

St Matthew's High Brooms CE Primary School

Powder Mill Lane
Tunbridge Wells
Kent
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Behaviour and Relationships Policy

Headteacher: Claire Harris

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Fulfilling God-given potential

*Distinctive Christian values-
Honesty, Kindness, Respect, Responsibility*

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Whole School Vision Statement

'Fulfilling God-given potential'

At St Matthew's, we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community and support them to do their best.

"See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation).

Our 4 school values are

- Responsibility
- Kindness
- Honesty
- Respect

We make sure that every child, regardless of their age, learns what each value means and how they can demonstrate that value at home, at school and in the wider world.

Policy Statement

St Matthew's is proud to be an inclusive school, welcoming children who have a wide range of needs and backgrounds. At St Matthew's Primary School we are committed to creating a nurturing environment where each child is valued, respected and celebrated.

Our behaviour and relationships policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

We have high expectations for all our children at St Matthew's. We aim to provide an inclusive, safe, calm and nurturing environment where everyone is valued and knows that they will be listened to. We stand together as a school community to actively oppose racism, prejudice and injustice.

We believe that developing positive relationships between staff, pupils and families are integral to building the self-esteem, trust and integrity necessary to promote positive behaviour.

The following policy reflects our commitment to securing the right to learn for all children, our belief in promoting a consistent learning environment and our aim to develop a personalised approach based on a child's specific academic, social, mental and emotional needs.

All members of staff are expected to follow the St Matthew's Behaviour Blueprint which details the expectations, consistencies and routines expected throughout the school. This whole school approach presents clear expectations for behaviour. It provides a guide to

enable everyone to take responsibility for promoting good behaviour and demonstrating the school values.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- To provide a safe, respectful, equitable and happy school ethos - where learning opportunities are maximised.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To help learners take control over their behaviour and be responsible for the consequences that may come from it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- Encouraging positive relationships with parents.

Our approach to managing behaviour

At St Matthew's we recognise behaviour as communication and seek to stay curious about the unmet need that sits beneath the surface of external behaviour

Our school relies on maintaining strong, attached relationships and makes sure we seek connection before correction.

Seeing "discipline" as training of neurological pathways and therefore use of logical natural consequences. Rather than seeing discipline as punishment for past failure.

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This philosophical approach can allow a safe environment to experience and work through big emotions and develop the skills and techniques (neuroplasticity) to constructively respond in the future.

We believe that all behaviour is a way of children communicating their emotional needs (whether conscious or unconscious). We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than focusing solely on the behaviour itself. Children with behavioural difficulties are regarded as

vulnerable, rather than troublesome, and we have a duty to explore this vulnerability and provide appropriate support.

We believe that until we solve the reason the behaviour is happening it's going to keep happening. We seek to stay curious and open about the behaviour that is being presented and investigate possible triggers and stress factors.

At St Matthew's there is a clear emphasis on building and maintaining positive relationships. We understand that attachment is central to our well-being and affects us all. We share a consistent, common approach as each child is treated as an individual with their own particular strengths and needs.

We understand that children learn from our actions and therefore ensure that we are positive role models for them. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations and the need for keeping our school wide expectations and boundaries. When consequences are needed they are fair and a natural response to the behaviour.

Underpinning this policy is the belief that everyone can self-manage/self-regulate their own emotions and behaviour, develop reflective thinking and give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the 'real world'.

Our school is committed to the emotional mental health and well-being of all members of the school community. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of the whole school community. We recognise that there is a strong link between emotions and learning and that understanding our emotions is a key aspect of managing behaviour.

The school 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.

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. The school aims to 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 (ACES), 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. The school's Mental Health and Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Behaviour Expectations

To enable our Christian vision and values to be fully understood and embraced by all pupils and adults, we have the following school agreements which are displayed around the school and are kept 'live' through our school worships and discussions with pupils.

