is responsible for issuing suspensions in response to serious incidents of misbehaviour. In cases of repeated or extremely serious behaviour, the Executive Headteacher may decide to permanently exclude a pupil. This decision will be made in line with guidance from the Department for Education (DfE) and the Local Authority (LA). Whenever a suspension or permanent exclusion is issued, the Chair of Governors will be informed.

Pupils will be introduced, and reintroduced, to these systems after whole school worship and personal reminders where adults deem necessary.

Internal Exclusion: Parents are informed by letter (Letter to be kept in the office). Pupil has no contact with class or classmates.

Fixed Term Suspension: Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

Permanent Exclusion: The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at Parish CE Primary School and will need to find another school.

The Executive Headteacher or Acting Headteacher may exclude a child where remaining in school would seriously harm the education or welfare of the pupil or others. Exclusion is always a last resort. Fixed-term suspension or permanent exclusion will be communicated in writing with full information on the appeals process. Belonging is central to everything we do at (school name), and exclusion sits in tension with that principle. We will always exhaust every avenue of support before reaching that point. However, in a very small number of cases it may become clear that a child's needs require specialist support that goes beyond what a mainstream primary school can provide. Where this is the case, the Head teacher – working closely with parents, the SENDCO, the Local Authority and relevant professionals – may determine that a specialist setting would better serve the child's long-term wellbeing. Any

such transition will be handled with care and the school will actively support the move.

Our commitment: Exclusion is always a last resort. Where specialist provision is considered, it is because we believe it will open more doors for that child – not fewer

Reintegration Meetings

When a pupil returns to school following a suspension or transitions back to a mainstream classroom from a Pupil Support Unit, structured reintegration meetings are held to support both the pupil and their family.

This includes:

- **Pre-Return Meeting:** Schedule a mandatory meeting before the pupil returns to the classroom involving the pupil, parents or carers, school leaders, and relevant support staff.
- **Agreement on Expectations:** Re-establish school rules, clarify boundaries, and agree on clear goals for behaviour and attendance.
- **Restorative Focus:** Provide space to discuss what happened, address root causes, and focus on moving forward rather than reiterating punishment.

Reduced Timetables

Where a child is finding the full school day emotionally or behaviourally very challenging, a reduced timetable may be agreed with the Local Authority as a short-term, time-limited measure. This is a supportive intervention, not a sanction, and will always:

- Be formally agreed with the Local Authority and documented
- Include a clear reintegration plan with a review date
- Be developed in partnership with parents, carers and, where appropriate, the child
- Be supported by the SENDCO and external agencies as needed

The child's educational provision, welfare and progress will be closely monitored throughout and parents kept fully informed.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The Executive Headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Detention
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Restorative Thinking

Our school community uses Restorative Thinking to help create a restorative and safe learning environment.

Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

Trauma Informed Approaches

A Trauma Informed Approach requires emotionally regulated adults who can provide essential calming and containment for a child when they are overwhelmed by an event, a situation or their feelings.

We use sentence stems for reflective conversations with children. Staff have these on their lanyards.

WINE Sentence Stems (I wonder, I imagine, I notice, empathy)

- I wonder if ... (e.g. it felt like no one understood you)
- I imagine that ... (e.g. that was horrible when that happened)
- I notice ... (e.g. how you perked up when you said you felt close to your brother)
- That sounds ... (e.g. painful because you were all on your own)
- Will you help me to understand ...? (e.g. what was it like for you when ...?)

Notes for Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children can be asked to stand against the wall for time-out or can be asked to stay with an adult. Children should never be sent in on their own- either to missed play or to see a member of SLT.

The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the playground **under any circumstances** until all classes have been collected. **If you know you are unable to do this duty, please ensure you have a replacement.**

This involves the supervision of football or other ball games which children play on a rota.

Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

Lunchtime Rules

Staff supervising at lunch time will liaise with the Executive Headteacher and Acting Headteacher when children are causing concern because of regular misbehaviour or about serious incidents. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes.

At lunchtime, supervisory staff should make sure that the entrance to the toilets is well-supervised and may use Year 6 prefects to help.

Dining Hall Rules

1. We line up calmly
2. We walk carefully through the hall
3. We speak quietly to those around us
4. We keep our table clean
5. We are polite to everyone
6. We use good table manners

SEND Code of Practice

No child will be sanctioned for behaviour directly linked to a SEND need. Staff will use social stories, sensory resources, safe spaces and fiddle tools to support individual needs. Violence cannot be tolerated and will always be managed within the school's behaviour expectations.

