BOUNDARY PRIMARY SCHOOL

Regulation, Relationships and Readiness for Leaning Policy

Review period: Annually
Date last reviewed: July 2026
Person Responsible for plan: Head of School

Proud to be part of SYNERGY EDUCATION TRUST

Boundary Primary School

1. Purpose and Scope

Boundary Primary School's Behaviour Policy is aligned with the principles of Synergy Education Trust and reflects our commitment to providing a calm, safe and inclusive environment where every child can learn, develop positive relationships and thrive.

This policy explains Boundary's approach to promoting positive behaviour, emotional regulation and readiness for learning. It sets out expectations, recognition systems, graduated responses to behaviour, responsibilities of staff and families, and the school's approach to searching, screening, confiscation, restrictive intervention, suspension and permanent exclusion.

Boundary Primary School is committed to ensuring that all members of the school community are treated with dignity and respect and that discrimination, harassment or bullying relating to any protected characteristic will not be tolerated.

The policy applies:

- During the school day.
- Before and after school whilst pupils are on the school site.
- During educational visits and residential visits.
- During extra-curricular and enrichment activities.
- On journeys to and from school.
- When pupils are representing the school.
- Online, including conduct associated with social media and other digital platforms.
- In circumstances where behaviour outside of school has an impact on the safety, wellbeing or reputation of members of the school community.

The policy should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy, Attendance Policy and Online Safety Policy.

2. Our Ethos and Principles

At Boundary, we believe that behaviour is taught, modelled and practised.

We recognise that children need clear boundaries, consistent routines and positive relationships to flourish. Through our Skills for Life curriculum, restorative practices, relational approaches and the Thrive Approach, we support all pupils to develop:

- Emotional literacy

- Self-regulation
- Respectful relationships
- Personal responsibility
- Resilience and perseverance

Our approach is underpinned by the understanding that positive, trusting relationships are fundamental to children's emotional wellbeing, development and learning. We seek to create an emotionally safe environment where every child feels valued, understood and supported. Through a relational and Thrive-informed approach, staff work to understand the needs that may lie beneath behaviour, helping children develop the skills and resilience needed to engage successfully with school life.

We recognise that behaviour is a form of communication and may sometimes reflect unmet social, emotional or developmental needs, including safeguarding concerns, SEND needs or emotional difficulties. We are committed to understanding the reasons behind behaviour, responding with empathy, curiosity and consistency, while maintaining high expectations for all pupils. Where additional support is required, we work collaboratively with children, families and external agencies to ensure appropriate interventions are put in place.

We believe that all children can succeed when they experience strong relationships, clear expectations and a sense of belonging within our school community.

3. Legal and Guidance Framework

This policy reflects:

- Behaviour in Schools (DfE, February 2024)
- Suspension and Permanent Exclusion (DfE, August 2024)
- Searching, Screening and Confiscation (DfE, July 2023)
- Mobile Phones in Schools (DfE, 2026)
- Keeping Children Safe in Education 2025
- Equality Act 2010
- SEND Code of Practice (2015)
- Working Together to Improve Attendance
- Education Act 2002
- Education and Inspections Act 2006

Boundary will continue to review procedures in response to updated government guidance relating to restrictive interventions and use of reasonable force.

4. Roles and Responsibilities

Local Governing Board

The Governing Board:

- Approves behaviour principles
- Monitors behaviour trends
- Challenges and supports leaders
- Ensures fairness and consistency
- Reviews suspensions and exclusions where required
- Monitors the impact of the school's behaviour culture to ensure it reflects the principles set out in the Behaviour Statement of Principles

Head of School

The Head of School:

- Sets expectations, routines and culture
- Supports consistent implementation
- Oversees suspensions and exclusions
- Ensures staff training
- Monitors behaviour data

Behaviour Manager

The Behaviour Manager:

- Leads The Shield provision
- Supports staff with behaviour strategies
- Delivers interventions
- Monitors behaviour patterns
- Oversees reintegration support

Staff

All staff:

- Model Boundary expectations
- Teach behaviour explicitly
- Use the graduated response consistently
- Make reasonable adjustments
- Record incidents accurately
- Support restorative conversations

Parents and Carers

Parents and carers are expected to:

- Support school expectations
- Work in partnership with staff
- Attend review meetings where required
- Promote respectful behaviour at home

Pupils

Pupils are expected to:

- Follow The Boundary Way
- Treat others respectfully
- Engage with support offered
- Learn from mistakes

5. The Behaviour Curriculum and Daily Routines

Boundary explicitly teaches behaviour through:

- Skills for Life curriculum
- Personal, Social and Health Education
- Assemblies
- Classroom routines
- Social times
- Staff modelling

The Boundary Always Way

All pupils and adults are expected to follow the Boundary Promises:

- Act with honesty and respect
- Use safe and friendly words and behaviour
- Work well together
- Be in the right place at the right time with the right things
- Always try your best

These expectations are taught, revisited and reinforced throughout the school day.

