



*St. Lawrence Church of England*  
*Primary School*

# **BEHAVIOUR & RELATIONSHIPS POLICY**

## **2025-26**

### **JANUARY 2026**

The Behaviour and Relationships Policy has been developed using research by EEF in the document - 'Improving Behaviour in Schools'

**Approved by:** David Oludotun Fasanya (Chair of Governors)  
**Last reviewed on:** January 2026  
**Next review on:** January 2027

## **INTRODUCTION**

At St. Lawrence Church of England Primary School, our behaviour policy is rooted in our Christian vision and values. The Bible reminds us that we are all “children of God” (John 1:12). This truth shapes our understanding that every member of our school community is part of one family - a family committed to creating a happy, safe, caring and inclusive environment where every child can flourish.

To support this, we have established clear procedures that promote a calm, secure and joyful atmosphere, encouraging self-discipline and mutual respect. This policy has been developed in consultation with governors, staff and pupils to reflect our shared commitment.

We have three core school rules that guide behaviour across our community:

- **Ready**
- **Respectful**
- **Safe**

These rules are taught explicitly and reinforced throughout the school day. They are underpinned by our Christian ethos, which calls us to love and respect one another, refraining from harm - whether verbal, physical or online.

Promoting good behaviour is a shared responsibility. Every member of our school family - children, staff, governors, parents and the wider community, plays a vital role in building positive relationships. We expect all individuals to respect others, their families, cultures and beliefs, reflecting the exceptionally high standards we uphold.

Central to our approach is Restorative Practice, which focuses on repairing relationships and fostering understanding. We take time to ensure every member of our community feels listened to, valued and respected. Pupils are supported to develop the skills needed to maintain positive relationships and resolve conflicts independently. When harm occurs, children are guided to take responsibility and find ways to put things right, helping them grow into empathetic, considerate members of society.

Our school values - articulation, confidence, forgiveness, generosity, happiness, individuality, integrity, joy, justice, kindness, resilience and service are actively connected to learning and behaviour. We believe children thrive in an environment where these values are lived out daily.

We recognise that misbehaviour can negatively impact others both inside and outside the classroom. Therefore, our approach to managing behaviour is built on three strands:

- Preventing misbehaviour through proactive strategies
- Personalised responses to address individual needs
- Consistency and coherence across the school

Through this policy, we aim to nurture a community where every child feels safe, respected and ready to learn, reflecting our Christian calling to love one another and live in harmony.

## **AIMS**

Our behaviour policy aims to:

- Foster positive relationships through a restorative approach that promotes self-esteem, self-discipline and clear expectations for all members of the school community.
- Create a safe, supportive and respectful ethos where every child feels happy, confident and able to thrive.
- Encourage a harmonious working environment through shared expectations and a consistent approach, enabling pupils to work both independently and collaboratively.
- Establish strong partnerships with all those involved in the life of the school.
- Implement systems that promote positive behaviour and support every member of the school community.
- Recognise the vital role of effective teaching and learning in encouraging good behaviour.
- Ensure lessons are well-prepared, engaging and stimulating to foster respect and positive conduct.
- Monitor and evaluate the effectiveness of our behaviour policy and procedures regularly.

## **WE EXPECT OUR CHILDREN TO:**

- Aspire to be their best and do their best at all times.
- Act sensibly, responsibly and respectfully; speak politely and listen to others.
- Strive for excellence whenever possible.
- Show respect and good manners both inside and outside school.
- Move calmly and sensibly around the school.

## **CONTEXT**

This policy should be read in conjunction with those policies listed below:

- Anti-Bullying
- Attendance
- Child Protection and Safeguarding
- Health and Safety
- Home School Agreement
- SEND
- Single Equalities Policy
- Teaching and Learning

## **HOME SCHOOL AGREEMENT** (See Appendix 2)

Our Home School Agreement outlines how we expect pupils to behave in school and on visits. All pupils are expected to follow these guidelines:

### **WE EXPECT OUR CHILDREN TO:**

- Aspire to be their best at all times
- Aspire to do their best at all times
- Act sensibly, responsibly and respectfully, speak politely and listen to others
- Achieve excellence whenever they can
- Show good manners without exception

This agreement has been designed to ensure the safety and well-being of all children and to enable the school to function effectively as a place of learning.