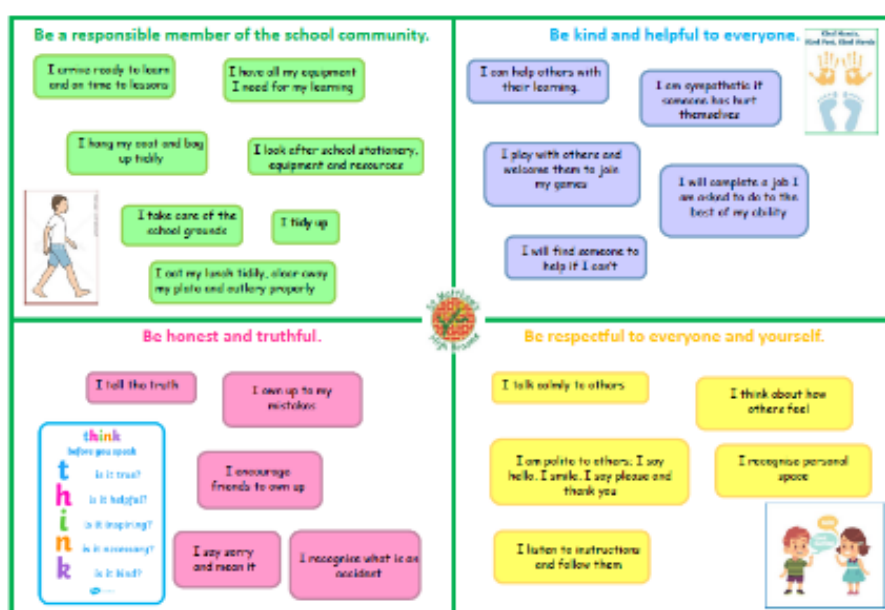
We have four clear behaviour expectations:

Be a responsible member of the school community.

Be kind and helpful to everyone.

Be honest and truthful.

Be respectful to everyone and yourself.



See Appendix 5

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy operates in conjunction with the following school policies:

- Home School Agreement
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Local Authority Exclusion Guidelines
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board has 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 is 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 sanctions 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 Deputy Headteacher, supported where appropriate by the Inclusion Lead, is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and Mental Health and Wellbeing policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Establishing the standard of behaviour expected by pupils at the school.
- The Relationships and Behaviour Policy.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of this policy.
- 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 (Special Educational Needs and Disabilities) and mental health needs.
- Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupils' wellbeing will be supported to undertake any relevant training or qualifications.

The Inclusion Lead is responsible for:

- Collaborating with the governing board, headteacher and deputy headteacher to determine the strategic development of behaviour policies and provisions in the school.

- 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 are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, and where necessary the Deputy Headteacher and Inclusion Lead.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Meeting and greeting every child every morning. Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child.
- Consistently referring to the St Matthew's way and our four agreed values: Kindness, Responsibility, Respect, Honesty
- Modelling positive behaviours and building relationships with children.
- Planning lessons that engage, challenge and meet the needs of all learners.
- Using a visible recognition mechanism throughout every lesson (eg, Recognition boards, Star of the Day)
- Being calm. Prevent before consequences.
- 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.
- As authorised by the headteacher, giving consequences to pupils who display poor levels of behaviour.

Pupils are responsible for:

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

Parents are responsible for:

- Supporting their child in adhering to the school values and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Reading this policy and supporting rewards and sanctions given by school staff.

Definitions

We want St Matthew's to be a safe, calm and nurturing environment for all children to flourish and grow.

There are two general levels for unacceptable behaviour:

Level 1: Low Level Unacceptable Behaviour

This will be dealt with by a child's class teacher. Parents will be informed about any behaviour incidents by a phone call or a conversation with their child's class teacher. This will then be recorded on CPOMS.

Level 2: Serious unacceptable Behaviour

This will be investigated and dealt with by a member of the Senior Leadership Team. Parents/carers will receive communication to notify them that their child has been involved in an incident of serious unacceptable behaviour.

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, which impacts the wellbeing of pupils at school.