At Boundary, everything we do is rooted in our shared values and commitment to ensuring every child, family, member of staff and stakeholder feels welcomed, valued and supported.

Our simple challenge is:

Are you Inclusive?

Are you Respectful?

Are you Learning?

Are you Boundary?

If the answer is YES, then you are living The Boundary Way.

Being Boundary means embracing our values in everything we do and following our Boundary Promises. It means creating a culture where everyone belongs, everyone is respected, everyone is supported to learn and achieve, and everyone is empowered to become the very best version of themselves.

The Boundary Way is not just for our pupils. It is for all members of our community including children, staff, governors, parents, carers and partners. Together, we are responsible for modelling and promoting these values every day, ensuring that Boundary remains a school where inclusion, respect and learning are at the heart of everything we do.

6) Recognition, Celebration and Positive Reinforcement

Boundary believes that positive behaviour should be recognised and celebrated consistently.

Recognition systems include:

Always Badges

Awarded and retained through consistent demonstration of Boundary expectations.

Always Time

Weekly celebration event for pupils who maintain their badge.

Star of the Week

Awarded in recognition of specific values and personal achievements.

Dojos

Awarded for effort, conduct and values. Celebrated in assembly.

7. The Shield and The Bubble

The Shield

The Shield is Boundary's staffed reflection, regulation and reintegration provision.

Pupils may attend The Shield for:

- Walk and Talk interventions
- Reflection following incidents
- Behaviour coaching
- Detentions
- Internal suspension
- Reintegration support

The aim of The Shield is always to support successful reintegration into learning.

The Bubble

The Bubble provides nurture and SEND support for pupils requiring additional intervention.

The Shield and Bubble work collaboratively through multi-disciplinary planning meetings held every three weeks.

Positive recognition and relationship-based approaches form the foundation of behaviour support at Boundary, with consequences used when necessary to maintain safety, respect and learning.

8. Graduated Response to Behaviour

	Response	Possible Actions
Stage 1	Verbal Reminder	Reminder of the Boundary expectation. Opportunity to correct behaviour and re-engage with learning.
Stage 2	Behaviour Reminder	Name moved down. Clear warning given and expectation restated.

Stage 3	Walk and Talk	10-minute guided reflection in *The Shield*. Restorative conversation and support to regulate before returning to class.
Stage 4	Behaviour Manager	Removal to Behaviour Manager.
Stage 5	Behaviour Manager Intervention	Further removal managed by the Behaviour Manager.
Stage 6	Senior Leadership Team	Senior Leadership Team involvement.
Stage 7	Head of School	Head of School involvement.

All stages are recorded and tracked on Arbor.

9. Definitions

Low-level misbehaviour includes — disruption to learning; incomplete work; poor attitude; low-level defiance.

Serious misbehaviour includes — repeated breaches of the Boundary Promises; bullying; sexual harassment/assault; discriminatory abuse (racist, sexist, homophobic, biphobic, transphobic); physical or verbal assault; fighting; theft; vandalism; smoking/vaping.

10. Personalised Support and Regulation Planning

Where behaviour patterns emerge, pupils may receive targeted support.

This may include:

- Personal Regulation Plans (PRPs)
- Behaviour mentoring
- Thrive Practitioner targeted work
- Interventions
- Family support
- External agency involvement

Plans are developed collaboratively with:

- Class staff
- Behaviour Manager
- Parents and carers
- SEND team
- Thrive Practitioner
- External professionals where appropriate

11. SEND, SEMH and Reasonable Adjustments

Boundary recognises its duties under the Equality Act 2010 and SEND Code of Practice.

We seek to remove barriers by:

- Adapting expectations where appropriate
- Providing regulation support
- Modifying routines
- Using visual supports
- Adjusting reinforcement systems
- Seeking specialist advice
- Thrive Practitioner
- Interventions

Behaviour linked to SEND, communication difficulties or emotional needs will be understood within the wider context of the child's needs.

We maintain high expectations whilst ensuring that support and responses remain fair, reasonable and non-discriminatory.