### **RULES**

At St. Lawrence Church of England Primary School, we set high standards and apply rules firmly and fairly. In each class at the start of the school year, children will write and agree on a list of 'class rules' which will be phrased positively and underpin our three school rules: Be Ready; Be Respectful; Be Safe.

### **REWARDS & POSITIVE BEHAVIOUR**

At St. Lawrence Church of England Primary School, we believe that positive behaviour should be encouraged and celebrated. Our aim is to foster an environment where children are motivated to make good choices through praise and recognition. Rewards are given for both academic and non-academic achievements, reflecting our commitment to developing the whole child.

### **WEEKLY & HALF-TERMLY REWARDS**

- **St. Lawrence Stars**

Each class teacher will select a pupil who has demonstrated exceptional effort, kindness or achievement during the week.

- **Headteacher's Award**

The Headteacher will choose a pupil who has shown outstanding behaviour, effort or contribution to school life.

*Both awards may recognise academic excellence or personal qualities such as resilience, helpfulness and thoughtfulness.*

## House Points / Class Dojos

- Children are placed into Houses, with siblings remaining in the same House.
- House Points (Dojos) are awarded for positive actions such as thoughtfulness, helpfulness and excellent work.
- Points are awarded as follows:  
1 = Good | 2 = Amazing | 3 = Outstanding
- Weekly totals are shared in assembly.
- The winning House each half-term enjoys a non-uniform day and adds their coloured ribbons to the Team Point Trophy.
- At the end of the year, the House with the highest total will have its name engraved on the Team Point Shield.

## Celebrating Success

- Postcards Home: Teachers send postcards to celebrate exceptional effort, achievement or behaviour.
- Recognition Boards: Used in classrooms to highlight pupils who go 'above and beyond.'
- Messages to Parents: Positive updates sent via School Spider.
- Whole-School Celebration Worships: Public recognition of achievements.

We value intrinsic rewards - feeling proud of doing the right thing and encourage parents to partner with us by signing the Home-School Agreement.

## SANCTIONS & RESTORATIVE APPROACH

While we strive for positive behaviour, there will be occasions when children do not meet expectations. Boundaries are clearly defined and consistently applied. Sanctions should:

- Make clear why the sanction is applied and which rule was broken.
- Address the behaviour, not the child.
- Explain what needs to change to avoid future sanctions.
- Distinguish between minor and major offences.

Each case is considered individually. Children are reminded that they are responsible for their actions and that choices have consequences.

## **RESTORATIVE PRACTICES**

***“Punishment doesn’t teach better behaviour, restorative conversations do.” — Paul Dix***

At St. Lawrence, all staff are trained in Restorative Practice, which prioritises repairing relationships and fostering responsibility. Our approach avoids:

- Humiliation
- Shouting
- Overreacting
- Blanket punishments
- Harsh sarcasm
- Sending children out of class
- Using curriculum areas as punishment

Children are supported to reflect on their actions and understand their impact on others. Positive choices are celebrated and rewarded, while inappropriate choices lead to restorative conversations and proportionate consequences. Parents are kept informed and all incidents are recorded on CPOMS.

## **VISIBLE CONSISTENCIES**

Consistency underpins everything we do. At St. Lawrence, you will see:

- A warm daily meet and greet at the classroom door
- Staff actively praising positive behaviour
- Recognition boards celebrating exceptional effort
- Positive updates shared with parents
- Clear routines throughout the day

Teachers welcome pupils each morning with a friendly greeting, ensuring every child feels valued and cared for. This simple routine helps us check wellbeing and set a positive tone for the day.