- Possession of banned items (including legal or illegal drugs, alcohol or tobacco and vapes)
- Truancy and running away from school
- Theft
- Verbal abuse, including excessive swearing, racist remarks and threatening language and roasting language (criticising someone in an aggressive manner)
- Physical assault with intent (physical fight) to staff or other children and aggression
- Serious vandalism of school property
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils (For example creating an unsafe environment where upon other classmates need to exit the classroom)
- Any behaviour that requires the immediate attention of a senior staff member
- Persistently exiting a classroom without permission (Over time)

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

- Low-level disruption (for example leaving the classroom)
- Failure to complete learning task
- Rudeness and disrespect towards staff and children
- Failure to follow reasonable instructions
- Use of mobile phones or smart watches without permission
- Damaging school property (Graffiti, breaking school equipment)
- Physical altercation (pushing)

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

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.

Behaviour Steps

Visible Consistencies

Where staff act consistently and reliably, children feel safer and are more likely to understand the expectations of them. This in turn will make it less likely that events will trigger negative behaviour.

Whole School Relentless Routines

Relentless routines create a safe, structured environment. We use silent signals throughout the school to ensure a consistency in routines for transitions moving around the classroom and school. Time spent building relationships with children and families is key to our St Matthew's ethos. Meeting and Greeting/ Ending and Sending are important parts of how we nurture our relationships with kindness. Staff greet children individually on the gate, in the classroom and around the building focusing on the positive in the first instance.

We love to celebrate and praise our children in public and seek to guide in private without shaming or escalating behaviour.

We use the following strategies to support pupils:

Diversion/Distraction

- Often pupils enter a period of emotional hijacking, where they find it difficult to break out of a train of thought or pattern of behaviour. Distracting the pupil can be enough to break the pattern. Younger children can often be set back on track by being given a new task to do or being asked to look at something interesting.
- **Humour**
Often a child can be supported to make good choices with humour. This relies on the pupil and staff member having a good relationship. The staff member has to use careful verbal and body language to ensure this is used appropriately.
- **Peer Support**
Sometimes, pupils can be asked to support another child in making good choices. This is often effective with pupils who are good friends or when an older child supports a younger one.
- **Choices**

For some pupils who refuse to follow instructions, receiving two choices can help them to move forward. The choices need to achieve what the teacher would like the child to do, but give ownership of decisions to the child.

Consequences to build future success

At St Matthew's, we encourage positive behaviour which reflects our School Values and our four expectations. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

Where children do not respond to support to rectify their behaviour, the following process is used:

1. Caution

Warn them (discreetly, not in front of the class) and make them aware of their behaviour and outline the consequences. “

2. Last chance

Give them a final opportunity to engage, offer a positive choice and refer to previous examples of good behaviour.

Script:

“I can see that you are [angry, upset, frustrated etc]. It's OK to be [angry etc] but it's not OK to ...

It was the rule about [Being Responsible, Being Kind, Being Honest, Being Respectful] that you broke. Do you remember last week/ yesterday when you [name something positive].

That's who I want to see today and I know that you can do it.”

3. Calm Down

If a child needs a chance to calm down before they can complete their time out, then a calming down strategy is used first. For example:

- Each class has a calm box that can be used for a timed period.
- A child may be taken for a walk.
- A child may be given a job.

These are designed to calm the child within a timed period so they can complete their time out.

4. Time out

Make sure all the children know where the time out space is. This will be a space that enables the child to calm down, reflect, breathe and compose themselves. Time out is:

- 5 mins using a timer.
- Child is sat in silence.

- If the child disrupts this time, the timer is paused. It restarts, with a reminder after the child is ready.

5. Repair

This will be an age-appropriate conversation at the end of the session or something more formal if a serious behaviour incident has occurred.

If a child has destroyed / damaged equipment or learning environment, part of the repair process needs to be to put that right. We acknowledge that for some children with SEND this repair may need to take place at a later time so that they have more fully regulated their feelings. This repair should take the form of a restorative conversation with all children involved.

There are several ways to carry out a restorative conversation, but essentially, the conversation will include:

- What happened?
- What were you thinking at the time?
- What do you think now?
- How do you think that made 'X' feel?
- Who has been affected by this and how?
- What should we do now?