12. Mobile Phones and Smart Devices

Boundary Primary is a mobile-phone-free environment. Pupils must not use, access, display, or have audible any mobile phone or smart technology with similar functionality throughout the school day, including lessons, transitions, breaktimes, lunchtimes, and before and after school while under staff supervision.

This includes mobile phones, smart watches, and any device capable of sending or receiving messages or notifications, making calls, accessing the internet, or recording audio, images, or video.

Any such devices brought to school must be handed to the class teacher or teaching assistant at the start of the day and will be stored securely until the end of the school day.

Reasonable adjustments will be considered for pupils with disabilities, SEND, medical needs, or other exceptional circumstances, following an individual risk assessment where appropriate.

Breaches of this rule will be dealt with in accordance with the school's graduated response. Repeated breaches may result in confiscation of the device and require collection by a parent or carer.

While the school takes reasonable steps to store devices securely, pupils bring personal devices onto the premises at their own risk. The school will not accept liability for loss, theft, or damage unless this results from the school's negligence.

13. Safety, Searching, Screening and Confiscation

Boundary may carry out searches where there are reasonable grounds to suspect a pupil possesses a prohibited or banned item.

All searches will:

- Follow DfE guidance
- Be proportionate
- Respect pupil dignity
- Take account of safeguarding considerations

Parents/carers will be informed where appropriate.

Prohibited items:

Knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; vapes/e-cigarettes; fireworks; pornographic images; and any item reasonably suspected to be used to commit an offence, or to cause injury or damage.

School-banned items (searchable with consent; confiscation where appropriate):

High-caffeine/energy drinks; aerosol cans; laser pens; non-prescribed sharp objects; offensive literature; any item specified by the school from time to time in response to safeguarding or wellbeing concerns.

Confiscated items are handled, recorded and (where appropriate) returned or disposed of according to DfE guidance.

14. Post-Incident Reflection and Reintegration

Following significant incidents, staff will:

Reflection

Review:

- What happened
- Triggers
- Impact
- Successful strategies

Reintegration Meeting

Where appropriate, meetings with parents and carers will:

- Review the incident
- Agree support strategies

- Update plans
- Set targets

Supported Return

Some pupils may begin their return through The Shield before reintegrating into class.

CCTV

CCTV operates in certain areas of the premises for safety, security, and safeguarding purposes. Footage may be reviewed and used where necessary as part of investigations into incidents.

15. Use of Reasonable Force and Restrictive Intervention

Reasonable force will only be used as a **last resort**, where it is necessary, proportionate and lawful, to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent serious damage to property.
- Maintain the safety of pupils, staff and others.
- Prevent serious disorder that would compromise the safety or wellbeing of others.

The school will always seek to use de-escalation, regulation and preventative strategies before considering any physical intervention.

All incidents involving reasonable force or restrictive intervention will be:

- Recorded promptly and accurately.
- Reviewed by senior leaders.
- Reported to parents/carers as soon as practicable.
- Followed by written notification to parents/carers in accordance with current Department for Education guidance.
- Used to inform risk assessments, personal regulation plans and future provision.

Boundary Primary School adopts Team Teach principles and approaches to support positive handling, de-escalation and the reduction of restrictive practices. The school remains aligned with current Department for Education guidance and is committed to ensuring that any intervention is reasonable, proportionate, necessary and in the best interests of those involved. Please see the Trust's Physical Restraint Policy.

16. Suspensions and Permanent Exclusions

Suspension and permanent exclusion are used only in exceptional circumstances and in accordance with current statutory guidance.

Before considering these measures, Boundary will generally review:

- The nature and seriousness of the incident.
- The pupil's behaviour history.
- Support and interventions already provided.
- Any reasonable adjustments that have been made.
- Identified SEND needs and the school's duties under the Equality Act 2010.
- Safeguarding factors and any known vulnerabilities.
- The views of the pupil and, where appropriate, their parents/carers.
- Whether further support or alternative strategies could reasonably be implemented.

Suspension

Suspension may be considered where behaviour:

- Represents a serious breach of the Behaviour Policy.
- Causes significant harm or presents a risk to the safety of others.
- Seriously disrupts the learning, welfare or orderly running of the school.
- Requires a period of separation whilst further assessment, risk management or support planning is undertaken.

Parents/carers will be notified without delay and will receive written confirmation of the suspension, including the reasons for the decision and information regarding their rights and responsibilities.