## **EXAMPLES OF POSITIVE BEHAVIOUR IN SCHOOL**

**At St. Lawrence Church of England Primary School, we encourage behaviours that reflect respect, kindness and responsibility. Positive behaviour may include:**

- Showing good manners: Saying *please* and *thank you*, greeting others politely.
- Being considerate: Holding doors open, letting others pass first, sharing resources.
- Taking turns and waiting patiently.
- Moving calmly and quietly: For example, entering class or going to the dining hall without fuss.
- Listening attentively: Making eye contact when asked, paying attention and responding promptly.
- Sitting appropriately: Remaining still during assemblies, performances or lessons.
- Following instructions first time.
- Caring for property: Treating books, equipment and belongings with respect; keeping work and possessions tidy.
- Maintaining personal presentation: Keeping clean, smart and tidy.
- Working hard and showing effort: Moving between tasks independently, giving thought and care to work.
- Participating positively: Contributing to discussions, answering questions and asking for help when needed.
- Managing emotions: Staying calm in difficult situations.
- Building friendships: Being a good friend, working well with others and listening to different viewpoints.
- Showing courage and responsibility: Speaking up for others, reporting concerns to an adult, trying new or challenging tasks.
- Respecting others' property: Asking before borrowing, sharing equipment and games.
- Encouraging inclusion: Inviting others to join in and offering help willingly.
- Taking responsibility: Completing classroom jobs well and without being asked.

## **BEHAVIOUR CODE**

Our Behaviour Code sets out the expectations that guide how we learn, interact and stay safe as a school community. Built on the principles of being *Ready*, showing *Respect* and keeping *Safe*, these standards help create an environment where everyone can thrive. By following this code, we ensure that our classrooms are focused, our relationships are positive and our school remains a safe and welcoming place for all.

<b><u>READY</u></b>	<b><u>RESPECT</u></b>	<b><u>SAFE</u></b>
<p>We are ready to learn. (we put all equipment down and look at the teacher)</p> <p>We show that we are listening.</p> <p>We maintain focus and stay on task.</p> <p>We try our best and take pride in our work.</p>	<p>We listen when others are speaking.</p> <p>We speak respectfully to all members of our school community.</p> <p>We are kind in class and on the playground.</p> <p>We use good manners at all times.</p> <p>We are respectful of difference.</p> <p>We are positive role models.</p> <p>We are good friends and take care of all members of the school community.</p> <p>We respect school property.</p>	<p>We move around school in a safe manner.</p> <p>We line up sensibly and safely.</p> <p>We follow instructions to keep each other safe.</p> <p>We use equipment safely and correctly.</p> <p>We stay safe online and follow online safety rules.</p>

## **BEHAVIOUR MODIFICATION**

All staff follow a clear set of stages to determine appropriate responses to misbehaviour. We always begin by listening to the child and engaging in restorative dialogue to understand the reasons behind their actions. While our priority is conversation and reflection, there may be occasions when proportionate sanctions are necessary.

