

Positive Behaviour and Relationships Policy & Statement of Behaviour Principles (including Anti-Bullying) 2026

OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community)

and Love. Our keys aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

Compassion

Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.

Koinonia (community)

Value and celebrate diversity, welcoming families from all faiths and backgrounds.

Love

The love within our school is one of family and friendship, enabling each child to grow and flourish



Contents:

| | |
|--|---------|
| 1. Our Approach..... | Page 3 |
| 2. Legislation and Statutory Requirements..... | Page 5 |
| 3. Guiding Definitions..... | Page 6 |
| 4. Responding to Incidents..... | Page 8 |
| 5. Malicious Allegations..... | Page 12 |
| 6. Behaviour Management Strategies..... | Page 12 |
| 7. Further Support Strategies and Consequences..... | Page 14 |
| 8. Monitoring and Reviewing..... | Page 15 |
| 9. Pupil Transition..... | Page 16 |
| 10. Bullying..... | Page 16 |
| 11. Reasonable Adjustments..... | Page 17 |
| 12. Roles and Responsibilities..... | Page 18 |
| 13 Mobile phones and smart devices..... | Page 19 |
| 14. Searching and Confiscation..... | Page 19 |
| 15. Training..... | Page 20 |
| 16. Links with other Policies..... | Page 20 |
| Appendix A: Emotion Coaching..... | Page 21 |
| Appendix B: Universal word and hand gestures..... | Page 24 |
| Appendix C: Racism..... | Page 25 |
| Appendix D: Sexism..... | Page 26 |
| Appendix E: Rebuilding Koinonia Guide | Page 27 |
| Appendix F: Behaviour incidents off school premises..... | Page 30 |
| Appendix G: Behaviour and Consequences Chart – Classroom..... | Page 31 |
| Appendix H: Behaviour and Consequences Chart – Playtime and Lunchtimes | Page 35 |
| Appendix I: Reflection form to support restorative conversation..... | Page 38 |
| Appendix J: Behaviour Support Meeting – Agenda..... | Page 40 |
| Appendix K: Behaviour Report Card | Page 43 |
| Appendix L: VBS Risk Assessment | Page 45 |
| Appendix M: Reasonable Adjustments..... | Page 49 |

1. Our approach

At All Saints' Church of England Primary School, our Behaviour Policy is rooted in our Christian ethos and belief that every child is unique, valued and capable of growth. We aim to create a calm, safe, nurturing environment where pupils can flourish socially, emotionally, academically and spiritually. Our relational approach builds on our school values and is aligned with current evidence on effective behaviour, wellbeing and inclusion in primary schools.

1.1 Purpose

The Behaviour Policy outlines our proactive and relational approach to behaviour, including how we teach, model and support self-regulation; how we balance nurture with clear boundaries; and how we uphold the dignity and safety of all pupils.

1.2 Relational & Nurturing Practice

We recognise that behaviour is a form of communication and that pupils benefit from adults who can support them to understand, express and regulate their emotions safely.

Our approach is also trauma-informed. We understand that early adverse experiences and significant stress can affect a child's emotional, social and neurological development. Trauma-informed practice recognises that behaviour may be a survival response to stress, anxiety or fear, and that children require safety, predictability and trusting relationships to regulate and engage in learning.

Trauma-informed does not mean excusing unsafe or harmful behaviour. Boundaries and expectations remain clear and consistent; however, they are delivered with empathy, connection and an understanding of the child's developmental stage and nervous system needs.

We prioritise co-regulation as a pathway to self-regulation and long-term resilience.

1.3 Emotion Coaching (see Appendix A)

Emotion Coaching is used throughout the school to help pupils recognise, label and manage their feelings. Through validation and problem-solving conversations, adults support pupils to understand that all emotions are acceptable, while setting limits around behaviour where required to ensure safety and respect for others.

Adults follow four stages:

1. Notice the emotion
2. Connect/Validate ("It's okay to feel...")
3. Set limits as needed ("It's not okay to...")
4. Teach/Coach strategies for self-regulation and repair

This supports our values of Compassion and Love, while strengthening relationships and reducing escalation.

Emotion Coaching forms part of our trauma-informed approach by validating feelings, teaching emotional literacy and guiding children toward safe, prosocial responses.

1.4 Zones of Regulation

The Zones of Regulation framework gives pupils a shared language for identifying emotional states and exploring strategies for moving back to the Green Zone (calm and ready for learning).

Zones of Regulation is embedded through consistent language, classroom visuals and taught lessons, supporting pupils to understand emotional states and develop regulation strategies.

The Zones are:

- Blue — low energy (tired, sad)
- Green — calm/ready to learn
- Yellow — heightened but in control (worried, excited, frustrated)
- Red — very heightened/not in control (anger, overwhelm)

Zones supports self-awareness and encourages pupils to seek help appropriately.

1.5 Teaching Boundaries & Expectations

Behaviour expectations are:

- taught explicitly
- modelled by staff
- consistent across settings
- framed through school values

Clear boundaries help pupils feel safe, reduce anxiety and enable a calm learning environment for all.

1.6 Inclusive Practice

Our approach supports pupils with SEND, SEMH and sensory needs by emphasising emotional regulation, consistent routines and predictable responses. We recognise that some pupils require bespoke adjustments, co-regulation, alternative strategies to support self-management and alternative consequences. We work proactively with families and external professionals where appropriate.

1.7 Evidence & Alignment

Our approach aligns with:

- DfE Behaviour in Schools (2022) — calm, safe, predictable cultures; relational practice; clear boundaries
- EEF Improving Behaviour in Schools (2019) — teaching self-regulation, routines and emotional literacy
- Nurture Group principles — combining warmth with high expectations
- Attachment & developmental research — children need connection + boundaries to feel secure

1.8 Implementation & Consistency

To ensure consistency, all staff are trained in:

- Emotion Coaching
- Zones of Regulation (embedding)
- Whole-school expectations and routines
- Co-regulation strategies
- Inclusive adjustments for SEND/SEMH pupils
- Social stories
- Comic strips conversation

Behaviour is viewed as a skill to be taught, not simply managed.

2. Legislation and Statutory Requirements

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

- Behaviour in schools: advice for headteachers and school staff 2022
- 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 - 2022
- [Restrictive interventions, including use of reasonable force, in schools April 2026](#)
- Malicious Communications Act 1988 (legislation.gov.uk)
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

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 give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy This policy complies with our funding agreement and articles of association.

3. Guiding Definitions

3.1 Good Behaviour is defined as:

- Making good choices that lead to positive outcomes
- Demonstrating good manners
- Exhibiting consideration and empathy towards others
- Being actively engaged, listening well and fully participating with their learning
- Playing fairly on the playground, being kind and respectful to others
- Following the instructions of staff and speaking respectfully to them
- Walking quietly and calmly when inside the building
- Sitting quietly in assemblies, listening carefully and participating appropriately
- Always using kind words, hands and feet
- Respecting and taking care of property and the school environment
- Demonstrating all the relevant above behaviours outside of school, including online
- Demonstrating inclusive attitude which respect the diverse school community

Adults, including parents, are expected to follow the same principles as pupils.

***All children are supported by reasonable adjustments to achieve these goals**

In order to support positive behaviour being displayed in classrooms, teachers will consider giving particular children pre-warning before directing a question at them, give warnings of time left before ending tasks or moving on to somethings else and will use soft voices with lower tones to ensure the classroom environment remains calm and nurturing. See **Appendix B: Our universal words and universal hand gestures**

3.2 Unconscious distressing conduct is defined as:

- Using inappropriate language that staff have reason to believe, the child does not fully understand.

This could include, but is not limited to:

- o Anti-LGBTQ+ language
- o Racist language
- o Swearing
- o Sexualised terminology

- Making gestures or actions that staff have reason to believe, the child does not fully understand (these could be physical)

3.3 Misbehaviour is defined as:

- Disruption in lessons which prevents themselves and/or others from learning
- Disruption around the school and at break and lunchtimes
- Refusal to complete work appropriately
- Showing a lack of respect for others
- Poor attitude
- Not following adult instructions
- Communicating inappropriately with their peers online

3.4 Serious misbehaviour is defined as:

- Repeated breaches of the behaviour expectations
- Physical abuse (towards pupils and/or adults) such as significant hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Online behaviour that facilitates, threatens and/or encourages abuse (including outside of school hours)
- Fighting (including retaliation)
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Discriminatory behaviour (including):
 - **Racism (see Appendix C)**
 - **Sexism (see Appendix D)**
 - **Anti-LGBTQ+**
- Swearing
- Abuse in intimate personal relationships between peers; child-on-child abuse
- Sexualised behaviours (as set out in KCSIE)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Vandalism
- Theft
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Possession of any banned items – see Section 13 of this policy

4. Responding to Incidents

4.1 All incidents will be investigated by a member of staff and the response of the school will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst we will not tolerate misbehaviour, we will endeavour to understand/recognise potential causes or triggers. We will support and listen to all of the pupils involved and they will all be offered support so that they can change their future behaviour. We will also consider the age of the children involved.

