



Behaviour and Relationships Policy



Respect; Perseverance; Friendship

At St Andrew's CE School and Nursery, we seek for all of our pupils to live positive lives based on our three key values.

1. We seek to enable children to learn the attitudes, values and discipline to succeed. **Key value - perseverance**
2. To find joy, people need to connect in a meaningful way with others, their community and with the world around them. **Key value - friendship**
3. To live with peace, people must feel safe and develop a sense of inner belonging and security. To achieve this, our pupils and staff are taught to develop healthy relationships and live by values which allow trusting relationships to develop. **Key value - Respect**

<u>Pillars of practice:</u>	<u>Golden rules:</u>
• Consistent, calm adult behaviour • First attention is given for best conduct • Relentless routines • Scripting difficult interventions • Restorative follow up	• Respect everyone, everything, everywhere • Try your best and never give up • Be kind and honest

Guiding texts and research

The Kindness Principle: Dave Whitaker

When the Adults Change, Everything Changes: Paul Dix

Teaching Walkthrus: Tom Sherrington and Oliver Caviglioli

Restorative Practice: Mark Finnis

Building a Trauma-informed Restorative School: Joe Brummer

EEF *Improving behaviour in schools*

The Classroom Management Handbook: Mark Dowley and Oliver Lovell

Anti-bullying Alliance

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St Andrew's CE School and Nursery is committed to:

- A trauma informed approach to supporting and understanding pupil behaviour and relationships
- Promoting positive behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Addressing misbehaviour
- 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
- Seeking pupil voice in relation to the school's approach to supporting the development of appropriate behaviour and healthy relationships

1 Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019

- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) strategy
- Complaints Procedures
- Special Educational Needs and Disabilities (SEND) Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2 Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH strategy.

The SENDCo will be responsible for:

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

Teaching staff will be responsible for:

- Completing induction training

- Creating, discussing and sharing Pastoral Support Plans with parents.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to reduce barriers to pupil's achievement.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCo.
 - Headteacher.
 - Subject leader.
- Implementing consequences for pupils who display poor levels of behaviour in line with this policy and as authorised by the headteacher.

Pupils will be responsible for:

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

Parents will be responsible for:

- Supporting their child in adhering to the school expectations and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- To support the consequences outlined in the behaviour policy and working cooperatively with the school.

3 Staff induction, development and support

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

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

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

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

[Workshop A - Behaviour is a Curriculum - Andrew Percival on Vimeo](#)

[EEF's Recommendations: Improving Behaviour \(Primary\)](#)

4 Social, emotional and mental health (SEMH) needs

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

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

5 Supporting positive behaviour

Many strategies for supporting positive behaviour are taken from 'Walk-thrus'. The school provides detailed CPD through the online package throughout induction and ongoing staff CPD. A summary of approaches are outlined below, which are aligned with our school's pillars of practice. Staff are also given the opportunity to observe effective practice.

a) Positive relationships

- I. Establish clear roles and boundaries – teachers are always at the door greeting and welcoming
- II. Communicate kindness – unconditional positive regard
- III. Learn names and use them
- IV. Combine assertiveness with warmth
- V. Always be the adult

b) Establishing expectations (our behaviour curriculum)

- I. Children know: What equipment they need, how to enter the room, moving between activities, listening to instructions, how to ask and answer questions, how to format their work.
- II. Communicate expectations and check for understanding
- III. Reinforce expectations
- IV. Redirect, correct or challenge
- V. Sustain your expectations

c) Signal, pause, insist

- I. Choose a signal
- II. Rehearse the signal

- III. Give the signal
- IV. Pause
- V. Insist

d) Positive framing

- I. Establish expectations
- II. Affirm positive response first
- III. Frame correction as positive reinforcement
- IV. Give the benefit of the doubt
- V. Assume confusion over defiance

e) Rehearsing routines (embedding the behaviour curriculum)

- I. Design your routines
- II. Walk through each routine
- III. Teach the signals
- IV. Make routines routine
- V. Refresh or reboot

f) Pastoral support plans

Pastoral support plans are produced to support pupils in achieving success at school where pupil's behaviour indicates that reasonable adaptations may be required. This may be due to suspected or identified underlying SEN, including SEMH. For some pupils, formal consequences are not an effective approach to supporting the development of behaviour and relationships and bespoke consequences need to be identified to support age and ability appropriate development. The following adaptations might be implemented with consideration to resources and funding:

- I. Strategies for emotional regulation
- II. Strategies to reduce demand or support regulation. E.g. outside time, fizzy breaks
- III. Opportunities to learn in quiet spaces outside the classroom
- IV. Safe spaces to go or request to go for down time or regulation support – get out card with an agreed limit