<b>Stage</b>	<b>Behaviour</b>	<b>Action Required / People Involved</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Being off task</li> <li>• Calling out</li> <li>• Failure to follow instructions or school procedures</li> <li>• Back chat / disrespectful comments</li> </ul>	<ul style="list-style-type: none"> <li>• Praise/rewards for good behaviour.</li> <li>• Speak quietly to the child concerned.</li> <li>• Discuss poor behaviour with the child.</li> <li>• Reinforce correct behaviour and give praise for adjusted good behaviour.</li> <li>• If unacceptable behaviour continues, escalate to Level 2</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Persistent, unmodified low-level behaviour that has been escalated from Level 1</li> <li>• Any inappropriate physical contact</li> <li>• Offensive remarks to peers and / or adults</li> </ul>	<b>AS ABOVE – plus;</b> <ul style="list-style-type: none"> <li>• Make expectations clear</li> <li>• Child moved / separated in class or separated if outside.</li> <li>• Break time incidents to be shared with class teacher. Repeated incidents of the same nature then child will be sent to class teacher.</li> <li>• Withdrawal of privileges</li> <li>• Informal chat with parents by class teacher</li> <li>• Incident logged on CPOMS by class teacher</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Verbal and / or physical aggression</li> <li>• Vandalism to school property which may result in injury to self or others</li> <li>• Stealing or damaging the property of others</li> <li>• Repeated incidents of misbehaviour.</li> </ul>	<b>AS ABOVE – plus;</b> If repeated behaviour, after being seen by the class teacher, incident shared with Behaviour Lead. Reported to Behaviour Lead. Behaviour Lead to speak to parents Withdrawal of privileges (If the safety of other children are at risk, then withdrawal of break time) Positive reinforcement e.g. reward chart Incident logged on CPOMS by Behaviour Lead Behaviour chart / support plan shared with pupil, parents, class teacher and Behaviour Lead Possible positive handling plan/EHA Parents may be asked to pay for damage caused to property
<b>4</b>	<ul style="list-style-type: none"> <li>• Verbal and/or physical aggression towards others which may have resulted in positive handling or may have caused injury to self/others</li> </ul>	<b>AS ABOVE – plus;</b> <ul style="list-style-type: none"> <li>• Parents informed by Headteacher/SLT/Behaviour Lead</li> <li>• Behaviour contract/support plan issued</li> <li>• TAC (Team Around the Child) meeting. Include class teacher, SENCo and Behaviour Lead</li> <li>• Work with external agencies on strategies</li> </ul> On return to school: <ul style="list-style-type: none"> <li>• Appoint learning mentor</li> <li>• If necessary, child to work independently within or outside class if necessary.</li> <li>• Positive methods to reintegrate</li> </ul>
<p><b>In some circumstances, behaviour may be deemed so severe that staff need to follow additional policies contained within the Appendix of this document such as:</b></p> <ul style="list-style-type: none"> <li>• Positive handling / reasonable force (Appendix 3)</li> <li>• Exclusions (Appendix 4)</li> <li>• Searching pupils (Appendix 5)</li> <li>• Behaviour outside of school (see page 15)</li> </ul>		

## **MANAGING NEGATIVE BEHAVIOUR**

At St. Lawrence Church of England Primary School, we believe that every child is valued as a unique individual created in the image of God. Our approach to behaviour management reflects our Christian ethos, rooted in the values of respect, forgiveness, compassion and reconciliation. We aim to nurture a community where mistakes are seen as opportunities for growth and relationships are restored through understanding and grace.

Incidents of negative behaviour are addressed in a fair, respectful and appropriate manner for all children involved. Our primary focus is on helping individuals take responsibility for their actions, repair any harm caused and rebuild and restore relationships. A key principle in resolving issues is ensuring that everyone involved has the opportunity to express their views and actively participate in the process.

Following an incident, a restorative conversation will take place to support the child in understanding the impact of their behaviour (see Appendix 1). With guidance, where necessary, the child will decide how to restore the relationship. If an apology is offered, it should be accepted in the spirit of our school value of 'Forgiveness'.

This approach encourages pupils to identify ways to repair relationships and move forward positively. By giving pupils ownership of this process, we help them develop strategies for avoiding and resolving conflict. We believe that when pupils agree on how to move forward themselves, they are more likely to uphold the agreement than if it is imposed by an adult.

Some children with social, emotional, or mental health needs may require time to calm down before an incident is addressed. This 'Reflection Time' is an important part of developing self-management skills. In our caring, Christian school, we aim to support all children in their learning - both academic and behavioural. Where additional support is needed to regulate behaviour, a Behaviour Support Plan will be created in partnership with parents/carers. Strategies will be implemented and regularly monitored to ensure progress.

On rare occasions, extreme behaviours may compromise the safety and learning of pupils and adults. In such cases, staff may need to remove a child from the classroom. Please refer to the Restrictive Physical Intervention (Positive Handling) section below. Parents/carers will be informed and the incident will be recorded on CPOMS. Proportionate consequences will follow. For exclusions, we adhere to DfE guidelines.

We recognise that some behaviours may stem from early childhood experiences (ACEs) or family circumstances. Behaviour is often a form of communication and extreme behaviours may also indicate additional or special educational needs, such as ADHD, Oppositional Defiance Disorder or Autism. Where necessary, external agencies may be involved for monitoring and support. If a child has a special educational need or disability (SEND), we will seek advice and support from SEND specialists, educational psychologists and medical professionals.