Due to a wider-societal culture of victim blaming, pupils may be afraid of reporting incidents of abuse and harassment, and this reflects on them. However, at All Saints' we create a culture of respect, tolerance, acceptance and diversity, making it easier for all pupils to call out incidents and for anyone to challenge inappropriate behaviour. This is supported by our RHE and PSHE curriculum, which covers what respectful behaviour looks like and how to be good citizens.

4.3 Our pupils know that:

All Saints' Church of England School is proud to be a Rights Respecting School, based on the United Nations *Convention of the Rights of the Child* and this is fundamental to our whole-school positive behaviour and relationships policy.

We strive to strengthen the well-being of all members of our school community by interweaving Rights Respecting values with our Christian value of 'Forgiveness'.

- their safety and wellbeing is taken seriously
- they are listened to
- their concerns are acted on
- abuse is not tolerated or accepted

This policy is shared (in child appropriate language) with all children.

We have three simple school rules; we must ensure that we are **Ready, Respectful and Safe**.



The children have worked with staff to determine what they think these rules look and sound like:

| Ready | Respectful | Safe |
|---|---|--|
| <ul style="list-style-type: none"> ● Coming to school with a positive attitude ● Wearing the correct uniform ● Arriving to school on time ● Being properly equipped ● Performing to the best of your ability ● Being calm and attentive ● Lining up promptly ● Entering classrooms calmly ● Entering collective worship calmly ● Being ready to learn | <ul style="list-style-type: none"> ● Respecting the right of others to learn; their opinions, personality and boundaries. ● Respecting staff and seeking support from an appropriate adult in an appropriate manner if needed ● Following the All Saints' School uniform policy ● Caring for the environment in and around school ● Behaving appropriately (<i>inside and outside of school</i>) whilst in school uniform ● Following instructions, the first time ● Winning gracefully ● Showing mutual respect between adults and children ● Respecting equipment | <ul style="list-style-type: none"> ● Moving around school in a safe manner ● Following instructions to keep ourselves safe on school trips ● Using equipment safely ● Staying safe online ● Telling an adult if something is worrying you or a friend ● Washing hands regularly ● Using kind hands and kind feet ● Using technology safely |

Our three school rules of being **Ready, Respectful and Safe** link directly to our Whole School Charter, which was also created by the children. Our Whole School Charter includes the following articles from the *UN Convention on the Rights of the Child*:

- Article 12 (*Respect for Children's Views*)
- Article 19 (*Protection from Violence*)
- Article 24 (*Health, Water, Food, Environment*)
- Article 28 (*Access to Education*)
- Article 30 (*Minority Culture, Language and Religion*)
- Article 31 (*Rest, Play, Culture, Arts*)

By being **Ready**, the children are committing to respecting their own, and others', right to *Article 28 (Access to Education)* and *Article 12 (Respect for Children's Views)*. When children are **Respectful**, they are agreeing to respect their own and everyone else's rights, including *Article 19 (Protection from Violence)* and *Article 30 (Minority Culture, Language and Religion)*. Furthermore, by being **Safe**, the children are respecting each other's right to *Article 24 (Health, Water, Food, Environment)* and *Article 31 (Rest, Play, Culture, Arts)*.

4.4 School's response

At All Saints' we recognise that behaviour is a communication tool and that sometimes children will behave in a way which is not in line with our school ethos and values. We use a **restorative approach** to encourage everyone to take responsibility for their actions and behaviour.

4.4a How the school will respond to in-school incidents

All staff adopt the approach of: '**Listen to both sides, and then decide.**' This ethos aids decisions being accurate and consequences being fair and proportionate. Importantly, this also demonstrates to children that their voice is heard and valued and that all children are treated equally.

Staff are provided with a 'Rebuilding Koinonia' guide (see **Appendix E**). A short version is kept on their lanyards. This script is also on display in classrooms and around the school. As children grow older, they may use this script independently to resolve less serious friendship issues that may arise.

Children are reminded of the format of a Restorative conversation prior to beginning. The format is as follows:

- Ensuring the child/children are calm and ready (in a regulated zone)
- Only one person talks at a time (no interrupting)
- Remain respectful of other
- Listen carefully to each other
- Confidentiality - this is between the people involved (plus parents if required)
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy
- The child/children are offered a drink and/or a tissue
- If the children involved do not meet the above expectations or are not in a regulated zone, mediation is paused until everyone involved is calm and regulated to begin again.

The expectation of parents is to also support the approach of: '**Listen to both sides, and then decide**', when discussing such issues with any member of school staff. This means listening to their child and listening to the detail of the school investigation, before making any kind of judgment relating to blame or consequence.

When a child reports a concern, the member of staff will act promptly. Staff will always:

- listen to all accounts including the witnesses
- Ensuring the child/children are calm and ready (in a regulated zone)
- Only one person talks at a time (no interrupting)
- Listen carefully to each other
- Respond in a proportionate way, in line with this policy:
 - **Unconscious distressing conduct (see section 3.2)** – explain why this behaviour is not acceptable and ask the child to apologise for their behaviour
 - **Misbehaviour (see section 3.3)** – the response will be in line with section 6 of this policy
 - **Serious misbehaviour (see section 3.4)** – the response will be in line with section 6 and 7 of this policy.
 - **Allegation** – see Child Protection and Safeguarding policy

4.4b How the school will respond to out-of-school distressing conduct or misbehaviour (see **Appendix F Behaviour incidents off school premises**)

Although we have no control over incidents outside of school, we will inform parents/carers of any alleged incidents. However, if the children are wearing school uniform, we reserve the right to impose consequences within school as a result of the child bringing the reputation of the school into disrepute. Furthermore, the school may need to act where behaviour outside of school impacts on behaviour in school or the emotional wellbeing of other members of the school.

4.5 Recording of Behaviour Incidents

All behaviour that meets the threshold of Stage 2 or higher (see **section 6 & Appendix G & H**) must be logged on CPOMS (the schools online recording system). This should be logged on the day of the incident with sufficient detail to ensure clarity around the incident, including action taken by the recording adult. We aim to inform Parents/carers of Stage 2 and higher on the day of occurrence. Further support strategies may be implemented (see Section 8 below).

4.6 Reasonable Force and Restrictive Interventions

Reasonable force and other restrictive interventions cover a range of strategies that involve physical contact or restriction of movement. These may include guiding a pupil, blocking access, removing objects, or, in more serious situations, physical restraint.

All members of staff have a duty to use reasonable force, where necessary, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Use of reasonable force and restrictive interventions must:

- **Always be used as a last resort**, unless there is an immediate risk of harm
- Be **necessary, reasonable and proportionate** to the circumstances
- Be applied using the **minimum amount of force and for the shortest time possible**
- Be used in a way that maintains the **safety and dignity** of all involved
- **Never be used as a form of punishment**

Staff must, wherever possible, **use preventative and de-escalation strategies** before considering physical intervention. This includes:

- Verbal de-escalation
- Distraction and redirection
- Use of space and time
- Support from another adult

Certain practices are **never permitted**, including:

- The use of force to deliberately cause pain

- Any action that restricts breathing
- Holding a pupil in a way that could cause injury
- Any form of unlawful or unsafe isolation

All incidents must be:

- **Recorded on CPOMS**, including antecedents, actions taken, type and duration of intervention, and outcome
- **Reported to parents/carers** as soon as possible

Following any incident:

- Pupils and staff will be given the opportunity to **debrief and reflect**
- The incident will be reviewed to inform **future support and planning**

When considering the use of reasonable force, staff must take into account any **individual needs or vulnerabilities**, including SEND, mental health needs or medical conditions. Where appropriate, **individual risk assessments and behaviour support plans** will guide practice.

4.7 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse. The Headteacher considers the pastoral needs of staff accused of misconduct.

5. Rewards

At All Saints' we believe in creating a positive ethos through praise and encouragement. A range of rewards and praise are used across the school to support our children. These include:

5.1 Individual

- Verbal Praise – this is used by all staff regularly to reinforce good behaviours
- Recorded Praise – evident in pupil's work, around the classroom / school (on display) or in the newsletter / school website
- Dojo's in KS1 and KS2 (*Dojo's are introduced and used in the autumn term in Reception*)
- Informing Parents – verbally or through written communication
- Stickers – awarded for good behaviour or good work
- Visit to the HT to showcase their amazing behaviour/efforts
- Every day two children who have demonstrated our core Christian Values for good behaviour and for learning, are chosen by the Class Teacher to be **'Stars of the Day'** with the option of children choosing their own 'star' to exercise pupil voice.
- At the end of each term, two children, who have demonstrated our whole school Christian and learning values, will receive special certificates in collective worship/church.
- TT Rockstars – once per month, the top three children in each KS2 year group for a range of criteria (most correct answers, best improvement) are announced and rewarded in assembly
- Each week, one child is chosen to receive the Courtesy Cat award demonstrating good manners
- Each week, one child from each site is chosen to receive the Young Writers award
- Each week, one child is chosen to receive Rocky's Reward for stand out behaviour/achievement
- Recognition from other members of staff

- Sitting on the benches in collective worship

5.2 Collective Rewards

- Sports Day Cup - awarded to the winning house team at the end of each Sports Day
- Class reward systems - used by the teachers which lead to earned class rewards

6. Behaviour Management Strategies

6.1 In class (see Appendix G: Behaviour and Consequences Chart – Classroom)

1. **Non-Verbal Warning or prompt**– such as a ‘look’ to show the child their negative behaviour has been recognised or gently tapping the table to remind them to focus
2. **Verbal Warning 1** – clear, precise and firmly, tell them this is their 1st warning & finish on a positive. (Do not need to record on CPOMS at this point)
3. **Verbal Warning 2**-Tell them that this is their 2nd warning; explain they will need to move to classroom X if they continue and give them time to make the right choice. (Do not need to record on CPOMS at this point)
4. **Ask the child to move to classroom X** to work with a timer (If KS2, tell them this will be logged as a B1)
5. **Swift restorative conversation** referencing Ready, Respectful & Safe at the next convenient time
6. **Record on CPOMS as B1** (if had a time in another classroom, it needs to be logged on CPOMS)

If it is a one-off incident, the parent/carers do not need to be informed at this point.