Children with serious or repeated difficulties may require an Individual Behaviour Plan. Where dysregulation impacts on others, short or longer-term support outside the classroom may be necessary. SEND is a reason, not an excuse for poor behaviour – our role is to teach appropriate behaviours in partnership with families. We may seek assessment from an Educational Psychologist or refer to external agencies, with parental agreement.

If a child with an EHCP faces suspension or permanent exclusion, the school will liaise with the Local Authority through the EHCP process to put appropriate support in place.

Pupil Support

If a looked-after or post-looked-after child faces suspension or permanent exclusion, the school will contact the Virtual School. The Designated Teacher will liaise with relevant professionals to address the factors affecting the child's behaviour. The school meets its duties under the Equality Act 2010. Where a child with a protected characteristic exhibits challenging behaviour, the SENDCO will assess for underlying needs and reasonable adjustments will be made. Specialist teachers, educational psychologists and medical practitioners may be involved. Support plans are created with parents and reviewed regularly and may include referral to a more appropriate placement.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher. The phone must be handed to the office upon entering school. It will remain locked away in the school office until the end of the day.

Behaviour Leads

- Mrs Young (Executive Headteacher)
- Mr Hardy (Acting Headteacher)
- Mrs Morris (Pastoral and Safeguarding Manager)
- Mrs Moore (Inclusion and Intervention Lead)

Staff induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year. Staff will each receive a copy of 'Running the Room' by Tom Bennett and 'Teaching Walkthrus' by Tom Sherrington. Both these texts are central to our behaviour culture.

As a school, we have created the following 'cluster' of behaviour Walkthrus for all staff to follow. Staff receive training on this and a login to the online versions of each book.

Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence
- School staff may also confiscate items as a sanction

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Executive Headteacher, Acting Headteacher or the Assistant Headteacher will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every half term.

Bullying

Our school defines bullying as the persistent, intentional physical, verbal, relational, or online hurt directed toward an individual or group where there is an unbalance of power, distinguishing it from short-term peer conflicts or accidental unkindness. We are committed to preventing all forms of bullying—including physical aggression, name-calling, social exclusion, cyberbullying, and prejudice-based harassment targeting protected characteristics under the Equality Act 2010. Through our PSHE and online safety curriculum, active playground supervision, and student initiatives like peer buddies and class worry boxes, we foster a school culture built on mutual respect and inclusion.

When bullying is suspected or reported, pupils are encouraged to speak immediately to any trusted adult in school, and parents are advised to contact their child's class teacher or the pastoral team. All reports are taken seriously, investigated promptly, and recorded by staff to track patterns and ensure accountability. We maintain an open, non-judgmental environment where every child feels heard, and parents are kept informed throughout the resolution process.

Where bullying occurs, we apply clear, proportionate consequences from our behaviour policy alongside targeted interventions that help the child who bullied understand the impact of their actions and develop empathy. Concurrently, targeted pupils receive immediate, tailored pastoral support to rebuild confidence and feel secure. Severe or persistent bullying is managed as a safeguarding issue (*Child-on-Child Abuse*) in line with *Keeping Children Safe in Education*, and where necessary, external support or referrals are made.

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories.

All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying.

Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe. This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

For more guidance please see our Child Protection Policy.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. Links for this are provided on page 1 of this document.

Staff may use reasonable force as a last resort to prevent a child causing disorder, hurting themselves or others, or damaging property. Specific staff are trained in Team Teach.

Physical restraint must:

- Use minimum force for the minimum time necessary
- Maintain the safety and dignity of all involved
- Never be used as punishment
- Be recorded and reported to parents

Off-Site Behaviour

School rules apply on all off-site activities including trips and sporting events. Social media incidents that affect school or impact others during the school day will be investigated and appropriate sanctions applied. Misuse of school technology, accounts or platforms will be managed under this policy.

To be reviewed: July 2027

Review Schedule

Policy Author	Trust Behaviour Lead/Acting Headteacher
Policy Approver	Executive Headteacher.
Current Policy Version	
Policy Effective From	1 st September 2026.
Policy Review Date	1 st September 2027.

Revision Schedule

Version	Revisions	By whom

Appendix

Appendix 1 - Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time.

1. Reminder:

I noticed you chose to.... (noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice

Thank you for listening

2. Last Chance

I noticed you chose to..... (noticed behaviour)

This is the _____time I have spoken to you.

Think carefully about your next step.

I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation

3. Time Owed

I noticed you chose to (noticed behaviour).

You had at least 4 opportunities to make better choices.