- V. Adapted timetables – e.g. scheduled sessions in the forest – these are not rewards, but adaptations. Removal of adaptations should only be for internal exclusions and not as a punishment in itself.
- VI. Adapted curriculum with a focus on the interests and needs of the children
- VII. Visual timetables including now and next boards
- VIII. Part-time timetables as agreed with parents in order to allow for success and avoid the risk of suspension
- IX. Alternative provision arrangements. E.g. the adventure playground
- X. Early collection or late arrival to avoid crowded and chaotic transition periods
- XI. Removal of access to wrap around provision
- XII. Consequences which are developmentally aligned with their needs

Pastoral support plans will be reviewed fortnightly following discussions between class teachers and parents. Any adaptations will be communicated with parents. Adapted timetables, part-time timetables and alternative provision will be approved only in consultation with SLT.

g) Recognition (rewards)

- I. Immediate praise – praise must be authentic and reference made to what specifically it is that the child has done well. Avoid generalistic phrases such as ‘good girl’ or ‘good boy’. Instead say ‘Thank you for...’ or ‘I particularly like how you...’
- II. Dojos/Achievement points – One dojo can be given for the following:
 - Good listening
 - Ready to learn
 - Great manners
 - Perseverance
 - Helping others
 - Trying your best
 - Keeping the classroom tidy
 - Creativity
 - Curiosity
 - Collaboration

- Full marks in times tables
- Full marks in spelling
- Reading three times or more a week
- Homework
- 100% attendance

When a child reaches the following benchmarks a special certificate will be awarded in celebration collective worship: 100 dojos, 250 dojos, 500 dojos, 1000 dojos, 2000 dojos

- III. Communication with home – If teachers or SLT are particularly impressed, an e-mail will be sent home to share this through Arbor or via the pastoral e-mail address (pastoral@st-andrews.worcs.sch.uk)
- IV. House system – There are four houses in the school and competitions and events take place each half-term at home and in school. Pupils are awarded dojos for showing good attitudes and values and these are converted into house points for the house competition. House points are also awarded for house competitions. During Celebration assembly each fortnight, the house with the highest total for that week are celebrated and house captains are awarded the house trophy for the week. A running total is kept throughout the year and a special reward is given to the winning house during the final week of term.
- V. Celebration assembly –
Each class selects one (or two pupils in exceptional circumstances or if collaboration is being recognised) to celebrate each week. A certificate is awarded linked to our school values and attributes.
- VI. Values and attributes certificates and times table awards are awarded in celebration assembly when children have met the criteria
- VII. Values champions – each half-term a child is selected who has demonstrated the value of the term effectively

6 Effective behaviour (our curriculum)

At St Andrew's our pupils develop personal discipline through a developing understanding of our school values and a knowledge of what is expected of them (our behaviour curriculum). We seek to develop adults who are polite, respectful, grateful and who are compassionate towards others. People at St Andrew's are expected to be respectful, responsible and ready to learn.

Respectful	Responsible	Ready to learn
Say please and thank you Hold doors open for others Talk kindly to others Say good morning and good afternoon	Accept the consequences for actions Bring equipment ready for lessons Keep the workspace and classroom tidy	Sitting attentively Listening to the teacher Working hard to complete learning Arriving on time for lessons

Expected knowledge:

- If you respect someone, you have a positive view of their character and ideas
- Being responsible means that you are trusted to make the right choices even when no one is watching
- That choices not aligned with the curriculum and expectations result in consequences

Pupils in our school are explicitly taught to develop an age-appropriate knowledge of the following expectations, values and attitudes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class lessons on behaviour strands	Class lessons on behaviour strands	Class lessons on behaviour strands	Revisit the reasons for the expectations	Review – how might expectations increase next year	Review – how might expectations increase next year
Our school values and attributes – covered through collective worship on a two-year cycle					
Thankfulness	Service	Courage	Justice	Trust	Truthfulness
Perseverance	Friendship	Respect	Forgiveness	Generosity	Compassion
British values and what they mean – woven throughout the curriculum and collective worship					
Democracy	Rule of Law		Respect and tolerance		Individual liberty

Moving around school Relentless routines 1 – 17.09.26	Listening – Relentless routines 3 – 21.01.27	Speaking – Relentless routines 3 – 21.01.27
- Facing forwards when walking	- Sitting still	- Answer in full sentences