- Involvement of behavioural support - if the child continues to be disruptive/refuse to spend time in another classroom, a senior leader should be called upon to offer support. This becomes a B2 and the child will receive a B2 consequence.
- For repeated misbehaviour and more serious behaviour (B2 & B3), time to regulate may be needed and parents will be informed via an end of day chat/phone call/meeting in school (in some cases, this may be done through an email).

6.2 Playtime/Lunchtime consequences (see Appendix H: Behaviour and Consequences Chart – Classroom)

1. **Verbal Warning 1** – clear, precise and firmly, tell them this is their 1st warning & finish on a positive. (Do not need to record on CPOMS at this point)
2. **Verbal Warning 2**-Tell them that this is their 2nd warning; explain that if they continue, they will need to sit on the outside wall for 5 mins or if in the lunch hall, move and sit alone. Give them time to make the right choice. (Do not need to record on CPOMS at this point)
3. **Sit on the outside wall for 5 mins or if in the lunch hall, move and sit alone** (If KS2, tell them this will be logged as a B1)
4. **Swift restorative conversation** referencing Ready, Respectful & Safe at the next convenient time
5. **Record on CPOMS as B1** (if they received a consequence, it needs to be logged on CPOMS)

If it is a one-off incident, the parent/carers do not need to be informed at this point.

- Involvement of behavioural support - if the child continues to be disruptive/refuse to follow instructions, a senior leader should be called upon to offer support. This becomes a B2 and the child will receive a B2 consequence.
- For repeated misbehaviour and more serious behaviour (B2 & B3), time to regulate may be needed and parents will be informed via an end of day chat/phone call/meeting in school (in some cases, this may be done through an email).
- A site-based nurture provision is provided at lunchtimes by ELSA trained staff for key children who struggle with managing conflict and/or social skills. The aim of the sessions are to teach children conflict resolution and social skills through play-based activities. The children are encouraged to attend, but it is not obligatory. The sessions can last between 10-30 minutes depending on the needs and ages of the children in attendance.

6.3 Unacceptable consequences – therefore, these must not be issued at any level:

- Standing or sitting facing a wall
- Being left alone
- Any form of humiliation in front of peers or 1:1
- Removal of curriculum entitlement (unless on the basis of safety), e.g. a child can miss a part of a P.E. lesson to regulate however, must not be denied curriculum entitlement by missing the whole lesson.
- Staff will not click their fingers at children
- Staff will not raise their voice at children
- An induced feeling of rejection

6.4 Regulation Spaces

The school utilise the following spaces to enable to regulate:

- SENSORY Room and Sensory Garden – which are areas which combine a range of stimuli to help children develop and engage their senses as part of a calming strategy

7. Further Support Strategies and Consequences

The following sanctions may be applied dependent on the severity of the circumstance and age of the child. These may be administered or agreed by any member of the Senior Leadership Team (SLT) or SENDCO.

7.1 Next Steps to support repeatedly challenging behaviour

Action 1 – Class Teacher and Senior Leader to meet Parents/Carers (see Appendix J for the meeting agenda format). This meeting is to share concerns relating to behaviour exhibited.

- **Purpose** – In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome
- **Who** – It is for those pupils who we see a pattern of regular and unacceptable behaviour emerging
- **Process** - Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil. Teacher and parents monitor weekly for agreed time, 3 – 6 weeks before meeting again

If no improvement, a Behaviour Report Card may be considered

Action 2 - Behaviour Report Card (see Appendix K). Following a second meeting between the Senior Leader, the class teacher and parents/carers, the child may be placed on a Weekly/Fortnight Behaviour Report Record.

- **Purpose** - In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome
- **Who** - It is for those pupils where behaviour has continued to deteriorate or deteriorated quickly and seriously. For those who are at risk of being suspension or exclusion
- **What** - A two-week Report Record will be put in place that records behaviour on a session-by-session basis, using a colour system. Sessions are split evenly to avoid whole lessons being recorded as a negative experience. One target is set by the class teacher. The parent/carer is informed. This is signed by parents daily and by a member of SLT at agreed points across the week
- **Process** – The Report Record must be coloured at the end of each session and signed by the teacher at the end of the day. Parents/carers must sign the report daily. A member of SLT and the teacher will discuss the pupil's progress at the end of each week. A member of SLT will speak to the parent at the end of the initial two-week process to give a progress report/outcome. It may be necessary to repeat this process for a further two weeks
- **Record** – Scans of the report card will be recorded on CPOMS
- **Consequences** – If a child receives two red sections in one day, they will spend the next lunchtime in detention (Senior leader to decide part of whole detention)

Action 3 – Meeting with the Deputy Headteacher. If the behaviour does not improve, Parents / Carers will be required to attend a meeting with the Deputy Headteacher to discuss how the behaviour can be managed, going forward. A minute taker and/or the SENDCO may be asked to attend from the school. If a child's behaviour is persistently deemed a risk to him/herself or others, a Risk Assessment will be put in place (see Section 7.2)

Action 4 – Meeting with Headteacher. If the behaviour does not improve, Parents / Carers will be required to attend a meeting with the Headteacher to discuss how the behaviour can be managed, going forward. A minute taker and/or the SENDCO may be asked to attend from the school. If a child's behaviour is persistently deemed a risk to him/herself or others, a Risk Assessment will be put in place (see Section 7.2)

7.2 Risk Assessment - (see Appendix L)

If a child's behaviour is repeatedly deemed a risk to him/herself or others, a Risk Assessment will be put in place. The parent/carer will be informed and asked to sign a copy. This will be reviewed at regular intervals.

7.3 Loss of privileges

If a child has demonstrated misbehaviour, consequences may include missing events such as: representing the school at team sports or school events such as parties

7.4 Continuous misbehaviour or serious misbehaviour

For continuous misbehaviour or serious misbehaviour (see Section 3.4), a child may be suspended, either internally or for a fixed term or even permanently excluded

- **Internal Suspension** – The suspended child will be in school, overseen by an adult, but will be unable to have contact with other pupils. This may be used when a child is at risk of a fixed term suspension or permanent exclusion
- **Suspension** – normally this only occurs if there is a history of interventions that have failed – except in extreme cases. Parents will normally have had warning that this is the next stage. It is a very serious sanction
- **Permanent Exclusion** – in the most serious cases, a child may be permanently excluded

7.5 Further Referral

Dependent on the circumstances, the school may refer incidents to the police (such as online/social media incidents, covered under the Malicious Communications Act) or other external professional agencies

7.6 Suspension / Exclusion Process

- Internal suspensions- these may be issued part way through a school day and the school endeavours to inform parents/families when practicable. This may be at the end of the school day
- Whenever a pupil is suspended from school, the parent/carer is notified immediately by phone and will be given documentation recording the incident and the suspension
- Work is set by the school for the pupil to complete
- The local authority are informed that a suspension has occurred
- A re-integration meeting (parents and child) is held when the pupil returns to school
- See Suspension & Exclusion Policy

8. Monitoring and Reviewing

All misbehaviour that is considered Stage 2 or above is recorded on CPOMS. This data is reviewed and analysed by SLT. This ensures that behavioural trends and patterns, as well as pupils with frequent incidents are identified quickly. This allows preventative measures to be put in place to avoid situations from escalating (see section 7).

9. Pupil Transition

At the start of each academic year, teachers, with the pupils create a class charter set– to sit alongside the Behaviour and Consequences Charts (**Appendix G and H**). Whole school behaviour expectations are re-enforced along with positive rewards.

Children who join mid-year, are given a trained ‘Buddy’ who acts as a peer mentor and ensures (alongside school staff) that the new pupil is aware of behaviour expectations and consequences.