Permanent Exclusion

Permanent exclusion will only be considered where:

- Serious breaches of the Behaviour Policy have occurred.
- A pupil's continued placement would seriously harm the education, welfare or safety of others.
- Appropriate support, interventions and alternative approaches have been considered or exhausted.
- The Head of School determines that permanent exclusion is the only remaining appropriate response.

Permanent exclusion remains a last resort and will only be used where all relevant factors have been carefully considered and in line with statutory guidance.

17. Bullying (including online)

We define bullying as **deliberate, repeated behaviour that causes hurt, fear or distress and involves a power imbalance (STOP – Several Times on Purpose)**. Cyber-bullying and incidents off-site/online will be addressed where they impact school life. Procedures are detailed in our **Anti-Bullying Policy**.

18. Behaviour Beyond the School Site

The school may investigate and respond to behaviour occurring:

- On journeys to and from school
- On educational visits
- During events representing the school
- Online
- In circumstances affecting the school's reputation or the safety and wellbeing of members of the school community

19. Safeguarding and Behaviour

Boundary recognises that behaviour may be a sign of unmet need.

Behaviour concerns may indicate:

- Neglect
- Abuse
- Exploitation
- Mental health difficulties
- Family adversity

Staff will report concerns immediately to a Designated Safeguarding Lead in line with KCSIE 2025.

20. Staff Training and Professional Development

Boundary Primary School is committed to ensuring that all staff are equipped with the knowledge, skills and confidence to promote positive behaviour, support pupil wellbeing and maintain a safe learning environment.

All staff receive training appropriate to their role, including:

- Behaviour management and positive behaviour support.

- Thrive Approach
- Safeguarding and child protection.
- Trauma-informed and relational approaches.
- SEND and SEMH needs.
- Team Teach principles and positive handling strategies.
- Searching, screening and confiscation procedures.
- Equality, inclusion and reasonable adjustments.

New staff receive an induction programme covering the school's behaviour expectations, systems, routines and procedures.

Ongoing professional development is provided through regular training, coaching, updates and reflective practice to ensure staff remain aligned with current legislation, statutory guidance and best practice.

The impact of training is monitored through leadership review, staff feedback and ongoing evaluation of behaviour outcomes across the school.

21. Monitoring and Evaluation

The implementation and impact of this policy are monitored to ensure that behaviour systems remain fair, effective and inclusive.

Behaviour data is reviewed:

- Weekly by the Behaviour Manager.
- Termly by Senior Leaders.
- Regularly by Governors and the Trust.

Monitoring may include:

- Behaviour incidents and patterns.
- Suspensions.
- Internal suspensions.
- Attendance and persistent absence.
- SEND trends.
- Protected characteristics.
- Safeguarding themes.
- Use of reasonable force and restrictive intervention.
- Pupil, parent and staff feedback.

The school analyses behaviour information to identify trends, evaluate the impact of interventions, monitor the effectiveness of reasonable adjustments and support continuous improvement.

Findings from monitoring are used to inform staff training, resource allocation, policy development and behaviour support planning, helping to ensure positive outcomes for all pupils.

22. Malicious Allegations

Allegations made against staff will be managed in accordance with the school's Safeguarding and Child Protection Policy, statutory safeguarding guidance and *Keeping Children Safe in Education (KCSIE)*.

All allegations will be taken seriously and investigated fairly, proportionately and without prejudice.

Where an allegation is determined to be unfounded, unsubstantiated, false or malicious, the school will consider appropriate support for all parties involved and determine any necessary follow-up actions.

Where a pupil is found to have made a deliberately false or malicious allegation, the school will consider appropriate consequences in line with this Behaviour Policy, alongside any support that may be required to address the underlying causes of the behaviour.

The school will continue to fulfil its safeguarding responsibilities and ensure that the welfare of all children and adults remains paramount throughout the process.

23. Communication and Pupil Voice

This policy is published on the school website and shared with staff, pupils and families. Behaviour expectations are communicated clearly and consistently to ensure a shared understanding across the school community.

Behaviour expectations are reinforced through:

- Assemblies.
- Skills for Life lessons.

- Parent and family communication.
- Classroom displays and visual reminders.
- Daily interactions and routines.
- Pupil voice activities.
- Celebration and recognition events.

Pupils are provided with regular opportunities to contribute their views on behaviour, relationships, safety and wellbeing through pupil voice activities, surveys and leadership opportunities.

The school values the views of pupils, parents/carers and staff and uses this feedback to evaluate, develop and improve its behaviour culture, systems and practice.