Connect Alliance Trust

Excellence - Collaboration - Respect

Behaviour Policy

Adopted by

Beaver Road Primary School

Approved by:	Connect Alliance Trust Board	Date: 23.9.26
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Version Control Table

Version	Date	Author	Rationale/Summary of changes	Ratified Date
V1.1	09/09/25	Jayne Kennedy	New CAT policy	
V1.2	13/10/25	Stephanie Reding	Personalising CAT policy to BRPS	
V1.3	19/12/25	Stephanie Reding	Internal Suspension added to Pg.15	
V1.4	23/09/26	Stephanie Reding	Adding in new CAT guidance	

Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Creating effective school climates
    - Classroom expectations, charters and routines
    - Understanding behaviour
    - The classroom environment
    - Praise and Rewards
    - Positive relationships and approaches
    - Effective pupil support
    - De-escalation strategies
    - Managing Behaviour
    - Intervention
6. Child-on-child abuse, harmful sexual behaviour (HSB) and sexual harassment
7. Smoking and controlled substances
8. Prohibited items, searching pupils and confiscation
9. Behaviour outside of school premises
10. Data collection and behaviour evaluation
11. Monitoring and review

Appendices

- Reflect & Reset Sheet
- Zones of Regulation KS1
- Zones of Regulation KS2
- Emotion Coaching Script
- Restorative Script

Statement of intent

Connect Alliance Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Connect Alliance Trust is committed to the United Nations Convention for the Rights of the Child (CRC) and the Rights Respecting School award programme. As a Rights Respecting Trust, it is necessary to encourage pupils to develop a clear understanding of their rights as members of the school and wider community. As UNICEF 'Rights Respecting Schools' the principles of equality, dignity, respect, non-discrimination and participation are embedded in the ethos and culture. We put the UN Convention at the heart of our Trust's practice to improve well-being. Children's rights are learned, taught, practiced, respected, protected and promoted. Our children build a moral framework, based on equality and respect for all that lasts a lifetime.

The Rights Respecting School approach gives every child a powerful language to use to express themselves and to challenge the way they are treated and injustices for others. Children are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.

The policy aims to encourage and support children in learning, working and playing together in a safe, secure and friendly environment. We believe our children will grow up as successful, responsible citizens.

The trust is committed to:

- Providing a clear vision for all in the school community about behavioural expectations, to promote a positive ethos in our schools so that every member of the community feels valued and respected and that each person is treated fairly.
- Providing guidance for all staff, children and parents about how behaviour is managed and supported in all schools in the trust, creating environments where everyone feels happy, safe, secure and with a strong sense of belonging.
- Promoting and praising desired behaviour.
- Challenging and addressing misbehaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- To develop citizens of the future who are caring and think about others, respecting and valuing the feelings, opinions, beliefs, property and differences of others.
- Ensuring equality and fair treatment for all.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- To work in partnership with parents to develop our children personally, academically, morally and spiritually in preparation for a positive role as future adults.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of this policy and associated procedures.
- Help children to be positive, responsible and increasingly independent members of their school community, who have developed a responsibility for their own behaviour.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

- Providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent reward and consequence systems.

To be effective, our policy must permeate all areas of school, be implemented consistently and rigorously and pupils must clearly understand the rewards and consequences of their behaviour.

The trust acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. They also recognise that poor behaviour may be a sign that a child is suffering harm or have been traumatised by abuse.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2026) 'Restrictive interventions including use of reasonable force, in schools'
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- Working Together to Safeguard Children to ensure multi-agency safeguarding statutory alignment. (2023 / 26 updates)
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following trust and school policies:

- Anti-Bullying Policy
- Anti-Racism Policy
- Personal, Social and Health Education (PSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding Policy
- Suspension and Exclusion Policy
- Complaints Procedures Policy
- Online Safety Policy
- Positive Handling Policy
- Attendance Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupils' Personal Electronic Devices Policy change to Mobile Phone policy

2. Roles and responsibilities

The trust board and school governing boards will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the trust and each school's website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this through school charters, expectations, routines and any consequences in line with the trust's vision and values.

- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the school governing board and trust's executive team on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues.

The school's mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with this policy.
- Collaborating with the school's special educational needs and disabilities coordinator (SENDCO), Headteacher and governing body, to outline and strategically develop behavioural and SEMH provisions for the school.
- Support staff's professional development on mental health and behaviour.