10. Bullying

Bullying is any deliberate, hurtful, upsetting, frightening, humiliating or threatening behaviour by an individual or a group that intentionally hurts another individual or group either physically or emotionally. It is repeated over a period of time and it is very difficult for the victims to defend themselves. Use the acronym:

STOP – It happens Several Times On Purpose

Bullying is, therefore:

- Deliberately hurtful
- **Repeated**, often over a period of time
- Difficult to defend against

Bullying is **not**

- The odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone
- When children fall out or say things because they are upset

When occasional problems of this kind arise it is not classed as bullying, it is an isolated incident. **It is an important part of children’s development to learn how to deal with friendship breakdowns and develop social skills to repair relationships.**

Whole school initiatives and proactive teaching strategies, (primarily through our PSHE and RHE curriculum) will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

Refer to the Anti-bullying policy for more information.

11. Reasonable Adjustment (see appendix M)

The school recognises its legal duty under the Equality Act 2010 to prevent certain pupils from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil. Therefore, All Saints’ is an inclusive school and prioritises the need for an equitable education. We recognise that some pupils may, at times, require adults in the school to make reasonable adjustments when applying our behaviour policy, in order to support individual needs. It is important that we understand the meaning behind some pupils’ behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges.

Some may have attachment difficulties and may have heightened anxiety when presented with certain situations. Examples of such students might include:

- Students experiencing SEED (Social, Emotional, Economic Disadvantage)
- Students with SEND
- Looked After Children and Previously Looked After Children
- Students with English as an additional language
- Students who act as Young Carers
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Students with an assigned social worker

Whilst it is important to acknowledge the need to personalise support, we do not accept these reasons as excuses for significantly inappropriate behaviour. All students are expected to adhere to the behaviour policy at all times and will be supported to do so by all adults within the school.

Where it has been identified that a child's behaviour is directly affected by their additional needs, designated staff will be responsible for creating bespoke behaviour adjustments to support these children.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Parents will always be consulted, advised of this involvement and outcomes will be shared.

We recognise that trauma, attachment needs and neurodivergence can influence how children respond to expectations, changes, sensory input and perceived demands. Where appropriate, staff may adjust the level of adult support, co-regulation, pace, demand, or environment in line with trauma-informed and neurodevelopmental principles.

12. Roles and Responsibilities

12.1 The Local Governing Body (LGB). The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

12.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently

12.3 Designated Staff

Designated staff are responsible for:

- Ensuring that certain children are not at a disadvantage due to their identified needs (such as SEND)
- Making suitable adjustments to implementation of this behaviour policy
- Sharing these adjustments with all relevant parties

12.4 All Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
 - All Stage 2 behaviour (and above) resulting in being sent to Year Leader to be recorded on CPOMS
 - All serious incidents recorded on CPOMS
- Providing a challenging, interesting and relevant curriculum
- Treating all children fairly and with respect

12.5 Parents

Parents are expected to:

- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be aware of and support the school rules and expectations
- maintain good communication with the school regarding behaviour

12.6 Pupil Responsibilities

Pupils are expected to:

- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Take care of property and the environment around the school
- Follow instructions of school staff
- Speak out if they are worried or concerned about any kind of abusive behaviour they have experienced or witnessed, inside and outside of school, including peer-on-peer

13 Mobile phones and smart devices

Pupils are not permitted to use mobile phones or smart devices during the school day.

At All Saints' C of E Primary School, only pupils who walk to and from school independently (usually Year 6) may bring a mobile phone to school. Phones must be switched off before entering the school site and handed to staff for secure storage during the school day.

If a pupil is found using a mobile phone or smart device on the school site, the device will be confiscated and returned to a parent or carer at the end of the school day.

Repeated breaches of the mobile phone rules will be dealt with in line with the school's behaviour policy.

Further details can be found in the **School Mobile Phone Policy**.

14. Searching and Confiscation

If school staff have reason to believe or suspect a pupil has a banned item (see list below) in their possession – SLT will follow the latest DfE guidance on searching and confiscation ([latest guidance on searching, screening and confiscation](#)) to ensure the safety of everyone in school.

Any banned items found in pupils' possession will be confiscated. These items will not be returned to pupils. Banned items may include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes and related items
- Tobacco or Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will only be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile Phones - children are not allowed to use mobile phones or any other digital smart communication device once on school premises. Yr5 and Yr6 pupils are permitted to bring a mobile phone to school, once the school parental permission form has been completed (Personal Electronic Communication Devices (Pupils)) and kept securely in the school office throughout the school day. Any child in possession of a phone that hasn't been handed in – will have it confiscated.

15. Training

Our staff are provided with training on managing behaviour as part of their induction process

- Behaviour management will also form part of continuing professional development
- Staff are given opportunities to discuss effective practice and raise any issues or concerns they have about the behaviour of a pupil in school
- Identified staff are fully trained in Safe Touch and Positive Handling and this is renewed where necessary

16. Links with other policies

This behaviour policy is linked to the following policies ([Policies | All Saints' Primary School](#)):

- Child Protection and Safeguarding Policy
- SEN policy
- Anti-bullying policy
- Suspension & Exclusion Policy
- Classroom Environment policy

Appendix A: Emotion Coaching

Information on Emotion Coaching

Key Principles of Emotion Coaching

‘Connection before Correction’

‘All feelings are OK’

‘Not all behaviour is OK’

Emotion coaching emphasises emotional regulation rather than behaviour modification. It views all behaviour as a form of communication, making an important distinction between children’s behaviour and the feelings that underlie their actions. It is about helping children to understand their varying emotions as they experience them, why they occur, and how to handle them.

The system is comprised of two key elements – **empathy and guidance**. The empathy part involves recognising and labelling a child’s emotions, regardless of the behaviour, in order to promote emotional self-awareness. The circumstances might also require setting limits on appropriate behaviour and even consequences, but key to this process is the guidance, helping a child to recognize and label certain emotions and feelings, such as “angry” or “sad”.

This comes from engagement with the child in problem solving to support their ability to self-regulate and adopt alternative behaviours, and prevent future transgressions. But only when their brains are in a receptive state for such problem solving.

When managing behaviour, adults usually rely on reason to distract or dissuade a child. But when a child is in an emotional state, particularly an intense one, they are unable to engage with the more rational [parts of their brain](#). Their minds and bodies are “locked” in a survival state of fight or flight, even when the response has been triggered by something such as thwarted desire.

Children in an emotional state need to be returned to a relaxed, calm state before we can reason with them. If we propose solutions before we empathise, it’s like trying to build a house before a firm foundation has been laid. Empathy helps the child to calm down so they are more open and able to reason, helping to create neural connections in the rational brain to become an [efficient manager of emotion](#).

You may think that empathising with children will lead to an endorsement of bad behaviour. But emotion coaching also involves establishing the boundaries of acceptable behaviour and setting limits. You can condone the feeling underlying the behaviour, but not the behaviour itself.

It is a way of telling a child that they are supported, cared about, understood and respected. It also communicates that not all behaviours are acceptable, that they cannot always get what they want and that they need to moderate how to express feelings and desires.

4 Steps to Emotion Coaching

| | Steps | Sample Questions/Scripts |
|---------------------------------------|--|---|
| Empathy – ‘ All feelings are Ok’ | (1) Recognising the child’s feelings and empathising with them | <p>What is/are Child feeling (s)?</p> <p>When have you felt something similar to help them understand others feel that way too?</p> <p>Check out this YouTube clip of 1.18 minutes of a good example of empathy https://www.youtube.com/watch?v=QT6FdhKriB8</p> |
| | (2) Labelling and validating the feelings | <p>Labelling</p> <ul style="list-style-type: none"> • ‘You seem angry to me’ • ‘I can see you’re feeling angry’ • ‘I can tell you are angry...’ • You’re angry about.....’ <p>Validating</p> <ul style="list-style-type: none"> • ‘I’m sorry that happened to you, you must feel very....’ • ‘I can see that you get angry when that happens/ when I do this’ • ‘I would feel angry if that happened to me’ • ‘I would feel angry too’ • ‘I understand why you are angry’ • ‘It’s OK to feel angry about that’ |
| Guidance – ‘ Not all behaviour is Ok’ | (3) Set limits on behaviour (if needed) | <ul style="list-style-type: none"> • ‘.....it’s not OK to behave like that’ • ‘.....that behaviour is not acceptable’ • ‘.....the rules are that we do not...’ • ‘.....these are the rules that we have to follow’ • ‘..... doing that is not OK....’ •behaving like that is not helpful’ |
| | (4) Problem-solve with the child | <ul style="list-style-type: none"> • ‘Let’s look together at why we have this rule’ • ‘Let’s think of what you could have done instead’ • ‘Can you think of a different way to deal with your feelings?’ • ‘I can help you to think of a different way to cope’ • ‘Can you remember feeling this way before and what you did’ • ‘Have you thought about doing this instead?’ • ‘Try and do this next time you feel like this’ • ‘Let’s decide what you will do next time you feel like this’ • ‘Do you think doing that would be more helpful for you and others?’ |

Summary Emotion Coaching Card

| | |
|--------|--|
| Step 1 | Recognize the child's feelings and empathize with them |
| Step 2 | Validate the feelings and label them |
| Step 3 | Set limits on behaviour (if needed) |
| Step 4 | Problem-solve with the child |

Appendix B: Universal words and hand gestures

At All Saints' we use universal words and universal hand gestures across all classrooms (EYS, KS1 and KS2) and lessons to ensure children understand what is being asked of them. Visit the following link to explain these gestures further:

<https://youtube.com/shorts/9blAr0cBfW0?feature=share>





Appendix C: Procedure to deal with Racism

We aim to have a consistent approach throughout the school to deal with racism and investigate all reports on the same day.