- Moving at a steady pace - Walking in a straight line - Keeping our hands by our sides - Walking without disrupting other's learning - Walking to the left of corridors - Walking safely	- Being quiet - Looking at the person who is talking - Listening to all of the words Chime - 5, 4, 3, 2, 1 = silence	- Avoid covering your mouth - Articulate words so all can hear - Project your voice - It is polite to look at the person/people - Talking trios/knee to knee
<u>Reasons</u> - To keep other people safe - To help people to feel safe - To keep ourselves safe	<u>Reasons</u> - To give the best opportunity to learn - To avoid time wasting - To avoid the need to repeat instructions	<u>Reasons</u> - To develop clear communication - To develop appropriate manners - To enable others to hear you - To avoid wasting time through repetition - To grow in confidence
Completing work – Relentless routines 5 – 29.04.27	Manners – Relentless routines 4 – 11.03.27	Classroom routines – Relentless routines 1 – 17.09.26
- How to present work neatly - Correcting mistakes clearly and neatly - Caring for the books we work in - Trying to produce work to our best standard	- Use Mr, Miss or Mrs when talking to staff - Say 'thank you' when something is done for you - Say 'Excuse me' if you want someone's attention - Say 'please' when asking for something - Smile when greeting people or talking to people - To show an interest in others by asking questions - To look at the person talking - To show gratitude for others	- Line up in order - Stand upright in our line - Prepare for learning once in the classroom - Sit in our designated space - Hand out books quickly and quietly - Hang coats and stow bags safely - Go to the toilet at break and lunch - Have equipment ready for the lesson - Know how to contribute to class discussions - Persevere even when you need help - Show whiteboards in front of your chest
<u>Reasons</u> - To achieve our best and expect the best of ourselves - To help our teacher/parents be able to see what we have done - To find a sense of fulfilment and pride in what we produce	<u>Reasons</u> - To enable others to feel valued and regarded positively - To be respectful - An attitude of gratitude will help us to feel more positive	<u>Reasons</u> - To ensure that all get the best opportunity to learn - To ensure that classrooms are safe physical places - To help us feel safe - To avoid arguments with others
Lunchtime –	Playtime –	Bullying –

Relentless routines 4 – 11.03.27 - Use indoor voices in the dinner hall - Line up and collect lunches sensibly - Use your knife and fork for eating school dinners - Wait patiently and allow others to finish their dinner - Finish your dinner. Eat your healthy items - Remember to say please and thank you - Put rubbish into the bin - Avoid dropping food onto the floor	Relentless routines 4 – 11.03.27 - Play safely without putting others at risk - We must be kind and include others - A kind person cares for others - You should not scream when playing - Play fighting is not ok - Line up when the whistle is blown - Walk to line up	Stand up to bullying day – 26.02.27 - Bullying is hurting someone else on purpose - Bullying can be physical, verbal or emotional - Bullying can be indirect such as: • Leaving people out • Talking about someone behind their back • Standing by and watching someone get hurt - Bullying can happen online. This is called cyber bullying - Tell an adult if you think you or someone else are being bullied - Bullying is unacceptable and will be dealt with seriously
<u>Reasons</u> - To allow others to enjoy their lunch in a calm space - To keep the hall clean and tidy for PE and assembly	<u>Reasons</u> - To keep us safe from harm - To help everyone feel valued and safe - Screaming can make people scared it is a signal of an emergency - Play fighting often leads to arguments - Play fighting can lead to people getting hurt	<u>Reasons</u> - Everyone has the right to feel safe - All people should be valued and respected
Attendance & Punctuality – Relentless routines 2 16.11.26 - You should attend school every day - You should try to get ready early so that you arrive on time for school - Know that if you are too ill to attend school you should rest and recover - Know that it is important not to miss learning - When you return to school following absence you should try to catch up	School uniform – Relentless routines 2 16.11.26 - Children are expected to wear school uniform in school - Know what is expected of uniform in our school - To know what items should be included in your PE Kit - Long hair should be tied back - Only stud earrings should be worn in school - Only watches and small objects of religious significance should be worn	Outside school – Relentless routines 5 – 29.04.27 - When wearing school uniform, you are representing the school and should be respectful - Avoid dropping litter to keep our community tidy - Be considerate to our neighbours and community by: • Using a quiet voice when arriving and leaving school • Looking out for cars and crossing roads sensibly

		• Riding bikes/scooters courteously • Walking in and out of school • Being a member of our community
<u>Reasons</u> - To avoid missed learning opportunities - To be able to do your best - To keep others safe when you are very ill	<u>Reasons</u> - To help us to be ready to learn - To keep ourselves and others safe - To help us feel a sense of belonging and connection to our school and community	<u>Reasons</u> - To keep ourselves and others safe - To give a good impression of our school - To make our community a nice place to be
Entry to the classroom – Relentless routines 1 – 17.09.26	Lining up – Relentless routines 1 – 17.09.26	Collective Worship – All year
- Greet my teacher at the door each morning and prior to each lesson - Enter the classroom calmly, recognising it is a place to learn	- Know where our class line up and in what order - Know that when lined up we use quiet voices - When entering assembly/collective worship we do so silently	- We enter and leave silently and respectfully - We think about the topics and questions being asked - We sing songs sensibly and passionately - We reflect during prayers and join in when we feel comfortable to do so - We speak clearly when answering questions so that all can hear
<u>Reasons</u> - To maximise opportunities for learning - To develop a sense of belonging - To recognise the importance of having a positive relationship with the adults and children we work with	<u>Reasons</u> - To ensure we use every opportunity for learning in our time - To avoid disrupting the learning of other children - To make sure that we are safe	<u>Reasons</u> - To allow for a calm environment where we can feel peaceful - To allow all to be a part of collective worship - To allow others to feel a strong sense of connection

At each stage, it is made clear to pupils why these are the expectations and how through knowing and following them, everyone can learn effectively, get a fair chance to succeed, feel a sense of belonging and feel safe in school.