Following this discussion a consequence of their behaviour may be decided eg writing a sorry card, missing some playtime, working in another classroom

Restorative approaches, when implemented in a whole-school approach:

- Develop emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility.
- Improve behaviour, attendance, learning, teaching.
- Increase empathy, happiness, positive life skills.
- Reduce suspensions, conflict, bullying, need for sanctions.
- Compliment RSE, PSHE.

Managing serious unacceptable behaviour

In our school, the following strategies (in addition to the strategies outlined above) are used:

- **Contact with the parent** – This is frequent and purposeful by the class teacher and SLT. The parent needs to hear positive comments as well as negative. The conversation should not be in front of other parents, but discreet, give a balanced view of behaviour and show understanding of different needs. After a serious incident, SLT will call parents and ask to speak to them regarding the behaviour with the expectation that they will come into school asap for that discussion. In such situations a consequence will be decided upon by the school. In the most serious cases this could include suspension or exclusion.

- **Where appropriate a Crisis Plan or Behaviour Support Plan will be put in place for the very rare occasion where pupils are not able to sit within the behaviour policy for reasons of understanding or SEND (see appendix 3)** – this is put in place if a child is demonstrating challenging behaviour on a daily basis. This will be set up in conjunction with SLT and the Inclusion Manager and will involve parents from the start. It will include a risk assessment.
- **Outside professionals** – may be used to support more complex cases. Where the school feels there is an underlying need or they have exhausted strategies for improving individual behaviour.

Prevention strategies and intervention

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Visual timetables used consistently across school to provide structure and predictable routines
- Class teachers will use a range of strategies and approaches to meet the needs of children in their class, these may include mindfulness sessions, breathing activities, sensory breaks and resources.
- Staff use check in strategies, providing children with opportunities to express how they are feeling and what could be done to help them to feel better.
- Short-term behaviour report cards
- Frequently engaging with parents
- Pastoral support plan
- Engagement with local partners and agencies
- Risk assessment

- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Teaching Behaviour Expectations

Positive behaviour will be taught to all pupils as part of the PSHE curriculum, 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 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.

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.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. The school uses the following strategies to develop these relationships:

- Staff are ready to welcome and greet children in the morning, not setting up or doing jobs
- Children are greeted by members of SLT and the wider staff team as they come onto the school site in the mornings
- Our first interactions with each individual child, each day to be positive; staff to prioritise the welcoming of children and making a point of connection first thing each morning

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver 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.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Zones of regulation – daily check ins
- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

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 and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Direct pupils to use the school-agreed calming strategies

Physical intervention

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

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

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted and next steps agreed.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Local Authority's Exclusion Guidance.

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

Suspensions and Exclusions

We develop strategies that support and include all children. However, in extreme cases and as a last resort, the school will use exclusions.

This is in a small minority of cases and is used either in extreme events or persistent misbehaviour when the child has not responded to strategies employed.

Internal Exclusion – this is within the school and means removing a child from their class to another class, a senior member of staff, the Inclusion Lead or a member of the inclusion team for a period of time. This allows a child time to reflect upon their recent behaviour. Internal exclusion will be in response to a culmination of behaviour incidents or an extreme and single incident.

Fixed term Suspension – A suspension is more severe than an internal exclusion, where a child is asked to stay at home for an agreed period of time. Only the headteacher can suspend a pupil. The Head teacher has the power to suspend a pupil permanently. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. Parents will be informed in writing about the behaviours relating to and the reason for the suspension. Work will be provided for the child to complete at home for the period of the suspension. A reintegration meeting with a member of the Senior leadership will be held with the child and a family member before the pupil returns to school. The purpose of this meeting is to work in partnership with the school and families, in order to assist the pupil with their improvement.