1. If an alleged racist incident is reported/witness, the HT or DHT is to be alerted straight away and recorded on CPOMS.
2. HT or DHT will investigate the incident thoroughly (talk to each child involved including bystanders, separately to find out what has been happening and why)
3. HT or DHT to decide on consequence
4. Parents/carers involved
5. Talk with others who have been bystanders to the racism about how they could stop this behaviour in the future and how they can be an ally.
6. Keep the situation under regular review to ensure that harassment, abuse or victimisation has stopped and that the victim feels safe.
7. Consider any curriculum implication including the need for a school assembly or lessons, changes to the behaviour code or any policies.
8. Support for the victim and/or the alleged perpetrator.
9. Data on racist incidents are reported to governors each term, including numbers of incidents, types of incident and a summary of how they have been resolved.

What will happen to the child who has been the victim of a racist incident?

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/guardian/carer to discuss the matter and explain the action taken.
- Reinforce the school's commitment to tackling racist incidents.

What will happen to the child who has been displaying racist attitudes (perpetrator)?

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately.
- The perpetrator should be told that their behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- The incident should be reported to the Headteacher who should decide whether any further action needs to be taken, including notifying the police and informing the parent(s)/guardian/carer of the relevant pupil(s) of any investigation and the outcome.
- The Headteacher should consider the use of a full range of sanctions including the use of fixed term or permanent exclusion.
- Discuss the incident with the alleged perpetrator's parent(s)/guardian/carer (if appropriate) and reinforce the school's commitment to tackling racial incidents.

- Spend time talking to the child to try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.
- Use appropriate approaches e.g. restorative approaches which hold the child accountable for their actions and deter them from further racist behaviour.
- Use formal sanctions, such as keeping them in at lunchtimes. The sanction used will depend on the severity and persistence of the racist behaviour. Where appropriate we will also impose further sanctions, such as suspension or exclusion.
- We will also reinforce to all pupils that racist behaviour is wrong and unacceptable and offer support to those who have been affected.

Appendix D: Procedure to deal with Sexual harassment and violence



All members of staff understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment,
- causing someone to engage in sexual activity without consent,
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- up-skirting;

Our school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

If an allegation of any kind is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the child and/or the person who has made the allegation, requires help.

Any concerns around staff conduct must be reported to the Head Teacher while any concerns around the Head Teachers conduct, must be reported to the Chair of Governors.

For more information, please see [Keeping Children Safe In Education - KCSIE](#) along with our Child Protection and Safeguarding Policy.

Appendix E: Rebuilding Koinonia Guide

All Saints' Rebuilding Koinonia

What happened? Hear both sides?

What do we need to do to sort this out?

Next time, what might you do differently?



Adult Checklist

Do I have calm body language and tone of voice?

What do we need to do to sort this out? Am I listening to both sides of the story?

What practical solutions can I offer to resolve the issue?



The teacher should have this conversation. A key stage lead or a member of SLT could be present for support, but the teacher should lead the conversation since the primary relationship is between teacher and pupil and can be undermined if Key stage lead/SLT take the lead.

This can often be better done as a 'walk and talk' or whilst doing something else (e.g. cleaning whiteboards) rather than a sit down at a table – less confrontational.

Following up is critical – consequences are faced, agreements are re-chalked for the next lesson. Every child knows which teacher will / will not follow up.



What happened? Hear both sides?

As a duty bearer, I'm going to listen to both sides.'

'As a rights holder, _____ has the right to have his/her view respected.'

Child to tell you in their own words what happened. It's powerful for them to have to own the behaviour. If they can't /won't speak then you can say 'maybe I should describe what happened and you can let me know if I'm right.' Simply describe the behaviour, maybe with some speculation about their feelings/thoughts to help model this, so they can ultimately do this themselves. Child to admit to their behaviour. Try and keep language neutral and simply descriptive (e.g. you 'took' his bag rather than you 'snatched' his bag) e.g. 'Henry chose to move away from sitting next to you. I wonder if this made you angry. I noticed you then started making noises and rocking in your chair. I saw you take his bag and all the books fell out of it. Maybe you felt frustrated. Is this a fair description of what happened?'

Who's affected and how? Again, child to reflect on how that impacted their own learning and that of those around them. e.g. 'I wonder how that affected the learning in the maths lesson?' Child may describe it themselves or you could lead and get their agreement. 'Henry would have found it hard to focus. Maybe you got less done than you could have. The class probably found it unsettling. Does that seem about right?' Also, how this behaviour affects how others see/interact with them 'How do you think others might feel about playing with you after seeing you hit?'

What do we need to do to sort this out?





Chance to repair the relationship between teacher and child and/or child and affected child. What should we do to put things right? (tidy the mess, apologise fully, helping someone).

Next time, what might you do differently

'Next time, what might you do differently to make it work out better for you / those around you?' Child says they'll stop making the noise / damaging the book /shouting etc. Child may need to sit in a quieter spot, not choose a certain person to work with, receive an extra bit of support or scaffold in some situations.

Conclude with: 'It's really important that you show you are **Ready, Respectful** and **Safe** while you are a learner here at All Saints'. It's good to have this time to reflect and think about things. You've shown that you are **Ready, Respectful** and **Safe** that you are a learner in our conversation today – thank you.

Making Things Right

| | |
|---|--|
|  | <p>What happened? Hear both sides</p> |
|   | <p>Who was affected?</p> <p>How did people feel?</p> |
|  | <p>How can we fix it?</p> <p>Say sorry when in green zone • Tidy • Help • Forgive when ready</p> |
|  | <p>Next time what can I do instead?</p> |

At our school we are:

| | | |
|-------|------------|------|
| Ready | Respectful | Safe |
|-------|------------|------|

Appendix F: Behaviour incidents off school premises

While we will make every effort to manage behaviour on school premises and to prevent behaviour which is not in line with our school ethos and values outside the school gates, we recognise that we cannot be held directly responsible for behaviour that takes place off site, by children who attend our school.

At All Saints' we encourage children to inform us about incidents that happen inside and outside the school so that we can:

- Make key staff aware of the incident
- Monitor that this behaviour does not continue within the school
- Alert colleagues from other schools whose children were involved in behaviour incidents
- Advise parents of appropriate services to use

Off-site behaviour

Consequences may be issued where a child has behaved in a way which is not in line with our school ethos and values, off-site when representing the school. This includes behaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Consequences may also be issued where a child has behaved off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child which impacts school life
- Could adversely affect the reputation of the school

Online behaviour

It is the responsibility of the parent/carer when any wrongdoing online occurs, although the school can issue consequences to children for online behaviour when:

- It poses a threat or causes harm to another child which impacts school life
- It can cause repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school
- They have broken the conditions in the E-Safety policy (which children agree to at the beginning of each school year)

Externally run clubs manage and follow their own behaviour policies. If parents/carers have concerns around children's behaviour while attending an externally run club on school premises, they are to report these concerns to the Head Teacher.

Attendance at After School Club (Wrap Around Care) is subject to the Head Teachers discretion. After School Club staff will follow the Positive Behaviour and Relationships Policy and can make additional arrangements in order for all staff and children to remain safe.

Appendix G: Behaviour and Consequences Chart – Classroom

See behaviour policy for further steps to support behaviour.

The Key stage Lead/senior leadership team will monitor behaviour in an on-going capacity via CPOMS to make sure consequences are appropriate, consistent within the year group and in line with policy. The behaviour lead will produce a termly CPOMS report for comparative data.