## **RESTRICTIVE PHYSICAL INTERVENTION (RPI)**

To fulfil our duty of care and prevent harm, Restrictive Physical Intervention (RPI) may be used by staff as a last resort. Under Section 93 of the Education and Inspections Act 2006, staff are permitted to use reasonable force in exceptional circumstances and only when all other strategies have been exhausted, to prevent a pupil from:

- Committing an offence (or, for a pupil under the age of criminal responsibility, what would constitute an offence for an older pupil);
- Causing personal injury to themselves or others, or causing damage to property;
- Seriously disrupting the maintenance of good order and discipline within the school, whether during lessons or at other times.

Our guiding principle for RPI is:

“The minimum degree of intervention required to resolve the situation, for the shortest possible time.”

This means any force used must always be reasonable, proportionate and necessary in relation to the risk of harm being prevented.

It is the responsibility of each member of staff to assess the situation, understand this policy and decide whether they can manage the incident without physical intervention. Where possible, more than one member of staff should be present during an intervention.

Any Special Educational Need and/or disability a pupil may have will be fully considered in line with the Equality Act 2010.

## **CPOMS (Child Protection Online Management System)**

All behaviour incidents must be logged on CPOMS. The Senior Leadership Team (SLT) reviews these records regularly to identify patterns and trends, enabling the development of targeted action plans to provide appropriate support. Each CPOMS entry must include both the details of the incident and the resolution, ensuring a clear and complete record of how the matter was addressed.

## **BULLYING**

Bullying is defined as repeated, intentional behaviour by an individual or group that causes physical or emotional harm to another person or group. Bullying can take many forms, including cyberbullying through text messages or online platforms and is often motivated by prejudice or discrimination. This may relate to race, religion, gender, sexual orientation, disability, family circumstances (such as adoption or caring responsibilities) or perceived differences between children.

While ensuring immediate physical safety is always a priority, we recognise that emotional bullying can be equally, if not more damaging than physical harm. Each case will be carefully assessed and appropriate action taken to safeguard and support all pupils involved.

For further details, please refer to our Anti-Bullying Policy.

## **PREVENTION**

At St. Lawrence Church of England Primary School, our approach to bullying begins long before an incident occurs. We are committed to creating a culture where respect, kindness and understanding are the norm. Staff proactively monitor relationships between pupils, identifying potential areas of conflict and implementing strategies to prevent bullying before it arises.

This may include:

- Open discussions about differences during lessons.
- Dedicated events or projects promoting inclusion.
- Whole-school assemblies reinforcing shared values.

Staff are encouraged to use approaches that best suit their pupils and context. Schools that excel in tackling bullying foster an ethos of good behaviour, where pupils treat each other and staff with respect because they understand this is the right way to live and learn together. Our values - respect for others, appreciation of education, and awareness of how our actions affect those around us, permeate the school environment and are modelled consistently by staff and older pupils.

## **POSITIVE & RESTORATIVE APPROACH**

We adopt a positive and restorative approach to managing behaviour. When issues arise, we investigate thoroughly to understand the root causes and implement appropriate strategies and support promptly. Our ultimate aim is to ensure St. Lawrence is a safe, happy, and nurturing environment where every child can thrive.

## **CONFISCATION**

Items deemed unsafe for school will be removed by a member of staff and returned directly to the child's parent or carer upon collection.

## **CHILD-ON-CHILD ABUSE**

We take our responsibility to address child-on-child abuse seriously, in line with *Keeping Children Safe in Education (KCSIE)* guidance - even when incidents occur outside school. Pupils are encouraged to report concerns to staff and should feel confident and supported in doing so.

## **LINKS WITH SEND & MULTI-AGENCY ASSESSMENT**

As an inclusive school, we recognise that some pupils may require additional or different support due to special educational needs and/or disabilities, in accordance with the SEND Code of Practice. A child with social, emotional or behavioural difficulties may need tailored strategies, just as we adapt the curriculum for pupils with learning needs.

Where necessary:

- The child will be added to our SEND register.
- An Individual Support Plan will be developed in consultation with the child and their parents, outlining agreed targets, strategies, and support.
- Referral to external agencies may be considered.