Permanent Exclusion – It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. The headteacher will inform the Local Authority (LA) and the Governing Body about any suspension or expulsion. The Governors will review promptly all expulsions from the school and all suspensions that would lead to a child being suspended for over 15 days in a term. The letter of exclusion to the parents makes it clear that the parents can appeal against the decision to the Governing Body and details how to do this.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish clear consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

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

- Follow the school behaviour policy and live by our school values.
- Respect other children's culture, race, feelings, beliefs and values.
- Do my best, making every effort to produce classwork of a high standard.
- Be caring, kind and considerate towards others.
- Have respect for and take care of my surroundings both inside the classroom and outside in the school grounds.
- Tell a member of staff if I am worried or unhappy.
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Behave in a reasonable and polite manner towards all staff and pupils.

Praise and Rewards

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

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.

- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

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

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

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

- Verbal praise
- The giving of responsibility
 - House Captains and Prefects
 - Library Monitors
 - Buddy System
 - Play Leaders
 - Leading Lights
 - Eco Champions
- Written comment in book
- Learning on display or shared with other teachers/pupils.
- Dojo points
- Table points or a similar system that promotes team work.
- Green Cards (10 dojo points = green card)
- Bronze (20 green cards), Silver (40 green cards) and Gold (60 green cards) awards.
- Celebration Worship once a week during which pupils are praised for how well they have embodied the school vision and values.
- A Headteacher's Award for a truly stunning piece of work or for when a pupil demonstrates exemplary understanding of the school's vision and values.
- Note home/ personal Dojo message home.

Anti-Bullying

Bullying of any kind is unacceptable at our school. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group over time, with the intention of verbally, physically or emotionally harming another person or group.

The school views cyberbullying with the same severity as any other form of bullying. Not all arguments, disagreements and conflicts constitute bullying.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs: they are frequent and happen over a period of time.
- Intent: The perpetrator(s) mean to cause verbal, physical or emotional harm: it is not accidental.

All types of bullying will be discussed as part of the Kapow PSHE curriculum.

Bullying can be:

- Emotional (verbal and non-verbal) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or using any violence
- Racist – based on another person’s ethnic background, religion or skin colour
- Homophobic – because of their actual or perceived sexual orientation
- Sexist – based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender
- Sexual – unwanted physical contact or sexually abusive comments
- Cyberbullying – use of technology to repeatedly harass, threaten, embarrass or target others.

Managing allegations of bullying

Staff will treat reporting of bullying seriously and they will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident and review behaviour records for trends and patterns to identify and substantiate allegations bullying.

- Staff will listen carefully and investigate where necessary. Details will be confirmed, and the incident will be reported to the Head of School or Executive Headteacher
- All incidents will be investigated, recorded and reported to the Head of School or Executive Head teacher
- All incidents of bullying are reported to parents
- After discussion the Head of School or Executive Headteacher will decide on the appropriate consequence. In the first instance this is to support the perpetrator to bring about a change in behaviour.
- Repetitive bullying and serious cases could result in suspension or even expulsion.

Outcomes

- The perpetrator(s) will be asked to genuinely apologise.
- If possible, efforts will be made to reconcile pupils using a restorative approach.

- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If appropriate the victim or perpetrator may be referred for therapeutic support (CAMHS, ELSA or additional time with a known and trusted adult in school).

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection and 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.

Prohibited items, searching pupils and confiscation

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

- 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.

The school also 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

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

Behaviour outside of school premises

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

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, 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.

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

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

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

The school will impose the same 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 very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Internal exclusions

- Isolations
- Attendance, fixed and permanent exclusion data
- Incidents of searching, screening and confiscation
- Positive handling incidents
- Pupil, parent/carers and staff voice

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

Monitoring and review

This policy will be reviewed by the headteacher 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.

