

St Teresa Catholic Academy Trust
St Mary's Catholic Primary School
Learning and loving on our journey with Jesus.



To the greater glory of God

Behaviour Policy

Date policy last reviewed: October 2025

Signed by:

Headteacher: Rosie Akehurst

Chair of governors: Sue Matthews Date:

Then Peter came to Jesus and asked, "Lord, when my brother sins against me, how many times must I forgive him? Should I forgive him as many as seven times?"

Jesus answered, "I tell you, you must forgive him more than seven times. You must forgive him even if he does wrong to you seventy-seven times."
Matthew 18: 21-22

Statement of intent

St Mary's Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our aim is for every child to flourish and have the opportunity to make the most of their learning and loving journey with Jesus.

St. Mary's Catholic Primary School is committed to:

- Consistent, calm adult behaviour
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining inappropriate behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

St. Mary's Catholic Primary 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, using a Behaviour Support Plan.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance from the Department for Education (DfE) including, but not limited to, the following:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [DfE guidance](#)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)

- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with inappropriate behaviour
 - Monitoring that the policy is implemented by staff consistently with all groups of pupils
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
 - Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised -Behavioural Support Plan to help achieve desired behaviours for individual pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs
- Encouraging pupils to meet the school's expectations through consistent modelling

The senior leadership team (SLT) will support staff in responding to behaviour incidents and to provide necessary coaching to staff when required

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following inappropriate behaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

St Mary's Catholic Primary School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour-expectations modelled throughout their journey at St Mary's Catholic Primary School

3. Expectations

- At St Mary's Catholic Primary School all adults are expected to:
 - Show kindness to all
 - Show calm authority
 - Show a genuine interest in the children's lives
 - Treat everyone fairly.
- Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children at St Mary's Catholic Primary School:
 - We expect that through great teaching and tasks that are scaffolded where appropriate, given time, all children can learn age-related content
 - We expect that all children will attempt work independently
 - We describe children as having grasped a concept or those who are new to it
 - We do not label children or groups of children by their perceived ability
 - Reasonable adjustments will be made for specific individual needs.

Positive adult/child relationships are crucial.

- We understand that to change children's behaviour or mood, we may need to change our own. We are pleased when the children understand and calm if they get it wrong. Behaviour is functional, predictable and changeable so the expectation is to build positive adult/child relationships
- We invest in building trust and relationships with all children.

Pupils are responsible for:

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

Parents are responsible for:

- Supporting their children in adhering to the school rules
- Informing the school of any changes in circumstance which may affect their child's behaviour

4. Zones of Regulation

As part of our whole-school approach to behaviour and emotional wellbeing, we use the *Zones of Regulation* framework to support pupils in recognising and managing their emotions.

The *Zones of Regulation* is a child-friendly tool that categorises emotions and levels of alertness into four colour-coded zones:

- **Blue Zone** – Low energy states such as sadness, tiredness, or boredom.
- **Green Zone** – A calm, focused state ideal for learning (e.g., happy, content, ready to learn).
- **Yellow Zone** – Elevated emotions such as excitement, frustration, or anxiety.
- **Red Zone** – Intense emotions such as anger, panic, or feeling out of control.

Children are explicitly taught that **all zones are normal and acceptable**, and the focus is on developing **self-awareness and self-regulation strategies**. Staff use consistent language and visual supports to help pupils identify their current zone and apply appropriate tools to return to a regulated state, particularly the Green Zone, which is optimal for learning and social interaction.

This approach promotes emotional literacy, resilience, and positive behaviour choices, and is embedded across the curriculum and daily routines.

5. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the St Mary's Catholic Primary School's strategies for preventing inappropriate behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Our approach to behaviour is rooted in prevention, early intervention, and consistent support. One of our key preventative strategies is the use of the *Zones of Regulation* framework, which helps pupils develop self-awareness and emotional regulation skills. By teaching children to recognise their emotional state and use appropriate strategies to return to a calm, focused (Green) zone, we aim to reduce incidents of dysregulation that may lead to unacceptable behaviour.

Staff use the Zones proactively throughout the day to check in with pupils, de-escalate potential issues, and support children in making positive behaviour choices. Where behaviour does not meet expectations, responses are proportionate and restorative, taking into account the child's emotional state and any additional needs. Sanctions are applied consistently and fairly, alongside support to help the pupil re-engage with learning and reflect on their choices.

Positive teacher-pupil relationships

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

De-escalation strategies

- Where negative behaviour is present, staff members will implement de-escalation strategies

to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space
- 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”.
- Dysregulation: identifying when a child is dysregulated and that they not ready to be spoken to or be able to follow instructions
- Regulated: understanding that a child needs to be regulated before any behaviour intervention is possible or effective
- Refer to Zones of Regulation toolbox/strategies

Schools Approach to the use of force

Staff authorised to use reasonable force

The staff to which this power applies are defined in Section 93 of the Education and Inspections Act 2006. All members of school staff have a legal power to use reasonable force to control, restrain or direct children without the use of force.

Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, children’s dignity and rights are respected at all times. 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.

Parental permission may be sought in advance if deemed necessary.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age). For example a one arm side hug
2. to gently direct a pupil. For example, directing with hands on shoulders, walking from behind
3. for curricular reasons (for example in PE, Drama etc). For example to support a child navigating equipment or on unstable surfaces

4. in an emergency to avert danger to the pupil or pupils. For example, to block an exit, to hold a hand on a busy road for safety

If handholding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

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

Reasonable force can be used 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 or school site 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.
- damaging property, which could in turn harm themselves or others.

Reasonable force cannot be used.

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

Any occasions when reasonable force is used will be recorded. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Safeguarding

St Mary's Catholic Primary School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's inappropriate behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

6. Praise and rewards

School Rules

Recognising exceptional behaviour is at the heart of effective learning. In order for St Mary's to be a calm school, we have three over-riding rules:

- **Be ready**
- **Be respectful**
- **Be safe**

Praise

St Mary's Catholic Primary School recognises the impact of positive praise and all staff aim to define the behaviour that is being praised. The way in which the praise is given is varied. For example, it could be related to effort; for perseverance and independence; for following our three rules above.

We encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Reinforcing positive behaviours

All adults model and explicitly teach appropriate behaviour and acknowledge the meeting of expectations. Adults praise children for exceeding expectations and not merely meeting them – going 'over and above'. We use intrinsic rewards such as attention and praise.

Other ways that adults reinforce positive behaviour daily are by using praise and rewards which may include:

- Sending a child to other staff to celebrate success including showing work to the head teacher.
- House points
- Star of the week

Rewards

The school uses different categories of rewards for example:

- praise and recognition, e.g. a positive phone call or email home.
- stickers and 'stars of the week' (the latter is awarded during a weekly celebration assembly).
- Letters to parents
- Seek parents out at collection to give some positive feedback / praise.

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 encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

7. Responding to inappropriate behaviour

At St. Mary's Catholic Primary School we expect equality of adult authority. We expect the instructions to be followed first time.

When responding to inappropriate behaviour, staff consider the underlying emotional state of the pupil, using the *Zones of Regulation* as a guiding framework. This approach helps identify whether a child is dysregulated (e.g., in the Yellow or Red Zone) and in need of emotional support before consequences are applied.

Staff aim to de-escalate situations calmly and restore a sense of control for the pupil. Responses are proportionate and may include time to regulate, reflection opportunities, and restorative conversations. Where appropriate, pupils are supported to identify their zone, discuss triggers, and practise strategies to return to the Green Zone. This ensures that behaviour is addressed in a way that is both supportive and consistent with our school's values of respect, empathy, and responsibility.

Inappropriate behaviour can be classified as low level, moderate or serious recorded on CPOMS, examples of these include:

Low level:	Moderate: Class teacher / phase lead	Serious : SLT
Not listening to the speaker Interrupting others Distracting others from working Slow to line up Dropping/walking past litter	Insulting others Defiance Hurting peers Property damage	Swearing Persistent/repeated insulting Repeated defiance Bullying Violence Racism Intentionally hurting peers Severe property damage

Any sanction that is applied by adults is done so with the goal that it will make the inappropriate behaviour less likely to recur.

Sanctions are applied in the following way:

- Low Level: responsibility of class teacher might: Use non-verbal cues to avoid disruption to flow.
- Express firm disapproval
- Allow take up time to let the child save face, to process your instruction or to avoid confrontation in front of an audience.

repeated disruption – adults might:

- Give a time out within the classroom / move their seat.
- Give a closed choice: You can either get on with your work now or you can finish at break time.
- Keep them back briefly at break / lunch / after school to reset expectations and understand that

there is a natural consequence for their actions

- Reset expectations in front of parents, supported by phase leader.
- Moderate level: Class teacher / Phase Lead Give a time out with another class teacher (no discussion – supervision only). The class teacher will follow up at the next opportunity.
- Record the incident on CPOMs
- Make contact with parents if persists or class teacher feels parents should be made aware.
- Senior leaders might set an internal exclusion if appropriate.

Persistent/ Serious disruption, SLT might:

- Make sure that everyone is safe and send for SLT.