We may also provide guidance to other pupils on how they can support their peers appropriately. Further details are available in our Special Educational Needs Policy.

We are committed to ensuring staff receive appropriate training and pastoral support to manage challenging behaviour effectively, including situations involving allegations related to reasonable force.

### **PARENTAL RESPONSIBILITIES**

We place high importance on clear communication and positive partnerships with parents, as these are vital for promoting and maintaining high standards of behaviour. The class teacher is the key point of contact and holds initial responsibility for the child's welfare.

A strong home-school partnership builds trust and ensures consistency in expectations and strategies. When behaviour causes concern:

- Parents will be informed promptly and invited to discuss the situation.
- Parents are asked to support the school by signing the Home-School Agreement, which sets out shared expectations.

We also celebrate positive behaviour:

- Parents are notified when children go "above and beyond" so achievements can be celebrated at home.
- After each restorative conversation, parents are informed to support their child if they wish to discuss the incident. This is not intended for further discipline.
- If three or more restorative conversations occur in close succession, parents will be invited to meet with staff to agree next steps and additional support.

Parents will be kept informed of the Behaviour Policy and are expected to work collaboratively with the school to address concerns. A member of staff will arrange meetings as needed to discuss strategies and support.

**This policy will be shared with all supply teachers.**

## **SERIOUS DISCIPLINARY ISSUES**

If a serious disciplinary incident occurs, the child will be taken immediately to a member of the Senior Leadership Team (SLT).

Examples of serious disciplinary issues include:

- Making derogatory comments, laughing at or giving intimidating looks to other children.
- Using rude or offensive language or behaviour, such as arguing with staff, muttering under their breath, laughing while being addressed by an adult or answering back.
- Threatening behaviour or any action that causes another person to feel frightened or demoralised, including hitting someone in anger.
- Unprovoked physical violence of any kind, including spitting at another person.
- Leaving the school premises without permission.
- Proven theft.
- Vandalism of school property or buildings.
- Discriminatory behaviour based on race, disability, sexual orientation, gender or religious beliefs.

Such behaviour is rare and will involve:

- Immediate discussion with a member of the SLT.
- Completion of a think sheet.
- Communication with parents/carers.

## **PROCEDURES FOR ONGOING BREACHES OF DISCIPLINE**

1. Observation and discussion with staff and the child to identify the cause of the problem.
2. Meetings with the class teacher to develop a Behaviour Support Plan in consultation with parents and the child.
3. In cases of persistent, serious and unacceptable behaviour, consideration will be given to initiating fixed-term or permanent exclusion from school.

Further guidance on exclusions can be found in Appendix 4.

## **CRIMINAL LAW**

Certain types of harassing or threatening behaviour or communication may constitute a criminal offence. For example, under the Malicious Communications Act 1988, it is an offence to send an electronic communication intended to cause distress or anxiety or one that is indecent, grossly offensive, threatening or knowingly false.

If the school believes an offence may have been committed, it may seek assistance from the police. Any reference to the police must only be made with the agreement of the Headteacher.

## **CONDUCT OUTSIDE THE SCHOOL GATES**

The school's behaviour expectations also apply when a pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- Otherwise identifiable as a pupil of the school.

Additionally, sanctions may apply where inappropriate behaviour:

- Could impact the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could negatively affect the school's reputation.

The same principles and sanctions outlined for behaviour management within school will be applied according to the severity of the behaviour.

## **ROLES AND RESPONSIBILITIES**

The Governing Body establishes the rationale for this policy, which the Headteacher implements on a day-to-day basis. All staff and pupils are expected to follow this policy. Parents and carers are expected to support the policy. Any communication regarding its content or application should be directed to the Headteacher.

## **CONSULTATION, MONITORING & EVALUATION**

The Headteacher regularly monitors the effectiveness of this policy and reports findings to the Governing Body, making recommendations for improvement where necessary.