Appendix 1: Guidance on Routine for school staff

Classroom Environment

- We meet every child as they come into the class with a positive greeting and a smile.
- We are always ready in the playground to greet the children as they enter through the gate and into school.
- We make children feel important and valued.
- We give children the opportunity to recognise their feelings and emotions using 'Zones of Regulation'.
- Rules are clear and appropriate.
- We refuse to shout (*unless it is a safeguarding concern eg shouting 'STOP' if a child was about to run somewhere unsafe*)
- We give first attention to those doing the 'right thing'.
- We make a point of recognising and praising behaviour that is 'over and above'.
- We never humiliate those who demonstrate negative behaviour.
- Children who disrupt learning are dealt with respectfully.
- Any consequence for poor behaviour is dealt with quickly so that children can start afresh.
- We communicate good news home regularly.
- Planning is devised with the needs of the children in mind.
- Sessions end in positive reflection.
- Classrooms are tidy, and well organised.

Around school

- We always meet others with a smile and a positive greeting.
- We give first attention to those doing 'the right thing'.
- We make a point of recognising and praising behaviour that is 'over and above'.
- We always deal with behaviour consistently (positive or negative), rather than walking past.
- We deal with poor behaviour at lunch time and/ break time professionally, following the strategies in the section above.

Strategies to promote positive behaviour around the school

- **Walk Tall!** – everyone must walk around school, where possible on the left. Shoulders back, eyes front and arms down as this shows respect for our school environment and each other.
- **Say hello!** – everyone will greet and be respectful to others whilst walking around the school or outside.
- **Kind Hands, Kind Feet, Kind Words** – everyone will model kind words and actions towards others.

- **THINK** – Is it true?, Is it helpful?, Is it Inspiring?, Is it necessary?, Is it kind?

Within Teaching and Learning

Classes understand what 'ready for learning' looks like. Adults use strategies such as:

- Countdown (5, I need all eyes on me, 4, I can see nearly everyone is listening, 3 etc.)
- 1, 2, 3, Eyes on me. Children say back, '1, 2, eyes on you.'
- Jingle of bells
- Tactical ignoring of low-level behaviours such as: disengagement, slouching etc.
- Clapping a rhythm

Teachers set the class to work using clear instructions. Children are clear on how much time they have; what the task is; who they are working with; and what signal the teacher will use to pause their learning.

We also use assertive behaviour strategies such as these sentence openers:

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for...

Appendix 2:ABC Chart

<u>Date/Time</u>	<u>Activity</u>	<u>Antecedent</u>		<u>Behaviour</u>	<u>Adult intervention</u>	<u>Consequence</u>
<u>Date/Time when</u>	<u>What activity was going on when the behaviour occurred</u>	<u>What happened right before the behaviour that may have triggered the behaviour</u>		<u>What the behaviour looked like</u>	<u>What strategies you have used to divert this behaviour - list all of them.</u>	<u>What happened after the behaviour, or as a result of the behaviour?</u>
		According to child	According to adult			

Appendix 3: Behaviour Support Plan

Behaviour Support Plan

(including Risk Assessment)



Name :		Year:	Class:
Term:		Date started:	
		Date reviewed:	
DESCRIPTION OF BEHAVIOUR	KNOWN TRIGGERS	FUNCTION OF BEHAVIOUR	PROACTIVE SUPPORT
Describe behaviour: be objective; use clear, accurate and precise descriptions, eg: refusal, physical, verbal, withdrawal	External: Such as: people, demands/contexts Internal: Such as hunger, pain, sensitivity or mood	Identify what the behaviour communicates/intention of behaviour	Describe what actions are taken to prevent or reduce likelihood of incidents occurring
Risk Assessment			
To be completed by the class teacher when there are identified risks			
List who may be affected by the risk. Eg: Individuals, Everyone in the school building including adults and pupils			

In which situation does the risk usually occur?	
What kinds of injuries or harm (if any) likely to occur, a: to pupils, b: to others?	
What are the interventions or strategies in place to minimise risk(s)?	
Behaviour is to be recorded in Physical Interventions logged Accidents/Injury incurred from incidences staff MUST complete form and return to Leadership Team	



Written by: Class Teachers: TAs:	Discussed and agreed by Head Teacher (Name, signature & date): Discussed and agreed by Parent (Name, signature & date):
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Appendix 4: Script for staff