***Incidents where behaviour support may be required are highlighted in red.**

| B1 | Behaviours | Action | Example |
|-----------------------------------|---|---|---|
| Behaviour 1- Classroom | <p>Low level disruption e.g.</p> <ul style="list-style-type: none"> ● Being disrespectful towards equipment and/or property ● Left room without permission (but returning quickly) ● Hurting another child without serious intent e.g. Pushing/hitting lightly, accidental trip, bumping ● Being thoughtless / thoughtlessly unkind towards others ● Calling out/constant chatting ● Interrupting/ silly noises ● Ignoring instructions ● Being silly/pushing in line ● Throwing/flicking small objects/being silly ● Wandering around the classroom ● Not following any other established classroom rule ● Refusing to work ● Answering back/walking away ● Purposeful disruption of teaching and learning ● Rude/ inappropriate responses ● Taunting/teasing/winding up ● Breaking equipment through silliness ● Reciprocal rough play (EYFS/Y1) ● Deliberately not telling the truth (lying) ● Name-calling ● Swearing where the child does not fully understands the intent of the words (physical or verbal) | <p>Application of the behaviour policy.</p> <ol style="list-style-type: none"> 1. Non-verbal/prompt 2. Warning 1- firmly tell them this is their 1st warning & finish on a positive. (Do not need to record on CPOMS at this point) 3. Warning 2-Tell them that this is their 2nd warning; explain they will need to move to classroom X if they continue and give them time to make the right choice. (Do not need to record on CPOMS at this point) 4. Move to classroom X to work with a timer (If KS2, tell them this will be logged as a B1) 5. Swift restorative conversation referencing Ready, Respectful & Safe at the next convenient time 6. Record on CPOMS as B1 (if had a timeout in another classroom, it needs to be logged on CPOMS). * <p>If the pupil refuses to go to classroom X, this become Level 2- see below.</p> <p>Persistent B1 becomes Level 2- see below.</p> <p>*There may be incidents where a child didn't move classrooms, but it is noteworthy, so you do log on CPOMS, but not alert parent</p> | <p>'Pupil A please don't call out- this is your first warning. You have great ideas on X, but please put your hand up.'</p> <p>'Pupil A, this is your 2nd warning. If you continue to call out, you will need to move to classroom X.'</p> <p>'Pupil A take your work to classroom X to complete with this timer for 10mins. We will talk at breaktime.'</p> |

*Incidents where behaviour support may be required are highlighted in red.

| B2 | Behaviours | Action | Typical Consequences |
|------------------------|---|--|--|
| Behaviour 2- Classroom | <ul style="list-style-type: none"> ● Repeat occurrence of Level 1 behaviours ● Damaging property ● Swearing where the child fully understands the intent of the words (physical or verbal) ● Stealing (low cost items) ● Rude/threatening gestures or intimidating body language ● Any other intimidating behaviour ● Deliberately hurting another child verbally/physically e.g. aggressive pushing/hitting, punching, kicking, or throwing objects at another child (clothing torn, skin broken, bruised skin) ● Racism without intent ● Homophobia without intent ● Failure to follow instructions off school site ● Refusal to leave the classroom from Level 1 ● Persistent defiance of an instruction ● Left classroom and refused to return & is unsafe | <ol style="list-style-type: none"> 1. Time to regulate if needed and issue consequence 2. If support is needed, contact AHT/KS1 lead/ B&N lead/DHT 3. Restorative Conversation using emotion coaching at the next convenient time (use Reflection form in Appendix G if needed) 4. Record on CPOMS as B2 5. Either teacher or senior leader to inform parent- where possible, same day. (in person conversation or phone call preferred-emails if unable to make contact. Log parent response on CPOMS) <p>*If there are 3 or more B2s in a short period of time escalation of involvement may be needed- see section 7.</p> | <ul style="list-style-type: none"> ● Restriction on suitable partners for class work ● Break/lunch time detention- part or full ● Tidy up the mess they've create/ repair damage ● Privilege or responsibility taken away for a proportionate period of time ● Suitability to attend additional school events ● Behaviour report card <p>*The parents/carers may also be expected to pay for a repair or replacement of the damaged item</p> |

*Time frame of repeated incidents us based on professional judgement

| B3 | Behaviours | Action | Typical Consequences |
|-------------------------------|--|---|---|
| Behaviour 3- Classroom | <ul style="list-style-type: none"> Repeat occurrence of Level 2 behaviours (senior leaders to make the decision that repeated L2 needs to be escalated to L3) Out of control and / or dangerous which causes or may cause serious harm Extreme &/or repeated intimidating/threatening behaviour Stealing high-value items Bullying as defined in the anti-bullying policy Discriminatory behaviour, including: <ul style="list-style-type: none"> Racism Anti-LGBTQ+ language Sexism Sexualised behaviour Harmful sexual behaviour Extreme physical behaviour Any other serious misbehaviour | <ul style="list-style-type: none"> DHT/HT to provide time to regulate and hold a deep reflective conversation Issue consequence Restorative Conversation at the next convenient time Record on CPOMS as B3 DHT/HT to inform parent either via phone call or through an in-person/virtual meeting- where possible, same day. <p>*A risk assessment / additional support / referral may be put in place.</p> <p>*If DHT/HT is off site, they should be called immediately to advise on actions</p> | <ul style="list-style-type: none"> Internal exclusion* ** Suspension from school* ** Removed from school trip if risk assessment deems appropriate If a child continues to show great difficulty following the playground rules, this may lead to alternative arrangements for the child's lunchtimes, e.g. alternative play area, playground rota, structured adult led play or indoor small group play. The child's parent may be expected to take them home for the lunch period (which qualifies as a suspension and should be reserved for extreme cases/level 3 incidents) <p>*suspensions, internal or external, must be issued by the headteacher only- in these cases the suspension and exclusion policy is followed.</p> <p>**Behaviour report cards may be used to monitor behaviour after an internal/suspension</p> |

Visual for children in classrooms



Appendix H: Behaviour and Consequences Chart – Playtime and Lunchtimes

See behaviour policy for further steps to support behaviour.

The Key stage Lead/senior leadership team will monitor behaviour in an on-going capacity via CPOMS to make sure consequences are appropriate, consistent within the year group and in line with policy. The behaviour lead will produce a termly CPOMS report for comparative data.

***Incidents where behaviour support may be required are highlighted in red.**

| B1 | Behaviours | Action | Example |
|---|--|---|--|
| Behaviour 1- playground/ Lunch Hall | <p>Low level disruption e.g.</p> <ul style="list-style-type: none"> Refusing to listen to adult instructions Hurting another child without serious intent e.g. Pushing/hitting lightly, accidental trip, bumping Pushing in the line/talking in the line Answering back to an adult Not playing fairly In the building without permission Shouting across the lunch hall/playground Throwing/dropping food at others or on the floor Bad table manners Swearing where the child does not fully understand the intent of the words (physical or verbal) | <p>Application of the behaviour policy.</p> <p>1.Warning 1- firmly tell them this is their 1st warning & finish on a positive. (Do not need to record on CPOMS at this point)</p> <p>2.Warning 2-Tell them that this is their 2nd warning; explain if they continue, they will need to sit on the outside wall for 5mins or if in the lunch hall, move and sit alone. (Do not need to record on CPOMS at this point)</p> <p>3.Sit on the outside wall for 5mins or if in the lunch hall, move and sit alone. (If KS2, tell them this will be logged as a B1)</p> <p>4.Swift Restorative Conversation referencing Ready, Respectful & Safe at the next convenient time</p> <p>5.Record on CPOMS as B1 (if a consequence has been issued, it needs to be logged on CPOMS)*</p> <p>If the pupil refuses to sit on the wall or sit alone, this become Level 2- see below.</p> <p>Persistent B1 becomes Level 2- see below.</p> <p>*There may be incidents where a child didn't move classrooms, but it is noteworthy, so you do log on CPOMS, but not alert parent</p> | <p>'Pupil A please don't push in the line. You need to apologise to pupil B for pushing them- this is your first warning. You know how to be courteous and show good manners.'</p> <p>'Pupil A, this is your 2nd warning. If you continue to push in the line, you will have to sit on the wall for 5mins/sit on the bench.'</p> <p>'Pupil A sit on the wall/bench for 5mins. We will talk about this later.'</p> |

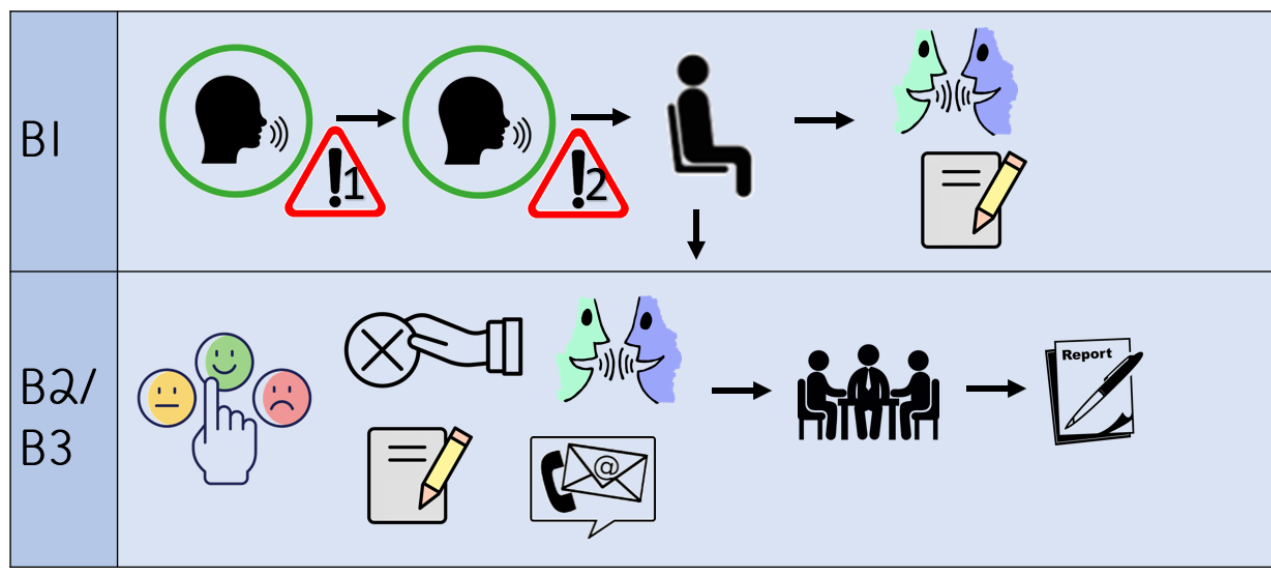
*Incidents where behaviour support may be required are highlighted in red.