The Governing Body is responsible for:

- Monitoring exclusion rates.
- Ensuring the policy is applied fairly and consistently.
- Paying particular attention to matters of racial equality, ensuring compliance with guidance such as The Duty to Promote Race Equality: A Guide for Schools, and guaranteeing that no child is treated unfairly because of race or ethnic background.

This policy is reviewed by the Governing Body every year, or sooner if:

- New government regulations are introduced.
- Recommendations for improvement are received.

## **COMPLAINTS PROCEDURE**

This section should be read alongside the school's Complaints Policy (available on the school website).

In relation to this policy:

- All complaints regarding the use of force will be investigated thoroughly, promptly and appropriately.
- Where a member of staff has acted within the law - using reasonable force to prevent injury, property damage or disorder - this provides a defence against criminal prosecution or civil action.
- When a complaint is made, the burden of proof lies with the complainant; staff are not required to prove they acted reasonably.
- Suspension should not be an automatic response when a member of staff is accused of using excessive force. Schools should follow the guidance in Dealing with Allegations of Abuse Against Teachers and Other Staff, which states that suspension should only occur after careful consideration.
- Schools must assess whether suspension is necessary or whether alternative arrangements are more appropriate.
- If suspension is deemed necessary, the school must ensure the staff member has access to a named contact for support.
- Governing Bodies should consider whether the teacher acted within the law before deciding on disciplinary action.
- As employers, schools and local authorities have a duty of care towards staff and must provide appropriate pastoral support.

## **ZONES OF REGULATION** (See Appendix 6)

As a school we use 'Zones of Regulation' to help the children develop skills of self-regulation. This is displayed in each classroom with children being encouraged to 'check-in' each morning. This allows children to acknowledge their emotional state as they enter school so they can develop awareness of when they need to self-regulate either independently or with help from an adult. Classroom staff can use the emotions check-in display to see if a child may need some intervention to help them to be 'ready to learn'. This may be through: offering a listening ear; a quiet space to reflect and calm down; offering breakfast; or facilitating a calming activity. If children can recognise when they are becoming less regulated, they are able to do something about it to manage their feelings and get themselves to a place to continue learning. This comes more naturally for some, but for others it is a skill that needs more attention and practice. To make them easier to talk about, think about and regulate, the 'Zones of Regulation' organises feelings, states of alertness and energy levels into four coloured zones - Blue, Green, Yellow and Red. The simple, visual structure of 'The Zones of Regulation' helps make the skill of regulation more concrete for children. Children are taught about the 'Zones of Regulation' and they are actively encouraged to name the Zone they are in and develop the knowledge to know what they need from 'their toolkit' to help them self-regulate. Characters are used alongside the colours to promote children's emotional literacy. This feeds into our PSHE curriculum with children being taught about how their brain works, as well as being given strategies to self-regulate.

## APPENDICES

### APPENDIX 1

#### DE-ESCALATION STRATEGIES AND PHRASES

Sometimes when children display misbehaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before we can begin to address the behaviour itself.

#### STAFF RESPONSES

Here is the script (with guidance) that experts in behaviour management suggest will help (and that staff at St. Lawrence Church of England Primary School will use), when that happens:

<b><u>Reconnect</u></b>  <b>Purpose:</b> reduce stress, re-establish emotional safety, and signal calm presence.	(Name), I can see something is wrong / I can see you are ___ (state behaviour).  I am here to help you.	This addresses the child directly and shows them that they have your full attention and that you mean to sort the situation out for and with them.  A phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation. It also recognises the reality of a situation and why this needs adjusting.  A phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
<b><u>Repair</u></b>  <b>Purpose:</b> address the rupture, listen to the pupil's perspective, take responsibility and reduce shame.	How did this make people feel?  Who has been affected and how?	The child may not have realised the emotional impact of their behaviour on others. Highlighting this helps them develop empathy and consider how their actions affected classmates, staff, visitors or younger pupils.  Children often focus on themselves first. With encouragement, help them see the wider impact. Use prompts such as: <i>"How was [teacher] affected because they couldn't teach phonics?"</i> <i>"How was [student] affected who dislikes loud noises?"</i> Over time, this reflective approach can become part of their thinking before acting, strengthening their conscience.