Promoting Positive Behaviours

- Greet each student with a smile and positive greeting as they enter the classroom and throughout the day
- Use recognition boards, Dojo points, responsibilities, and verbal praise to reinforce positive behaviours
- Give regular positive feedback to parents through notes home, Dojo messages, phone calls
- Be explicit when praising for positive behaviour in line with the school rules
- Carefully plan engaging lessons catered to students' needs
- Use assertive language in giving instructions for activities
- Set clear expectations for transitions and signals to regain attention
- Close lessons with positive reflections

Low-level Negative Behaviours

1. Reminder: Calmly remind student of relevant rule/expectation
2. Caution: Discretely warn student of behaviour and potential consequence if it continues. Suggest they make a better choice.
3. Last Chance: Discretely give final warning. Refer to previous good behaviour as encouragement, emphasize choice.

Script: *"I can see you feel [emotion]. It's okay to feel that way, but not okay to [behaviour]. I know you can make better choices because yesterday you [positive example]. Let's turn this around."*

Escalated Negative Behaviours

- Give brief time to calm down if needed
- Enforce 5 minute silent time out
- Follow up respectfully with age-appropriate discussion (see right)
- SENDCO or SLT member
- Contact parents for recurring or serious behaviours
- Create Behaviour Support Plan for chronic issues
- Involve specialists like for additional support

Restorative Approaches

There are several ways to carry this out. Essentially, the conversation needs to include:

- What happened?
- What were you thinking at the time?
- What do you think now?
- How do you think that made 'X' feel?
- Who has been affected by this and how?
- What should we do now?

Suspension/Exclusion Behaviours – refer to the Headteacher. Only the Headteacher legally has the right to agree these sanctions

Appendix 5

Appendix 5: School Rules

Be a responsible member of the school community. - I arrive ready to learn and on time to lessons - I have all my equipment I need for my learning - I hang my coat and bag up tidily - I look after school stationery, equipment and resources - I take care of the school grounds - I tidy up - I eat my lunch tidily, clear away my plate and cutlery properly 	Be kind and helpful to everyone. Kind Hands, Kind Feet, Kind Words  - I can help others with their learning. - I am sympathetic if someone has hurt themselves - I play with others and welcome them to join my games - I will complete a job I am asked to do to the best of my ability - I will find someone to help if I can't
Be honest and truthful. - I tell the truth - I own up to my mistakes - I encourage friends to own up - I say sorry and mean it - I recognise what is an accident think before you speak t is it true? h is it helpful? i is it inspiring? n is it necessary? k is it kind?	Be respectful to everyone and yourself. - I talk calmly to others - I think about how others feel - I am polite to others; I say hello, I smile, I say please and thank you - I recognise personal space - I listen to instructions and follow them 



Appendix 6: Behaviour Levels

Level 1
Low level disruption Not following instructions Leaving the classroom Not following non-verbal signals (eg finger on lips, walking tall) Swinging on chair Calling out Work avoidance Play fighting Disengagement Disrespecting equipment Bad language inc. swearing (undirected) <i>Level 1 behaviours are handled by the staff working with the child and include time out and restorative age-appropriate discussion</i>
Level 2a
Repeated level 1 behaviours (following restorative age-appropriate discussion) Running away or hiding from adults Physical behaviour including: pushing, pinching, poking, pulling hair, hitting, kicking Bad language including swearing (directed at a child/ adult) Name calling (directed at a child/adult) Throwing items Damaging property <i>Level 2 behaviours are recorded on CPOMs and SLT informed. Parents contacted. Consequences applied. (eg missing breaktimes, working in another class, missing extra-curricular activity, completing missed learning)</i>
Level 2b
Repeated level 2 behaviours (following restorative age-appropriate discussion) Sustained/ intentional/ deliberate/unprovoked violent behaviour towards children or adults Intentional vandalism of property Intentional endangering of themselves and others Discrimination Bullying (ongoing, repeated and targeted behaviour towards a child or group of children) <i>Behaviours are recorded on CPOMs and SLT informed. Meeting with parents to discuss behaviours.</i> <i>Consequences applied which may include suspension or exclusion.</i>