Senior leaders might:

- Remove the child from the classroom / playground / remove peers away from situation before intervention to ensure their safety.
- Senior leaders might set an internal exclusion if appropriate.
- Call parents into school to inform them and reset expectations (SLT and teacher together).
- Record the incident on CPOMs
- Create Behaviour Support Plan to be reviewed after half term if it persistent behaviour

Suspension and permanent exclusions

St Mary's Catholic Primary School can use suspension and permanent exclusion in response to serious incidents or in response to persistent inappropriate behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

8. Sexual abuse and discrimination

St. Mary's School prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child- on-child sexual abuse and discrimination are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

9. Smoking and controlled substances

St. Mary's School will follow the procedures outlined in its Smoke-Free Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with Part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Head Teacher and staff authorised by Head 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.

The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Electronic cigarettes (vapes)
- Fireworks.
- Pornographic images.
- 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 power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items. The Head Teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.

11. Playtime Behaviour

Any member of staff on duty is responsible for the safe supervision of their children and for maintaining behaviour in the playground.

A basic three step approach is used to encourage good behaviour in the playground.

- Instant reminder of **Ready, Respectful and Safe**
- Verbal warning
- Use of the script (see appendix 2)
- A time out in an agreed safe location in view
- Referral to the class teacher at the discretion of the supervising teacher/Lunch time controller.

12. Behaviour off school premises

Pupils at St Mary's Catholic Primary School must agree to represent the school in a positive manner. Staff can discipline pupils for inappropriate behaviour outside of the school premises when 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.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be

dealt with in accordance with the school's Anti-bullying Policy.

St Mary's Catholic Primary School will impose the same sanctions for bullying incidents and non-criminal inappropriate behaviour witnessed 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 sanctions 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.

12. Online inappropriate behaviour

St Mary's Catholic Primary School can issue behaviour sanctions to pupils for online inappropriate behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

13. Responding to inappropriate behaviour from pupils with SEND

Recognising the impact of SEND on behaviour

St Mary's Catholic Primary School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of dysregulated behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of inappropriate behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of inappropriate behaviour will be made on a case-by-case basis.

When dealing with dysregulated behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by St Mary's Catholic Primary School's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, St Mary's Catholic Primary School will anticipate, as far as possible, all likely triggers of inappropriate behaviour, and put in place an individualised behaviour support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These approaches include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training staff in understanding conditions such as autism
- Using safe areas where pupils can regulate their emotions during a moment of sensory overload agreed in advance with the class teacher.
- In extreme circumstances, where there is a risk of harm, to either a child or a member of staff, positive handling strategies will be used by trained members of staff.
- In more serious cases the school will follow the exclusion policy.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, St Mary's Catholic Primary School will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
- St Mary's Catholic Primary School will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying inappropriate behaviour may have unidentified SEND

St Mary's Catholic Primary School's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If staff have a concern about the behaviour of a pupil with an EHC plan, St Mary's Catholic Primary School will make contact with local authority to discuss the issue. If appropriate, St Mary's Catholic Primary School may request an interim review of the EHC plan

14. Supporting pupils following a sanction

Following a sanction, St Mary's Catholic Primary school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This might include the following:

Reintegration meeting between the child, parents and school

Daily contact with class teacher or SLT

A Behaviour Support Plan with personalised behaviour goals and reward systems

15. Pupil transition

Inducting incoming pupils

St Mary's Catholic Primary will support incoming pupils to meet behaviour standards, familiarising them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

16. Training

As part of our induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

17. Monitoring and review

This policy will be reviewed by the Head Teacher and Mental Health Lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **October 2025**.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2

Do you remember (yesterday/last week) when you (give example of previously seen good behaviour)?

That is the (name) I know and that is the (name) I need to see today. Be ready/be respectful/ be safe.

Thank you for listening.

Appendix 3: Restorative meeting script

Tell me about what happened

Tell me what you were thinking at the time. Tell me about what you think about it now.

Tell me about how what you did might have made others feel. Tell me about your ideas to put things right.

Tell me about you will do differently in the future. Tell me what our expectations are in this school?

Appendix 4: Reflection Sheet

Name:

Date:

What happened?

How do I feel about this? (If you don't know the name of the feeling, describe it)

What should I have done?

Which School Rule (ready/respectful/safe) did I break?

Next time, I will ...

Reflection Sheet discussed (please tick)

Signed:

(Child)

(Adult)

Appendix 5

De-escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

Acknowledge

Empathise

Reassure

Direct

The following script can be used:

A: I can see and hear that you are feeling upset right now.

(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)

E: I would be upset too, if.....

(State what has happened to upset the child)

R: It's OK to feel upset.

D: When you are ready to.....

(State what it is they need to do)

I will know when you are ready because.....

You may also go on to say:

I need you to be safe/ behave in a safe way.

I am going to do..... now, but I will check to see if you are ready.

REMEMBER!

Say as little as possible!

BACK OFF –If possible!