<p><b>Restore</b></p> <p><b>Purpose:</b> agree a positive path forward, repair trust, and ensure the relationship feels intact.</p>	What can we do to put things right?	Avoid steering the child toward a forced apology, as it holds little value. Explore meaningful ways to repair harm. If an apology is offered, accept it warmly, even if imperfect.
	What could help you next time that you start feeling like that?	Encourage forward thinking and planning for similar situations. This helps the child recognise patterns and make better choices next time. Awareness is the first step toward change.
	What support could I give you that would help? Next time, you'll [strategy], and I'll [support]. That sounds like a good plan.	Agree a simple plan together. This will help to secure a strong relationship and the child will feel supported.
	Praise the child for making adjustments	Recognising adjusted behaviour is important. This may be linked to our school values.

### **HOME-SCHOOL AGREEMENT**

**At the start of every academic year, teachers explore the home-school agreement with their pupils. This is signed and a copy of the agreement is posted on the school website for parents.**

#### **AIMS:**

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- To contribute to an ethos of mutual respect and student self-discipline.
- Establish a consistent whole-school approach to maintaining high standards of behaviour that enhance the values of the school
- To develop a sense of community where all adhere to a code of conduct.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination

#### **WE EXPECT OUR CHILDREN TO:**

- Aspire to be their best at all times
- Aspire to do their best at all times
- Act sensibly, responsibly and respectfully, speak politely and listen to others
- Achieve excellence whenever they can
- Show good manners without exception

#### **STAFF WILL:**

- Deal with misbehaviour following the school script
- Be consistent in their approach
- Listen and encourage children to reflect and correct their behaviour
- Be fair
- Be alert to children demonstrating pro-social behaviours
- Ensure accurate logs are kept to determine behaviour patterns in school

**POWER TO USE REASONABLE FORCE** (School also has a Positive Handling Policy)**What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

**Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

**When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.**

**Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and
- Restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

- Use force as a punishment – it is always unlawful to use force as a punishment

*For the full guidance on reasonable force, please see: DfE advice template (publishing.service.gov.uk)*

**EXCLUSIONS FIXED-TERM AND PERMANENT EXCLUSIONS**

We do not wish to exclude any child from school, but sometimes this may be necessary. The relevant Internet address is: <https://www.gov.uk/school-discipline-exclusions/exclusions>. Failing all else and as a last resort, the Headteacher will use their powers to exclude a child from school. In this instance, the Lancashire County Council Guidelines for exclusions will be followed immediately and exactly. Copies of these procedures are held in the school office. The Chair of the Governing Board will be informed at every stage of exclusions procedures.

The Governing Body has elected a Staff and Pupil Discipline Committee to deal with any appeals.

**FIXED PERIOD EXCLUSIONS**

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit. School will seek to make contact with the Children's Champion as soon as possible to ensure early intervention is sought to assist the child.

**PERMANENT EXCLUSION**

Permanent exclusion means a child is expelled. Lancashire County Council must arrange full-time education from the sixth school day. If the Headteacher excludes a child, s/he informs the parents verbally, immediately, giving reasons for the exclusion. Parents and the child are then informed in writing providing an explanation of the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**MONITORING AND REVIEW**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any child who is suspended for a fixed-term or who is permanently excluded.

**GRADUATED RESPONSE**

For children presenting with high levels of behaviour, a graduated response will be drafted. This outlines the behaviours that the child may present and the most appropriate strategies to use when attempting to deescalate. It outlines rewards and sanctions that are personalised to the child. The process helps to provide consistency in how the child is supported.

## **EARLY HELP**

An Early Help Assessment form may be requested to be completed by the school for the individual child, with the parents' consent where there is no improvement in behaviour. Advice of external and specialist formal support is sought.

**SEARCHING PUPILS**

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

**Prohibited items are:**

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been or is likely to be used:
  1. to commit an offence, or
  2. to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

**CONFISCATION**

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Parents will be informed if such event takes place.

EMOTIONAL REGULATION CHART

How do you feel today?



shutterstock.com · 127028354