The SENCO will be responsible for:

- Collaborating with the school governing board, headteacher and the senior mental health lead, as part of the school's leadership team, to determine the strategic development of behaviour and other related policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and other related policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to access the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Taking proportionate action, in-line with the school's policy, to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible collectively, for:

- Adhering to this policy and applying it consistently and fairly.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the leaders up-to-date with any changes in behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Working with the school in the best interest of the children.
- Having an open communication with staff.
- Supporting their children with their behaviour.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose of effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol, vaping materials or nicotine products and school's published banned items
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting, violence and aggression
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define child-on-child abuse along a progressive continuum:

- **Healthy / Expected:** Age-appropriate curiosity and exploratory behaviours typical for a child's developmental stage.

- **Inappropriate / Problematic:** Behaviours that exceed developmental expectations or cause concern, but lack intentional coercion or force.

- **Harmful / Abusive:** Acts involving a misuse of power, physical force, coercion, manipulation, or an inability/failure to give informed consent.

- Harmful sexual behaviour (HSB) - sexual actions expressed by children or young people under 18 that are developmentally inappropriate, harmful to themselves or others, or abusive toward another child, young person, or adult.
- Technology-assisted HSB - Coerced or non-consensual sharing of nude or semi-nude images (including AI-generated explicit media), grooming, exposure to extreme pornography, and online sexual abuse.
- **Sexual harassment -** unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, catcalling, sexualized gestures, persistent unwanted attention, sexualized intimidation, and upskirting. etc.
- **Sexual Violence & Contact Abuse:** Non-consensual sexual touching, physical assault, attempted sexual assault.

For the purposes of this policy, the school will define, "Challenging behaviour" to include:

- Verbal abuse
- Persistent disobedience or destructive behaviour
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption in lessons
- Failure to complete classwork
- Disrespect

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support:

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its expectations and routines and how best to support all pupils to participate in creating the positive climate of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The school’s leadership team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs, including training staff on anticipating and making reasonable adjustments for pupils with SEND prior to issuing behavioural consequences.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The headteacher/leaders will review staff training needs each year, and in response to any serious or persistent behaviour issues impacting on the running of the school.

5. Creating effective school climates

Well-managed classrooms are paramount to creating a positive school climate to support all children’s learning. Effective classroom management will allow staff to:

- Understanding children’s behaviour as communication.
- Start the year with clear sets of expectations through class charters and routines that are understood by all pupils. These should define what is acceptable behaviour and what the consequences are if the expectations are not adhered to. Attention is given to how expectations are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- Establish agreed rewards and positive reinforcements.
- Establish communication and consequences for misbehaviour.

- Establish clear responses for handling behaviour that contravenes the behavior policy and agreed expectations, in line with agreed trust vision and values.
- Encourage respect and development of positive relationships. Ensure that positive language is used through all communication e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- Make effective use of the physical space available.
- Have well-planned lessons that are adapted to meet the needs of all pupils.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Class Charters, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom expectations, charters, routines

To support pupils’ continued awareness and understanding of classroom expectations and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the expectations on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom expectations and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom charters have been devised, pupils will be provided with a classroom expectations agreement which they are required to read and sign. All expectations outlined in the classroom expectations/charter agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they’re struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

For younger pupils, parents will read the classroom expectations/charters agreement with their child and sign it on their behalf.

Understanding behaviour

At Beaver Road, we believe that all behaviour is a form of communication. We are a trauma-informed school, understanding that a child's experiences significantly shape how they interact with the world around them. This informs our approach to behaviour, focusing on understanding, teaching, and empowering our children.

The classroom environment

The trust and school understands that a well-structured classroom environment is paramount to promoting positive behaviour and therefore preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model undesirable behaviour closest to, and facing, the teacher.
- Seating those who frequently model undesirable behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Active Learning

We believe in fostering an active learning environment where children are engaged and energised. We encourage this through the use of Kagan strategies, which promote cooperative learning and participation, as well as regular movement and brain breaks to maintain focus and energy throughout the day. In addition to this, children have dedicated time to connect first thing in the morning through games, mindfulness activities, or other engaging practices, helping them feel settled and ready to learn.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- House points
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project or role
- Trips and activities for a whole-class or year group

Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow teachers and support staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers and support staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter school each day.
- Ensuring pupils understand what is expected of them by referencing agreed class charters and other visual aids to support behaviour.
- Creating a positive and welcoming environment where every pupil feels comfortable and respected.
- Creating a safe space where children feel confident to share their worries through the use of class worry boxes, zones of regulation and calm corners.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunch time and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes and reframing mistakes as 'marvellous' to encourage a growth mind set.
- Listening to children and validating their feelings and emotions.
- Reporting positive news to parents and carers.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.

- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Teaching pupils the importance of showing respect to each other.