The behaviour curriculum is taught discretely through class collective worship as scheduled in the annual collective worship sequence.

7 Misbehaviour and restorative consequences

Consequences and strategies

As part of a PSP, IPM or EHCP adaptations to these consequences will be detailed to ensure consistency, transparency, fairness and a reasonable approach. All formal consequences are logged for the length of a pupils time at our school. The tally of formal consequences begin at the start of a new full, with the exception of violent, aggressive, threatening behaviour or bullying. These continue to accumulate and will only reset once a significant extended period (approximately one term) has passed without incident. Prior to any suspension from school, school's safeguarding team will consider the safeguarding of the pupil. In some circumstances, where a child in need plan, child protection plan or safety plan is in place or school have significant safeguarding concerns, a suspension may be replaced by an internal exclusion, following a consideration of safeguarding matters by the safeguarding team.

1. Apply supporting positive behaviour principles (outlined above)
2. Planned ignoring or non-verbal communication/cues (particularly useful to avoid spotlighting children)

At times and with certain pupils it may be necessary to utilise planned ignoring. The behaviour is attention seeking and it may be that this is associated with trauma which we are aware of or specific SEN. Normally this would be the case if other pupils are able to manage the distraction. This would normally be an agreed strategy for specific pupils and not something used for the majority.

In many instances – making it clear that you have seen the behaviour and disapprove is sufficient.

3. Verbal warning – positive frame – time to restore
 - I. *'Your current choices of ... are not meeting the expectations in our class/school/playground/lesson'*
 - II. *'(positive choice framed)...thank you'*
 - III. *Highlight positive behaviour of other children*
4. Formal warning
 - I. *'You have continued to choose... the expectation in our class/school/outside area is...'*

- II. *Formal warning explained discretely.*
 - III. *Time to reflect. The child will speak to staff for a restorative conversation (if at break/lunch) or at the next break, lunch or home time and reflect for five minutes with the teacher or staff member on how they will improve their choices. This should happen before the child goes home.*
5. Formal consequence – 1 – 10 – must be recorded in Arbor. Where additional detail linked SEN or safeguarding is required, this will be recorded in CPOMS.

Actions which must happen:

- I. *State ‘You have not changed your choices **OR** your behaviour has fallen below expectations and therefore as a formal consequence..’.*
- II. *Consequence options applied and behaviour recorded in Arbor as a formal consequence.*
- III. *ABCC sequence used to report formal consequence in arbor – If the formal consequence is as a result of violence, parents should be informed for the aggressor and the victim*
- IV. *A restorative conversation following the outline in appendix D should follow a formal consequence*
- V. *The child should discuss with the adult a way to restore their behaviour and will return to their class once they have engaged in the restorative conversation and are ready to return. **To enable the child to reintegrate into a class, the teacher/TA will spend some time working with them in the classroom.***
- VI. ***Before the child goes out for break/lunch/home the teacher should take some time to have a positive interaction to repair the relationships – see Walk-thrus – repairing relationships.***

Consequence options
• Up to ten minutes of break missed • Fifteen minutes lunch session

- Phone call or discussion with parents at the end of the day
- Work sent home for completion
- Child moved seat
- Child taken to the refocus POD/room to complete work outside of the classroom
- Child works outside the classroom (must remain supervised)
- Restorative justice – e.g. letter of apology, tidy the classroom, litter picking around school

6. Formal consequence – 10+ all logged in arbor

- I. SLT and pastoral team alerted (repeated for each multiple of ten)
 - II. Pupils will be added to the vulnerable pupil list and options/progress discussed at the fortnightly behaviour meeting held with SLT and Pastoral team
 - III. Pastoral support plan is put in place and stored in a child's individual pupil folder which will detail the planned adaptations and consequences to support pupils, the family and staff. The child's SEND status will be considered to determine which behaviours might be a result of SEND and how these can be supported.
 - IV. Continued escalation will lead to a TAC meeting
7. Continued misbehaviour, repeated and extreme disruptive behaviour (three incidents of this behaviour in a day or five within a week) or extreme or repeated threatening, aggressive or dangerous behaviour often despite adaptations being implemented in the Pastoral plan
- I. *Pastoral support plan implemented, but adaptations proven unsuccessful.*
 - II. *Parents receive communication of a consequence either suspension or internal exclusion from the pastoral team or SLT as determined by the pastoral team or SLT*

- III. *SLT/pastoral team will hold a return to school meeting following a suspension and inform the class teacher of any updates required on the Pastoral support plan. Considerations of appropriate alternative provision and external support and strategies will be sought.*

Incremental increase in internal suspensions	Period of suspension	Details
1	Remainder of the lesson	
2	Next break period	
3	Full morning or afternoon session	