You now owe me 2 minutes at (Break/Lunch/End of Day)

4. Internal referral

I noticed you chose to..... (noticed behaviour)

You need to 1. go to Year/2. HT's office

Playground You need to 1. Stand by other staff member 2. Stand on railings

3. Go to HT's office.

I will come and speak to you in three minutes.

5. Script for managed return to class

On return to class, pupils are given a fresh start.

Apologies are not demanded

Staff use an agreed script to help pupils return successfully e.g. 'We have talked about the incident and X would like to come back to work now.

This indicates to the teacher that no discussion is needed at this time, and the pupil should be allowed to return quietly to work.

Or 'We have talked about it, and X would like to talk to you when possible'

Or 'X and I would like to talk to you later if possible.'

After an incident, all staff aim to repair and rebuild the relationship as soon as possible.

Appendix 2

Emotion Coaching (Trauma Informed)

Emotion Coaching is an approach that focusses on the development of emotional regulation through trusted and respectful relationships. It can benefit all to understand and regulate (control) their emotions, to manage strong feelings and take accountability for their behaviour.

Emotion Coaching is about responding to children when their feelings are still at a low level of intensity, which reduces the need for children to escalate their emotions and behaviour. It recognises emotions as natural and normal and uses moments of negative feelings as opportunities for teaching. This enables adults to teach and model calming and soothing in moments of distress.

When the child is calm and in a relaxed and rational state, adults explore the feelings that gave rise to their distress. This enables adults to scaffold alternative strategies that lead to more appropriate and productive outcomes. This approach empowers the child to recognise they can overcome difficulties and manage strong emotions; a skill they will benefit from throughout life.

It does not involve disapproval of a child's emotions, and yet, at the same time, there are clear limits to inappropriate behaviour.

Adults utilise principles of emotion coaching throughout their daily practice, and throughout the 30 second microscript and WINE sentence stems.

In action:

Step One: empathise, validation and label

"I've noticed ... (you are feeling frustrated / upset / excited / livid. I would feel that way if that happened to me. It's normal to feel like that)."

Step Two: setting limits

"I need you to ... (show safe behaviour, because that is one of our Golden Rules. Kicking the wall is not safe). Do you remember when ... (you were exerting your energy in a safe way and walking with me. That is the child I need to see). Thank you for listening."

Step Three: problem solve

"Next time you're feeling like this, what could you do?"

"How do you think you will react if this happens again?"

It may be necessary to complete reparation at this point.

Appendix 3

Restorative Practice Guidance

Restorative means having the ability to restore health, strength and / or wellbeing. The aim of restorative practice is to develop community and to manage conflict by building and maintaining relationships that are respectful and empowering. The goal is to place value on repairing relationships that have been harmed. Restorative practice is the consistent approach adults take when dealing with any incident. It allows individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual/s affected by the behaviour. Doing this requires understanding and acknowledgement that behaviour was harmful to others, which in turn, allows discussions around necessary changes to avoid such harm in the future. It allows individuals who have been harmed to be listened to and heard. Then together, individuals find acceptable ways to move forward.

Six Restorative Questions:

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

These can be applied in a number of different ways: Restorative Chat, Corridor/Impromptu Conference, Circle or Classroom Conference, Formal RJ Conference.

Staff may differentiate their questions, if needed, to encourage a resolution and successful outcome.

For example:

- Regardless of what 'x' did, what choice did you make?
- What choice could you have made?
- Would that have been a better choice?
- What effect did your choice have on 'x' or other people?
- If you had made a better choice at the time, how would that have affected people?
- What needs to happen about the choice you made?

- 'X' needs to put things right but also, what do you need to do about the choice you made?

Appendix 4

Reflection Sheet

Name

Date

1. What happened?
2. Which of the school rules did I break?
3. Is this a fair consequence of my behaviour?
4. What can I do to repair the situation and put things right?
5. Who can help me with this?
6. Thinking about the future, what can I do to make sure that I don't spend more time in Reflection?

Signed

Appendix 5

CALM CORRIDORS



WOW Walking



Look where you are going



Use quiet voices



Marvellous Manners



Hold doors open



SILENT SIGNALS



- 1.) Teacher's hand goes up.
- 2.) Spot it!
- 3.) Stop and empty hands.
- 4.) Put your hand up to show you're ready.

TEAM STOP

- 1.) Stand up.
- 2.) Turn to face the right direction.
- 3.) Get ready for WOW Walking.



1, 2, 3

- 1.) Turn to your partner.
- 2.) Use the listening ladder.
- 3.) Use discussion guidelines to have meaningful conversation.

TALK PARTNERS