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Zones of Regulation
- Emotion Coaching
- Restorative approaches
- Counselling
- Positive classroom management
- Developing social skills
- Working with families
- Peer support

Zones of Regulation

We are committed to fostering emotional literacy in all our children. We utilise tools such as the Zones of Regulation to help children identify and articulate their feelings. Through this framework, children learn to recognise different emotional states ("zones") and develop strategies to regulate their emotions, empowering them to respond to situations in a healthy and productive way. Each classroom will have a Zones of Regulation area whereby children can identify how they are feeling. In addition to this, children can use calm corners/areas when they recognise they are out of zone. Calm areas will contain practical resources to support children with self-regulation.

Restorative Approach

We use a Restorative Approach to address behavioural challenges and problems that arise throughout the day - both in the classroom and on the playground. This means that when issues arise, our focus is on repairing harm and understanding impact. We empower children to reflect on how their behaviour might have affected others and to take responsibility for making things right. This process helps children develop empathy, problem-solving skills, and a deeper understanding of the ripple effect of their actions.

Emotion Coaching

The Restorative Approach runs alongside our use of Emotion Coaching. Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach pupils about more effective responses. Through empathetic engagement, the pupil’s emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the pupil's neurological system and allows them to calm down, physiologically and psychologically.

Effective pupil support

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these.

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice.
- Using emotion coaching to validate feelings and set boundaries.
- Using a PACE approach.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

- Using Team Teach strategies to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

School records of all reported incidents will be kept and be available to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and enquiries into circumstances outside of school by the DSL, will be provided alongside the use of school strategies to prevent the behaviour recurring. After an initial incident of negative behaviour, the following consequences will be considered with staff using their professional judgement and experience to determine what is appropriate and reasonable:

The Three C's

When a child's behaviour goes against the school's expectations or their class charter, across the school we consistently apply our '3C's Approach' - Chance, Choice, Communication/Consequence.

Teachers explain clearly to pupils what will happen if they breach any of the expectations of the class charters so they are aware of the sanctions that may be imposed. The phases are:
1. Chance - Chance to change the behaviour

2. Choice - Acknowledge the choice they have made - If they have made the 'right' choice this should be acknowledged. Where the right choice has not been made, progress to Phase 3

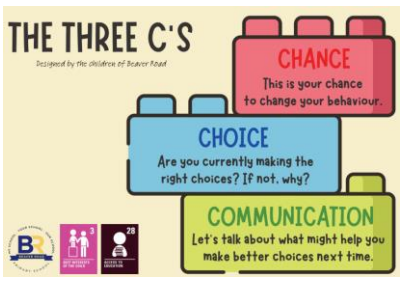
3. Communication/Consequence - This is where children will discuss their actions with teachers/other children and, in line with school policy, an appropriate consequence will be given. If necessary, this may be escalated to parents/carers, Heads of Year and/or a member of the SLT

This phase should be flexible and consequences based on the action. Any consequences must be used as a purposeful, positive teaching point and used to rebuild relationships. We use restorative approaches with the children. Reflect and Reset sheets should be used to support this process.

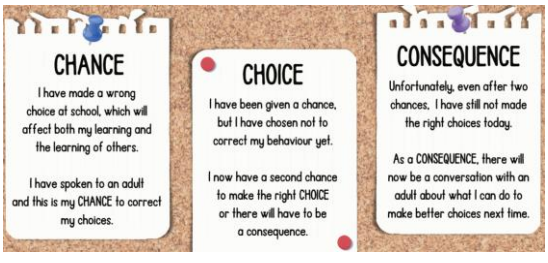
EYFS:



Year 1 – 3:



Year 4 – 6:



Where a pupil's behaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- Involving the Head of Year or a member of SLT
- Meeting with parents
- Implementing a Nurture Response or Behaviour Plan

Behaviour incidents will be logged, actioned and monitored on CPOMS through the following categories:

- **Level 1 – Low level:** Those children who repeatedly show undesired behaviour or that is not typical for their age or character. Examples might include disruptive behaviour, refusal and general lack of respect. In most cases, the child is able to correct this behaviour when asked to do so.
- **Level 2 – Concerning:** Those children whose behaviour continues to deteriorate despite strategies being in place, including engaging with parents. Other forms of concerning behaviour might include constant rule breaking, a breakdown of relationships and/or difficulty self-regulating.
- **Level 3 – Serious:** Those children whose behaviour has escalated and is severely impacting the wellbeing, physical safety or learning of the child or people around them. Examples might include violent and/or unsafe behaviours, including fighting and threatening/inappropriate language. Children repeatedly at this stage would benefit from a Nurture Response or Behaviour Plan.