| B2 | Behaviours | Action | Typical Consequences |
|---|--|---|---|
| <p>Behaviour 2- Playground/ Lunch Hall</p> | <ul style="list-style-type: none"> ● Repeat occurrence of B1 behaviours after warnings ● Refusal to sit on the wall/bench for a timeout- class teacher to support in the first instance. If refusal continues or repetitive, seek senior leader support ● Walking away from an adult/Arguing with an adult's decision ● Repeated refusal to follow instructions from an adult ● Rude/ inappropriate responses ● Taunting/teasing/winding up ● Name-calling ● Swearing where the child fully understands the intent of the words (physical or verbal) ● Misuse of equipment, causing it to break ● Deliberately not telling the truth (lying) ● Rude/threatening gestures or intimidating body language ● Any other intimidating behaviour ● Swearing (physical/verbal) ● Deliberately hurting another child verbally/physically e.g. aggressive pushing/hitting, punching, kicking, or throwing objects at another child. rough play which leads to injury, ● Fighting- inform the class teacher. If clothing torn, skin broken, bruised skin, inform AHT/KS1 lead/ B&N lead/DHT ● Persistent defiance of an instruction- inform the class teacher ● Racism without intent ● Homophobia without intent ● Verbal aggression towards adults | <p>1.Time to regulate if needed and issue consequence. (TA can issue without teacher input)</p> <p>2.If support is needed, contact class teacher/ AHT/KS1 lead/ B&N lead/DHT</p> <p>3.Restorative Conversation using emotion coaching at the next convenient time (use Reflection form in Appendix C if needed)</p> <p>4.Record on CPOMS as B2 (TA to log if they dealt with the incident)</p> <p>5.Either teacher or senior leader to inform parent- not TA- where possible, same day. (in person conversation or phone call preferred- emails if unable to make contact). Log parent response on CPOMS).</p> <p>*If there are 3 or more B2s in a short period of time, there may be an escalation of involvement- see section 7.</p> | <p>Taking into consideration age and additional needs of the child:</p> <ul style="list-style-type: none"> ● Removed from activity while unsafe ● Break/lunch time detention- part or full ● Tidy up the mess they've create/ repair damage ● Privilege or responsibility taken away for a proportionate period of time ● Behaviour report card <p>*The parents/carers may also be expected to pay for a repair or replacement of the damaged item- teacher/senior leader to action</p> |

*Timeframes of repeated incidents are based on professional judgement

| B3 | Behaviours | Action | Typical Consequences |
|--|---|--|---|
| Behaviour 3- Playground/ Lunch Hall | <ul style="list-style-type: none"> Repeat occurrence of B2 (senior leaders to make the decision that repeated L2 needs to be escalated to L3) Out of control and / or dangerous behaviour which causes or may cause serious harm Extreme &/or repeated intimidating/threatening behaviour Bullying as defined in the anti-bullying policy Discriminatory behaviour, including: <ul style="list-style-type: none"> Racism Anti-LGBTQ+ language Sexism Sexualised behaviour Harmful sexual behaviour Extreme physical behaviour Any other serious misbehaviour | <ul style="list-style-type: none"> DHT/HT to provide time to regulate and hold a deep reflective conversation Issue consequence Restorative Conversation at the next convenient time Record on CPOMS as B3 DHT/HT to inform parent either via phone call or through an in-person/virtual meeting- where possible, same day <p>*A risk assessment / additional support / referral may be put in place.</p> <p>*If DHT/HT is off site, they should be called immediately to advise on actions</p> | <ul style="list-style-type: none"> Internal exclusion* ** Suspension from school* ** Removed from school trip if risk assessment deems appropriate If a child continues to show great difficulty following the playground rules, this may lead to alternative arrangements for the child's lunchtimes, e.g. alternative play area, playground rota, structured adult led play or indoor small group play. The child's parent may be expected to take them home for the lunch period (which qualifies as a suspension and should be reserved for extreme cases/level 3 incidents) <p>*suspensions, internal or external, must be issued by the headteacher only- in these cases the suspension and exclusion policy is followed.</p> <p>**Behaviour report cards may be used to monitor behaviour after an internal/suspension</p> |












Visuals for children on the playground







Appendix I: Reflection form to support restorative conversation

Incident reflection forms in a comic strip style, but can easily be completed using written words for the KS2 template. They are taken from the trauma-informed approach guidance from Merton. They provide an open way of reflecting, as you can draw or write, dual-coded with symbols.

KS1

| | | | |
|--|--|---|--|
| <p>What happened? <i>Draw or write what happened from your point of view.</i></p> | <p>What were you thinking and feeling at the time? <i>Show or describe your feelings and thoughts.</i></p> <p>    </p> | <p>What can you do to put things right? <i>Draw or write your idea to repair the situation.</i></p> <p>  </p> | <p>What will you do differently next time? <i>Think ahead. What choice will you make in a similar situation?</i></p> <p>  </p> |
|--|--|---|--|

| | | | | | |
|---|--|--|---|---|--|
| <p>What happened? <i>Draw or write what happened from your point of view.</i></p> | <p>What were you thinking and feeling at the time? <i>Show or describe your feelings and thoughts.</i></p>  | <p>Who was affected, and how? <i>Show the other person's reaction. What did they feel?</i></p>  | <p>What have you thought about since? <i>What do you now understand about what happened?</i></p>  | <p>What can you do to put things right? <i>Draw or write your idea to repair the situation.</i></p>  | <p>What will you do differently next time? <i>Think ahead. What choice will you make in a similar situation?</i></p>  |
|---|--|--|---|---|--|

Appendix J: Behaviour Support Meeting – Agenda

Pupil:

Date:

Time:

Location / Platform:

Attendees:

e.g.

- Senior Leader (Chair)
 - Class Teacher
 - Parent / Carer
 - (Optional: SENCo / Pastoral Lead)
-

1. Welcome and Introductions (5 mins)

- Purpose of the meeting
 - Reassurance of a collaborative and supportive approach
 - Confirm time frame and outcomes
 - Protocol agreement (staff to decide if child is to be present or not)
-

2. Pupil Strengths and Positives (5 mins)

- What the pupil does well
 - Interests, motivators, and successes
 - Positive relationships and engagement
-

3. Current Behaviour Concerns (10 mins)

- Description of behaviours causing concern
 - When and where behaviours occur
 - Frequency, triggers, and patterns observed
 - Impact on learning, wellbeing, and peers
 - Consequence given so far
-

4. Parent / Carer Perspective (10 mins)

- Behaviours seen at home
 - Any recent changes or relevant context
 - Strategies that work well at home
 - Parent concerns and priorities
-

5. Review of Support Already in Place (10 mins)

- Classroom strategies used
 - Behaviour plans / interventions tried
 - What has worked well
 - What has been less effective
-

6. Identifying Underlying Needs (10 mins)

- Possible triggers or unmet needs
 - Sensory, emotional, social, or learning factors
 - Any external support involved (e.g. CAMHS, SALT)
-

7. Agreed Strategies and Adjustments (15 mins)

- Classroom strategies and reasonable adjustments
 - Behaviour support approaches
 - Consistency between home and school
 - Named responsibilities for staff and parents
-

8. Monitoring and Review (5 mins)

- How progress will be measured
 - Recording and communication methods
 - Review date and next steps
-

9. Questions and Closing (5 mins)

- Opportunity for questions
 - Summary of agreed actions
 - Thank attendees for their contribution
-

Outcomes of the Meeting

- ✓ Agreed strategies in place
- ✓ Roles and responsibilities clear
- ✓ Review date set

Next Review Date:

Appendix K: Behaviour Report Card

| | |
|--------|---|
| Name: | Targets: e.g. 1. Uses polite language and tone when speaking with all teachers 2. Listens to teacher directions and begins tasks with minimal reminders. 3. Practice pausing and using a coping strategy (deep breath, count to 5, ask for help) before responding. 4. Uses the fidget tool, movement break, or quiet space appropriately when needed. 5. Uses an agreed strategy, when feeling emotionally heightened or unfocussed, to re-focus attention without disruption to peers. |
| Class: | |
| Date: | |

* Please report to **Miss Briley** at **8:40am** each day.

| | Monday | Tuesday | Wednesday | Thursday | Friday | | | | | | | |
|-------------------------------|--------|---------|-----------|----------|--------|--|--|--|--|--|--|--|
| Date | | | | | | | | | | | | |
| Early work | | | | | | | | | | | | |
| Morning session 1 | | | | | | | | | | | | |
| Morning session 2 | | | | | | | | | | | | |
| Break | | | | | | | | | | | | |
| Morning session 3 | | | | | | | | | | | | |
| Lunch | | | | | | | | | | | | |
| Afternoon session 1 | | | | | | | | | | | | |
| Afternoon session 2 | | | | | | | | | | | | |
| Collective Worship | | | | | | | | | | | | |
| Parent/Carer signature | | | | | | | | | | | | |

| | |
|--|--|
| The weekly report must be brought to school and signed by a parent/carer on daily basis. If this does not happen- you will be sent to a senior leader. | Green- if your target was achieved (and there were no other concerns) |
| | Yellow- if you needed reminding of your target and behaviour choices twice or more |
| | Red- if your target wasn't achieved or you demonstrated misbehaviour. Two red sessions in a day and you will go to the next detention at lunchtime |

*Notes can be written on the card if needed

| | | | |
|------------------------|--|------|--|
| SLT signature (Friday) | | Name | |
|------------------------|--|------|--|

Report Card – Consequence Levels

| | |
|-----------|---------------------------|
| B1 | Time out in another class |
| B2 | Break/lunch detention |
| B3 | Internal Exclusion |

What happens when the Positive Monitoring Reports come home?

When your child returns home from school, please spend some time looking at the Positive Monitoring Card, talking to your child about their day. Start by discussing the positive behaviours first and then proceed to a neutral, business-like (not angry!) discussion with your child about any reds and the reasons for them.

Then ask your child to formulate a plan for avoiding reds tomorrow. Remember to remind your child of the plan the next morning before he or she departs for school.

Occasionally, a child may attempt to undercut the system by failing to bring home a report, forging a teacher's signature, or failing to get a particular teacher's signature. To discourage these practices, treat missing reports or signatures as "bad" reports (that is, the child fails to earn rewards or is fined or privileges).

Pupils must:

- make a conscious effort to respond positively whilst on their report card
- ensure that their report card is signed and brought to school each day
- report to the member of staff at the designated times, i.e. the start of break/lunch
- attend their lunchtime detention with their subject teacher first, before seeing their assigned member of staff

Staff overseeing the report should:

- set a clear time period for pupils on a Monitoring Report Card
- meet pupils regularly, taking a consistent approach in dealing with under-performance
- challenge under-performance, following up with subject teachers or relevant consequence
- contact home once a week to update parents on their child's progress



School name and address

Risk Assessments must be shared with all those involved in a child's care including parents/carer

Name of Child:

DOB:

Risk Assessment carried out by:

Supported by: Abi Wilkinson

Location:

Today's date:

Background (including relevant info such as bereavements, child birth and family structure):

Current context: (date)

Strengths:

Known Triggers:

Signs of Early agitation:

HAZARD = Anything that can CAUSE harm
RISK = The chance, high, medium or low, that somebody will be harmed by the hazard.

How to use this form

1. Identify potential hazards, i.e. leaving school site, throwing objects, physical aggression
2. Identify those at risk i.e. children, staff, visitors
3. Identify potential outcome and its likelihood and multiply the two numerical values to arrive at the risk rating
4. Identify the action required to reduce the risk

| Potential Outcome | Numerical Value | Likelihood Probability | Numerical Value | Risk Level | Risk rating | Actions |
|-----------------------------------|-----------------|------------------------|-----------------|------------|-------------|---|
| Minor injury | 1 | Unlikely | 1 | Low | 1-5 | Reduce and monitor |
| Injury needing medical attention | 2 | Low possibility | 2 | Medium | 6-11 | Reduction measure implemented within defined period |
| Injury – off work/school | 3 | Possible | 3 | High | 12+ | Give priority to removing or reducing the risk. Urgent action should be taken |
| Serious injury/long term sickness | 4 | Probable | 4 | | | |
| Fatality | 5 | Near Certainty | 5 | | | |

| | Minor injury | Injury needing medical attention | Injury off work/school | Serious injury/long term sickness | Fatality |
|-----------------|--------------|----------------------------------|------------------------|-----------------------------------|----------|
| Unlikely | 1 | 2 | 3 | 4 | 5 |
| Low possibility | 2 | 4 | 6 | 8 | 10 |
| Possible | 3 | 6 | 9 | 12 | 15 |

| | | | | | |
|----------------|---|----|----|----|----|
| Probable | 4 | 8 | 12 | 16 | 20 |
| Near Certainty | 5 | 10 | 15 | 20 | 25 |

| Hazard | | Person/s at risk | Potential outcome | Likelihood possibility | Risk level | Actions required to reduce risk | Date to complete | New risk level |
|--------|--|------------------|-------------------|------------------------|------------|---------------------------------|------------------|----------------|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |

| Signed by | Name | Role | Signature | Date |
|-----------|------|------|-----------|------|
| | | | | |
| | | | | |
| | | | | |

| | | | |
|--------------------------------|--------------------|---------------|-------------|
| Pupil view | | Signed | Date |
| | | | |
| Risk Assessment Review | Reviewed by | Date | |
| | | | |
| | | | |
| Views of other agencies | | | |
| | | | |

Appendix M: Reasonable Adjustments

Supporting & Adapting Behaviour Management for children with SEND



‘We are an inclusive school so as rights holders, everyone here has the right to what they need to help them to learn.’

While Special Educational Needs (SEN) and disability can overlap, they are not always the same. SEN refers to a learning difficulty or disability that requires special educational provision, while disability, as defined by the Equality Act 2010, is a physical or mental impairment with a long-term, substantial adverse effect on daily activities. Not all children with SEN are disabled, and not all disabilities require SEN support.

At All Saints’ we believe that Rights Respecting values enable all children to reach their full potential by making them feel safe and valued at all times. Our inclusive learning environments inspire and support all children to be successful learners with a healthy self-esteem.

For children who are impacted by a Special Educational Need or Disability (SEND), we understand that their behaviour is a form of communication and the meaning behind this communication might not always be clear. There may be times or situations when they react in a way that is outside of the expectations for the majority of the children within school. Some behaviour needs arise from difficulties with communication, understanding, social skills, sensory or emotional needs.

We recognise that children can have different needs and that all staff should know what they are, including their triggers and calmers. All staff need to be fully aware of the behavioural implications of children with differing needs and tailor their behaviour management strategies accordingly, using the information from the pupil’s individual profile. If any children have an emotional regulation/behaviour plan or a risk assessment in place, then all staff who work with the children will be involved in the process and informed.

When dealing with behaviour of children with SEND that is not in line with our school ethos and values, especially where their SEND affects their behaviour, our school will take its legal duties into account when making decisions about enforcing the behaviour and relationships policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage being caused by our school’s policies or practices ([Equality Act 2010 \(Amendment\) Regulations 2023](#))
- Using our best endeavours to meet the needs of all children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care plan (EHCP), the provisions set out in that plan are secured and we regularly co-operate with the local authority and other bodies

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of behaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the child.

When considering a consequence for a child with SEND, we will determine whether:

- The child was able to understand the behaviour expectations
- The incident escalated despite ALL known strategies being implemented to support their triggers
- The child was able to act differently at the time. as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

We then assess whether it is appropriate to issue a consequence. If so, careful consideration will be given to the type of consequence so as to help the child with SEND learn from it:

- Consequences should be natural where possible
- Consequences should be as near as possible to the behavior shown
- Consequences should be clear and for a fixed time
- The child should be encouraged, where possible, to reflect and make amends

Following any consequences for behaviour for children with SEND, we will consider if any additional reasonable adjustments are required to prevent the situation re-occurring, in consultation with the SENCO/DHT/HT.

Some pupils present with a PDA profile (Pathological Demand Avoidance) which is widely understood to be a profile found within the Autism Spectrum. We will identify pupils who present with this trait in their pupil individual profile. We support pupils with a Pathological Demand Avoidance (PDA) profile using a low-demand, collaborative approach, focusing on building trust through flexible routines, offering choices, using indirect language, and incorporating humour, rather than direct commands, to reduce anxiety and increase engagement by respecting their need for control and autonomy.

Our staff are trained in using the Merton, SEND Support and Inclusion Service's advice for supporting behaviour management. These include:

- Emotion coaching
- Comic strip/conversations
- Social stories
- Zones of Regulation
- Risk assessments

Further support to regulate and manage behaviour is also viable via Learning Mentor support, ELSA (Emotional Literacy Support Assistant) and Jigsaw4U sessions. Our school also seeks and receives support from a variety of outside agencies, depending on the needs of the children involved. These sources include, but are not limited to:

- Merton, SEND Support and Inclusion Service
- Merton Autism outreach Service
- Educational Psychologists
- Training from the Local Authority
- External agency training

We also have a Nurture & Behaviour Teacher and Learning & Teaching Behaviour Support Assistant who coordinates with staff and children and offers additional support when required.