Incremental increase in suspensions	Period of suspension	Details
1	0.5	Collected before 1pm – RTS meeting 9am the next day. Collection after 1pm – 1pm the following day RTS meeting.
2	1.0	Collected before 1pm – RTS 1pm the following day. Collection after 1pm – RTS 9am next day +1.
3	1.5	Collected before 1pm – RTS 9am next day +1. Collected after 1pm – RTS 1pm next day +1.
4	2.0	Collected before 1pm – RTS 1pm 2 days later. Collected after 1pm – RTS 9am 2 days later

8. Formal consequence*

Formal consequence accumulation is reset each full term, except for Formal consequences for violent, aggressive or threatening conduct and bullying. These continue to accumulate and are only reset following an extended period of over 6 months incident free.

If reasonable adaptations outlined in the pastoral support plan are not successful, extended suspensions (2 days plus) or permanent exclusion will be considered formally by a panel of three (three SLT or UPR teachers including the head teacher or designated senior leader on site) in line with DfE guidance on suspensions and permanent exclusions. The headteacher or senior leader (acting headteacher) will then make the decision on the length of the suspension or whether a permanent exclusion is necessary.

When implementing any suspension or permanent exclusion, the school will follow the DfE guidance:

[Suspension and Permanent Exclusion from maintained schools](#), July 2026

Types of misbehaviour and consequences to be applied

It is not possible to outline every eventuality and discretion must be used when applying consequences which take into consideration the child's age, SEND, ACEs and communication skills. The guidance outlined below should be followed consistently and fairly and staff will apply a best fit approach when defining where the misbehaviour fits. However, adaptations may be detailed in pastoral support plans, IPMs and EHCPs as agreed by SLT or the pastoral support team. Where a pupil has SEN, including SEMH and where staff are aware of recent ACEs, reasonable adaptations should be detailed in these support plans the response to these incidents adapted.

- **Lack of endeavour**

People cannot give 100% to everything that they do. People have positive and tricky days and we should apply a trauma informed and caring approach to encouraging motivation. Consider strategies to encourage positive choices before reverting to consequences.

Apply consequences beginning at consequence 1. This should not escalate to a formal warning unless it is disruptive

The following consequences should be considered:

- a) Finding time the next session/day to complete the task
- b) Staying in at lunch time or break time to complete the task
- c) Taking the work home to complete the task

- **Level 1 behaviours. Such as:**

- a) Fiddling
- b) Disturbing other children
- c) Shouting out
- d) Making noise to gain attention
- e) Swinging on chairs
- f) Answering back
- g) Rough (but not reckless) play
- h) Invading another's personal space

Apply consequences beginning at consequence 1.

- **Level 2 behaviours. Such as:**
 - a) Play fighting
 - b) Throwing small items (not aimed towards people such as pencils, rubbers)
 - c) Climbing fences
 - d) Deliberate (but not extreme) fouls in sport
 - e) Damaging displays

Apply consequences beginning at consequence 3.

- **Level 3 behaviours - Inappropriate conduct. Such as:**
 - a) Significant disruptive behaviour
 - b) Swearing
 - c) Graffiti
 - d) Vandalism
 - e) Throwing items
 - f) Sexualised language
 - g) Relational conflict which might become physical but does not result in physical harm (or is not categorically reckless). E.g. pushing/grabbing. This may also be the case for more heightened incidents where remorse is quickly demonstrated.

Apply consequences beginning generally at consequence step 5 for further investigation.

- **Level 4 behaviours - Violent, aggressive or threatening behaviour (causing harm), particularly when there is an imbalance of power**

- a) Punching
- b) Kicking
- c) Biting
- d) Throwing items at people
- e) Grabbing around the neck

This will be dealt with as a formal consequence and will commence consequences at step 5

For violent and/or unprovoked incidents where, on a balance of probabilities, there is intent to cause significant harm the consequence will be immediately result in the implementation of a pastoral support plan. The child will be suspended and further incidents will incrementally increase the suspension period or where permanent exclusion will be considered by SLT.

- **Level 4 behaviours - Violence with intention to cause harm (directed at a member of staff)**

Violence directed at school staff will be investigated by SLT. If it is substantiated that a child intended to cause harm to an adult; they hit, kicked, bit with force and the staff member made reasonable efforts, in line with their professional development and understanding of the child, to prevent such a scenario from arising, the incident is a breach of safeguarding of staff. The child will be suspended in line with the consequences outlined in the child's pastoral support plan and a risk reduction plan will be updated. A recommendation to parents that the child commences a part-time timetable and alternative provision will be considered to enable them to be more successful in school. Referrals to external agencies will be made with parental consent where appropriate.

Because staff are trusted to make every effort to deescalate and prevent such incidents, violence against staff is particularly unacceptable. A clear message must be communicated to the child and parents that this is not ok and must stop.

- **Level 4 behaviours - Bullying**

Not all relational conflict is bullying. As children grow and learn, relational conflict is common. We apply the definition of bullying agreed by the Anti-bullying alliance '*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power*'. The following types of behaviour may constitute bullying if it meets the above criteria.

- a) Isolating
- b) Antagonising
- c) Public humiliation

- d) Name calling
- e) Physically hurting
- f) Racism or prejudicial
- g) Cyber bullying
- h) Discrimination (of a protected characteristic)

Where bullying is alleged or observed, an investigation will take place to determine whether the alleged behaviour meets the above criteria.

When bullying is substantiated following an investigation by SLT, it will be deemed a formal consequence* and a pastoral support plan and risk assessment will be conducted. Any risk assessment will impose limitations on the perpetrator, such as a reduction in break, supervised play times. A part-time timetable will be considered with parental consent to reduce the risk as part of the pastoral support plan. If a risk assessment is unable to reasonably mitigate the bullying, a suspension or permanent exclusion will be implemented. Throughout this process, alerting the police will also be considered.

8 Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum (see section 10), in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider the impact of SEND on the behaviour. However, SEND cannot excuse aggressive or violent behaviour.

Where a pupil is identified as having SEND, the graduate response will be used to assess, plan, do and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- 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 positive framing.
- 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".

Physical intervention and 'the snug'

Members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Key staff receive team teach training to enable them to do this safely. Where possible physical intervention will only be taken by those who are trained.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used and support or get assistance when required.

All instances of physical intervention are recorded in the school's bound and numbered book and counter signed by a member of SLT. This is routinely checked by governors to ensure records are clear.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates a suspension or exclusion, in line with the Suspension and Exclusion guidance from the DFE.

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

To ensure physical intervention requirements are minimum, where possible, children will be guided to 'the snug' where they can be safely supported.

When pupils have accessed the 'snug' for support. This will be recorded and the frequency analysed.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to the refocus room/POD, the Orchard or the snug. They will be supervised during this time by a suitable member of staff. Removal from the classroom is not a punishment or sanction.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary. When necessary a bespoke strategy will be implemented alongside an EHCP, PSP or IPM, which may include regular learning outside of the classroom.

When a pupil is internally excluded, this will take place in the refocus POD, the orchard or the office of a member of SLT.

When a pupil is ready to return to class, this would normally occur at a break period, so that a reintegration discussion can take place between the pupil and class teacher.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

9 Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

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. Disciplinary consequences 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.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary consequences, will not jeopardise the police investigation.

10 Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and 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:
 - 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.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The device will be returned to the parent or other adult at the end of the school day.

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

The school identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above, if they have reason to believe that such items may be in a child's possession.

11 Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform.

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

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

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

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

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose 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 seriously and will be dealt with in accordance with the Complaints Procedure Policy.

12 Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

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

13 Monitoring and review

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

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

The next scheduled formal review date for this policy is **September 2027**.

ABCC records

An ABCC record is a way to collect information about a child's behaviour. This information can help identify any patterns of behaviour and/or potential triggers. Each time a child's behaviour reaches a formal consequence their log should be updated.

Date and time	Antecedent	Behaviour	Consequences	Communication
	Consider the setting in which the behaviour occurred What events led up to the behaviour?	What type of behaviours did you see? How long were behaviours exhibited?	What happened after the behaviour occurred? How did others around them react? Was a consequence given as a result of the behaviour and how did they respond to this?	What do you think the child was trying to communicate?



PASTORAL SUPPORT PLAN

The pastoral support plan is a 16 week programme. Each fortnight the plan is reviewed and discussed between school and parents with updates to the plan being made as required.

Pupil Pupil voice date:	Class	Teacher	Date
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EHCP:	Number of suspensions (days)	At risk of Permanent Exclusion
External agencies involved Yes / No	List of external agencies if applicable.	

Level 3 and 4 behaviours	Adaptations to be implemented internally/externally	Consequence for continued behaviour
Targets	Success criteria	Outcome
1		
2		
3		

<u>Adapted rewards available</u> • Busy bag time • Tick chart/stickers • Choosing time		

PARENTS COMMENTS

Teacher Signature	Dated
Parents Signatures	Dated
PSP Discussed with child (Tick)	Dated

CHILD'S VOICE

My name is _____ The date is _____



I enjoy...



I do not enjoy...



What I find hard...

**Adults can help me
by...**



I can help myself by...



St Andrew's CE Relentless Routines

Our non-negotiable behaviour routines for all staff at all times.

Class Countdown

Signal with praise and positioning
Countdown from five
Clear instructions
Celebrate engagement
Insist on compliance
Challenge disruption



Positive Praise

Catch them being good
Be Specific and meaningful
Use pupil names
3:1 positive to negative ratio
Use reward system consistently



Wonderful Welcome

Greet at the door
Use pupil names
Give eye contact*
Check in with key children
Clear instructions



Repair Relationships

Challenge the behaviour
Reflect together
Repair with care and empathy
Engage positively later
High nurture; needs high boundaries



Calm Corridors

Teach 'wonderful walking'
Insist on 'silent stepping' at key times
Challenge the uncalm
Support colleagues
Be on time
Use effective line orders
Be Present, proactive and positive



Appendix D – restorative approach

Restorative Conversation Outline

1. Set the Scene

- Create a safe, calm, and private space.
- Explain the purpose: to understand what happened, its impact, and how to move forward.
- Agree on respectful communication (no interruptions, active listening).

2. Explore What Happened

- "Can you share what happened from your perspective?"
- "What were you thinking and feeling at the time?"

3. Understand the Impact

- “Who has been affected by what happened?”
- “How do you think they might be feeling?”
- “How has this affected you?”

4. Take Responsibility

- “What part do you think you played in this situation?”
- “What could you have done differently?”

5. Repair and Rebuild

- “What needs to happen to make things right?”
- “What can you do to rebuild trust?”
- “How can we make sure this doesn’t happen again?”

6. Agree on Next Steps

- Summarise agreed actions.
- Set a follow-up check-in if needed.

7. Close Positively

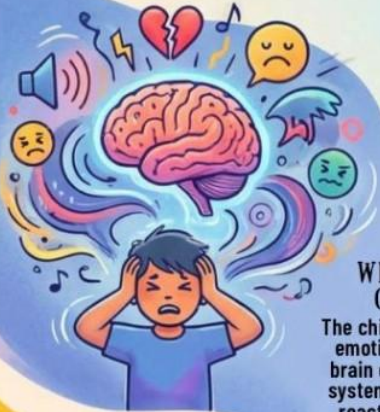
- Acknowledge the courage it took to have the conversation.
- End with appreciation for honesty and willingness to move forward.

HOW TO CO-REGULATE WITH A CHILD



WHAT A CHILD'S BEHAVIOUR IS REALLY TELLING YOU

Children behave in certain ways because something inside them needs attention. Their behaviour is a signal, not a choice.



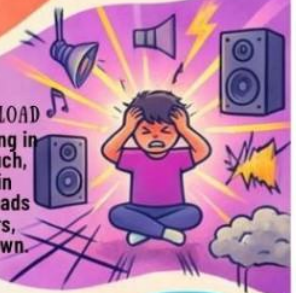
WHEN A CHILD IS OVERWHELMED

The child is taking in more noise, emotion, or activity than their brain can manage. Their stress system switches on. Their body reacts before they can think. This can look like shouting, crying, running away, or refusing.



WHEN A CHILD IS IN PAIN OR FEELS UNWELL

The child cannot explain the pain or discomfort. Their behaviour becomes the way they show it. This may look like irritability, aggression, or refusing to take part.



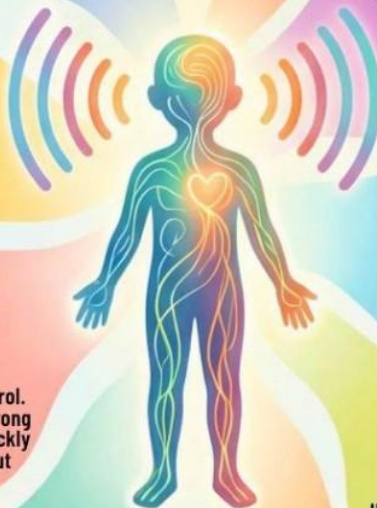
WHEN A CHILD IS EXPERIENCING SENSORY OVERLOAD

The child's senses are taking in too much sound, light, touch, or movement. Their brain cannot filter it out. This leads to distress, covering ears, hiding, or having a meltdown.



WHEN A CHILD IS HUNGRY OR THIRSTY

The child has low energy. Their brain cannot stay steady. Small problems feel big. They may become tearful, angry, or restless.



WHEN A CHILD IS SEEKING SENSORY INPUT

The child needs movement, pressure, or touch to feel balanced. Their body feels unsettled. This can look like climbing, jumping, fidgeting, or rough play.



WHEN A CHILD IS TIRED

The child's brain is struggling to keep control. They cannot manage strong feelings. They react quickly and cannot think about consequences.



WHEN A CHILD DOES NOT UNDERSTAND WHAT YOU WANT

The child feels confused or unsure about the task. They fear getting it wrong. This can look like refusal, avoidance, or acting silly.



WHEN A CHILD DOES NOT FEEL SAFE

The child feels unsure, threatened, or unsupported. Their brain goes into protection mode. This can look like clinginess, anger, shutdown, or trying to escape the situation.



WHEN A CHILD NEEDS CONNECTION

The child feels disconnected from their caregiver. They need reassurance that the adult is present and safe. Their behaviour becomes louder or more intense to get that closeness.



WHAT TO DO



Look at the need, not just the behaviour.



Help the child settle through calm presence and simple words.



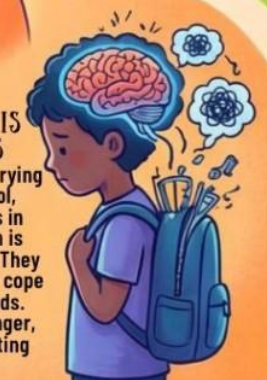
Meet the need when you can.



Teach skills only when the child is calm.

WHEN A CHILD IS UNDER STRESS

The child may be worrying about home, school, friends, or changes in routine. Their brain is busy with the worry. They have less capacity to cope with normal demands. This may show as anger, withdrawal, or shutting



THE 5 Rs:

A RELATIONAL RESPONSE MODEL

Connection first. Correction second. Always hold the child in mind.

ADULT TASK

Lower your voice, slow your body, reduce audience, create safety.

KEY QUESTION

What does this child need from me right now to become safe enough to listen?

ADULT TASK

Make the expected behaviour simple and achievable.

SCRIPT

"Right now, I need you to sit here, take two minutes, and then we'll talk."

ADULT TASK

Show warmth without removing boundaries.

SCRIPT

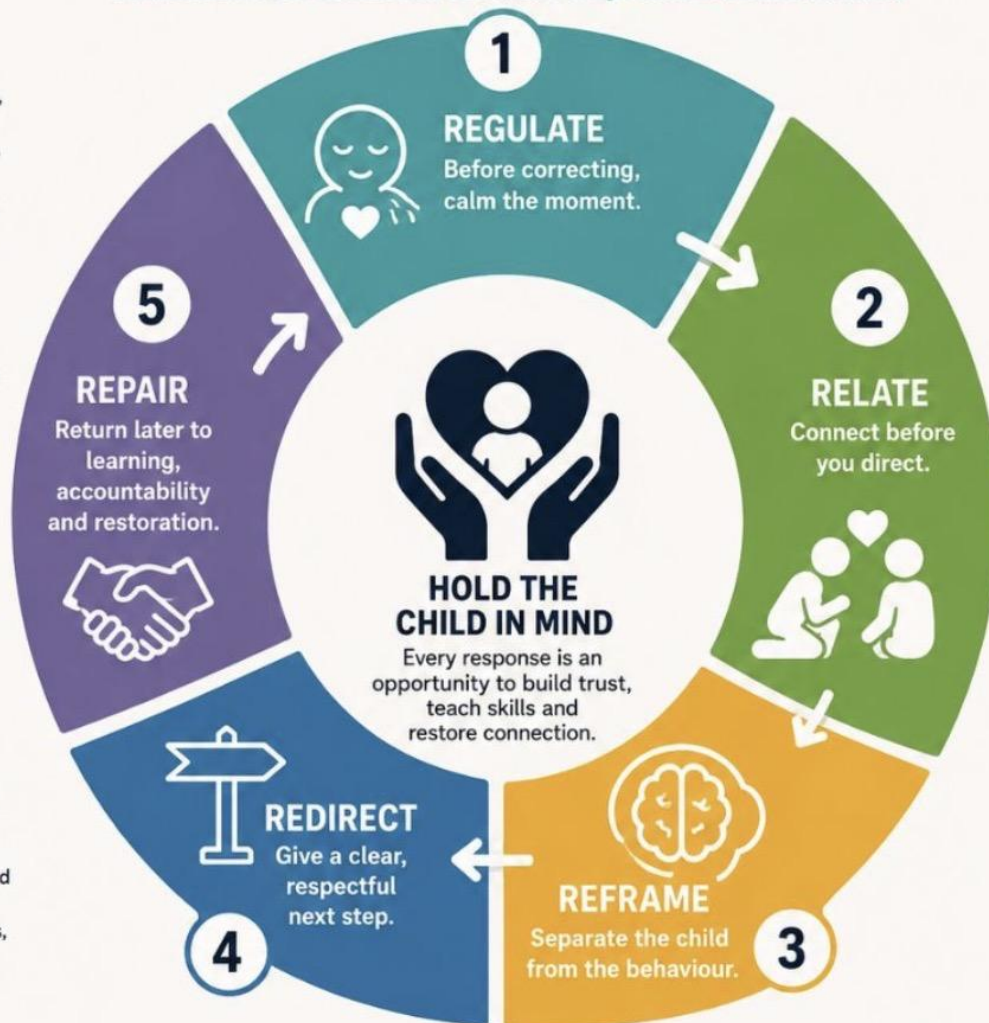
"I can see this is hard. I'm here to help. We still need to sort this."

ADULT TASK

See behaviour as communication, not identity.

SCRIPT

"You are not the problem. The behaviour is the thing we need to work on."



UNDERPINNED BY
RELATIONAL PRINCIPLES



BE CURIOUS
NOT JUDGEMENTAL



SET LIMITS
WITH KINDNESS



TEACH SKILLS,
NOT SHAME



EVERY MOMENT
IS A NEW START

We don't just respond to behaviour. We build better humans.