Following repeated incidents of unacceptable behaviour, the following will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- The headteacher may consider an internal suspension where it is deemed a reasonable and proportionate response. To ensure this serves as a constructive learning opportunity, the school will facilitate a restorative discussion with parents and carers. This collaborative approach focuses on the pupil's specific needs and provides a clear framework for positive future behaviour.
- Removal from the classroom/In-School Resets: Any temporary removal from classrooms, must ensure that removal is time-limited, recorded, monitored for SEND impact, and never used as an informal suspension. This must be recorded on CPOMS under the categories SEND and Behaviour.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following consequences will be implemented:

- The headteacher will consider whether a permanent exclusion is necessary, in line with the trust's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour. Off-Site Direction and Managed Moves **must adhere to** statutory safeguards, parental rights, and reporting duties required when placing pupils in off-site provision or executing a managed move.

For disciplinary consequences to be lawful, the school will ensure that:

- The decision of a consequence for a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision of a consequence for a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision of a consequence for a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary consequences are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Intervention

Members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to leave the classroom when needed

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the incident will be immediately taken to the Headteacher or SLT member and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. Any incidents will be recorded on CPOMS.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

6. Sexual Harassment

The School's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

Examples include:

- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements

Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- Websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication
- Gender-based bullying and sexual violence
- Unwelcome sexual flirtations or propositions
- Invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. The DSL shall be involved in this process.

Consequences must never replace safeguarding duties; any report of harmful sexual behaviour, sexual violence or harassment must trigger a dual response: safeguarding risk assessment alongside behavior management.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

7. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils are not permitted to bring smoking/vaping materials or nicotine products to school.

Parents, visitors and staff are instructed not to smoke or vape on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will securely store the sample in the school office. The incident will be reported to the police immediately.

Any further measures will be undertaken in line with the school's Safeguarding Policy.

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent (DfE's 'Searching, screening an Confiscation'), where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Mobile phones (refer to Mobile Phone policy)
- Fireworks
- Pornographic images
- Fire lighting equipment
- Drugs and smoking equipment
- Dangerous implements, weapons or substances
- Any other items deemed by the headteacher to be prohibited
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves

All members of staff can use their authority to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The Headteacher will always be notified when any item is confiscated.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist. See the school's Safeguarding and Child protection policy.

9. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same communications and consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

10. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

11. Monitoring and review

This policy will be reviewed by the trust board, the headteacher and the behaviour lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is September 2026

Appendix 1

Reflect & Reset

What happened?

Appendix 2

Supplementary Reproducible E for Elementary Ages

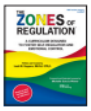
THE ZONES OF REGULATION

The ZONES of Regulation



Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

Appendix 3



To be used with *The Zones of Regulation*™ curriculum
Reproducible E

The ZONES of Regulation™



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Elated/Ecstatic
Bored	Focused	Excited	Devastated
Moving Slowly	Relaxed	Loss of Some Control	Out of Control

Emotion Coaching Script:

Labelling

“I wonder if you are feeling X …”

“I can see that you are expressing a lot of energy when you do X …”

“You seem angry to me” (or sad, upset etc)

“I can see that you’re feeling frustrated”

“You’re angry about….”

“I can see that something’s not quite right, can you tell me about it?”

Validating

“I’m sorry that happened to you, you must have felt angry”

“I know if that happened to me I would feel angry too”

“It’s OK that you feel scared about that”

“Of course you are excited about going on the school trip!”

“It’s OK to feel like that”

Limit Setting

“It is my job to keep you and the other children in school safe”

“It is not safe for you to do X”

“My concerns are that you will hurt yourself if you do that…”

“This is not a safe place to be displaying those behaviours”

Problem Solving

“Can you tell me what happened?”

“What made you act that way?”

“How were you feeling when that happened?”

“When did you last feel like this?”

“What feelings are you having?”

“Have you felt this way before?”

“Let’s think of what we could have done instead”

“Can you think of a different way to cope with your feelings?”

“I can help you think of a different way to cope”

“How did you handle this last time?”

“Can you remember feeling this way before and what we did?”

Solutions – Discuss Suggest what might happen with each solution- Ask, is this fair? Will this work? Is this safe?

Do you think X would agree with this?

How are you likely to feel?

How will others feel?

“Let’s decide what you will do next time when you feel like this”

“Do you think doing that would be more helpful for you and others?”

“This is what we can do instead”

“How do you think you will react next time or if this happens again?”

Appendix 5

Restorative Script:

