St. Edmund's CofE Primary & Nursery School

# Behaviour Policy

## (When Adults change, everything changes)

# V1

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## 1. Introduction

*"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)*

St. Edmund's C of E Primary and Nursery School is committed to providing a safe, supportive, and inclusive learning environment where all children can flourish spiritually, academically, socially, and emotionally. Our behaviour policy is rooted in our Christian values of **respect**, **responsibility**, **perseverance**, **truth and trust**, **justice and forgiveness**, and **compassion**.

Drawing upon the Church of England's values and aims for flourishing schools, we believe in:

- Educating for Dignity and Respect: Promoting the inherent dignity and value of every person, created in the image of God. We celebrate diversity and encourage children to treat everyone with kindness, compassion, and respect.
- Educating for Community and Living Well Together: Building a strong sense of community within our school, where everyone feels valued, respected, and supported. We encourage children to develop the skills and understanding necessary to live well together, fostering cooperation, empathy, and social responsibility.

This behaviour policy outlines our expectations for all members of the school community, including pupils, staff, and parents. It sets out the standards of behaviour we expect from everyone and the consequences for inappropriate behaviour.Our aim is to create a positive and supportive learning environment where everyone feels safe, respected, and valued. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe (developed by the behaviour expert Paul Dix).

A community that is:

**Ready** to learn;

**Respectful** of themselves and others;

**Responsible** in school

## 1.1 Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Christian values of the school: Respect, Responsibility, Compassion, Responsibility, Truth and Trust, Perseverance and Justice and Forgiveness.
- Outline the expectations and consequences of behaviour
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Promote the use of restorative approaches

We aim to promote and encourage positive appropriate behaviour, self-discipline, independence and a positive approach to life. We need to identify policy procedures and provision to:

- promote and celebrate positive behaviour
- reduce the likelihood of inappropriate behaviour
- identify and address behavioural difficulties as soon as they arise
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

## 1.2 An effective whole school policy requires:

- Consistency – everybody to follow it.
- Supportive structures for staff and pupils.
- Good classroom management and practice.
- Positive relationships.
- Motivating steps to achievement
- Encouragement and noticing success

## 2. Legislation, statutory requirements and guidance:

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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 gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

**Restorative Practice:**

The aim of restorative practices is to develop community and manage conflict and tensions by repairing harm and building relationships.

**Misbehaviour (low level) is defined as:**

- Disruption to learning of others
- Talking during lesson time
- Calling out
- Playground incidents, including rough play
- Hesitant to start or complete classwork
- Name calling or teasing
- Defiance, failure to follow instructions
- Lack of respect to others/staff
- Poor attitude
- Rough Play
- Swearing

**Impulsive behaviour (High Level) is defined as:**

- Any form of bullying
- Fighting, physical assault against peer or staff member
- Direct verbal abuse against a peer or staff member
- Threat of harm
- Inappropriate sexual behaviour, which includes any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism/ damage to school/others property
- Theft
- Dangerous behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of behaviour that is dangerous or which has the potential to be dangerous

• Possession of any prohibited items or those that are not age appropriate behaviours may constitute a breach of **Ready, Respectful, Responsible.**

If a child's behaviour is seriously disruptive, dangerous or one of the above definitions of 'serious behaviour' is observed, parents will be informed, and a formal meeting will be arranged with either a member of SLT  or Headteacher, depending on the severity of the behaviour.

## 4. Bullying:

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### 4.1 CYBERBULLYING:

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

We work closely with the 'Wake Up Wednesday' to inform, support and develop our communities understanding of the most up to date legislation and guidance regarding e-safety.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## 4.2 REPORTING AND RESPONDING TO BULLYING

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

## 4.3 PROCEDURES

All reported incidents are taken very seriously and investigated involving all parties.
All school follow the same procedures.

These are:

- Interviewing all parties
- Informing parents

A range of responses appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate:

- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Support for the victim and the bully (as appropriate)
- Follow up of all incidents

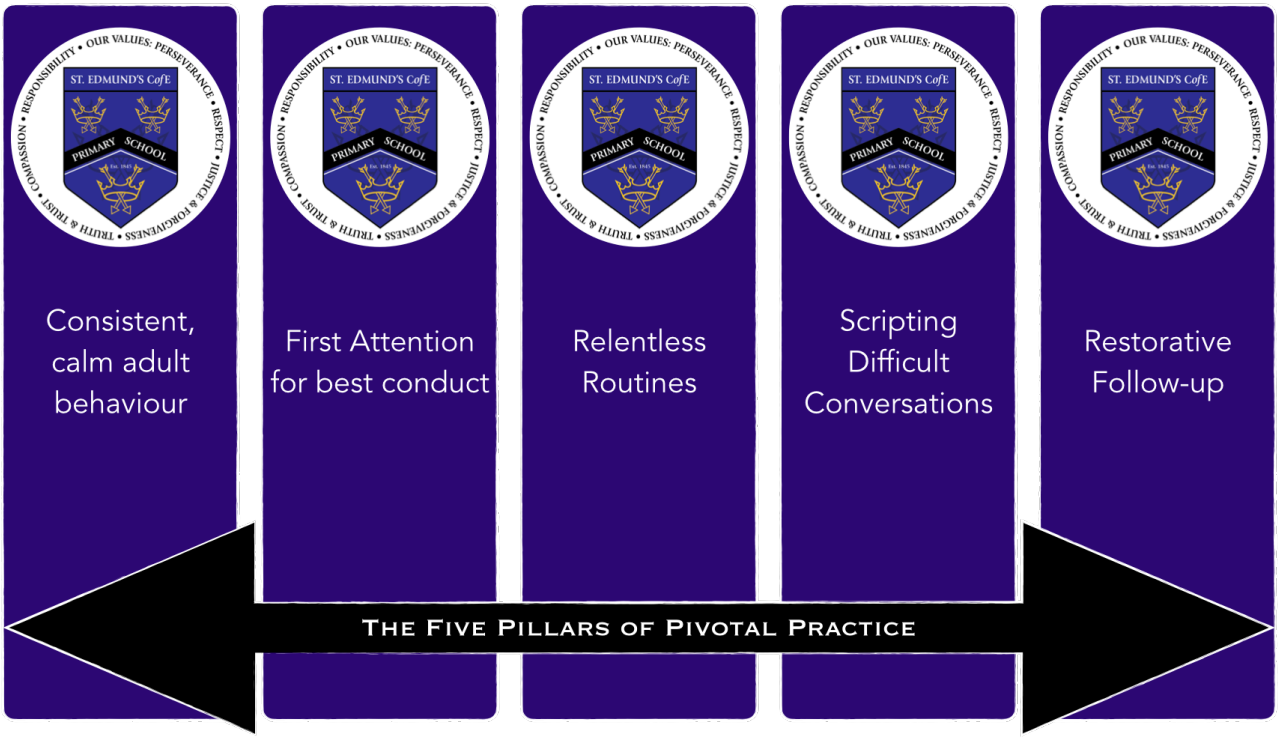
## 4.4 STRATEGIES FOR PREVENTING BULLYING

As part of our on-going commitment to the safety and welfare of our pupils we have developed strategies to promote positive behaviour and discourage bullying. These strategies include:

- Involvement in PSHE including Anti-bullying sessions.
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- Think Children/ELSA (Emotional Literacy Support Assistant)
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice - School Council play a pro-active part in Anti-Bullying week
- Parent groups/extended schools
- Peer mentoring schemes/Ambassadors/Play Leaders etc.
- Staff training and development for all staff
- Lunchtime Play Leaders

## 5. Roles and responsibilities

Our behaviour policy is based on the **Five Pillars of Pivotal Practice**, and they underpin all the work that we do.




1. **Consistent, clam adult behaviour**: consistency, adult behaviour, emotional control, teacher expectations;
2. **First attention to best conduct** – rewards, recognition, praise, motivation, engagement;
3. **Relentless routines** – expectations, routines, follow-up, teacher habits, non-verbal cues;
4. **Scripting difficult interventions** – deescalation, disruption, delivering sanctions, confrontation;
5. **Restorative conversations** – restorative practice, structuring sanctions, working with the most troubled, developing relationships

### 5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher

- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its Expectations and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Staff

Staff are responsible for:

- **Identify** the behaviour we expect
- Explicitly **teach** behaviour.
- **Model** the behaviour we are expecting.
- **Practice** behaviour.
- **Notice** excellent behaviour.
- **Create** conditions for excellent behaviour.

*"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority."*

*Paul Dix.*

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

### 5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key Expectations and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards

- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

***"IT IS THE EVERYDAY HABITS OF ADULTS THAT PROVOKE A CHANGE IN PUPILS' BEHAVIOUR"***

## 6. School behaviour curriculum

We acknowledge that a clear structure of outcomes has the best impact on behaviour. Our school's principal sets out the Expectations, relentless routines, and visible consistencies that pupils and staff follow. This is based on the work of Paul Dix and his book '*When adults change, everything changes*'. This approach sincerely recognises positive behaviour rather than just rewarding it. Pupils are praised publicly (PIP) and reminded in private (RIP)

*''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''* Paul Dix, Pivotal Education

Our school has three simple expectations:

**Ready** to learn;
**Respectful** of themselves and others;
**Responsible** in school

These Expectations are explicitly taught and modelled by all members of our school community.

| Expectations | Visible Consistences | Above & Beyond Recognition |
|---|---|---|
| Be ready<br>Be respectful<br>Be Responsible (Safe) | Daily meet and greet<br>Praise in public (PIP)<br>Reminding in Private (RIP)<br>Consistent language<br>Recognising positive behaviours<br>Picking up on those not meeting the standards | Special Mentions certificates<br>Value Stickers<br>Class Dojo<br>Verbal praise<br>Showing work to other adults<br>Notes home<br>Social Media recognition<br>High Five/Fist Bumb |

Pupils are expected to:

- Behave in an orderly and self-controlled way (**Responsibility**)
- Show **respect** to members of staff and each other
- In class, make it possible for all pupils to learn (**Compassion**)
- Move quietly around the school
- Treat the school buildings and school property with **respect**
- Wear the correct uniform at all times
- Accept sanctions when given (**Justice**)
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## 7. Responding to behaviour

### 7.1 Behaviour Pathway:

1. Reminder
2. Redirection
3. Thinking Time
4. Sent to Key Stage Leader
5. Restorative Conversation
6. Parents Phoned
7. Parents called to school
8. Isolation
9. Exclusion

Learners are held **responsible** for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps one and two for as long as possible.

## 7.2 Sanction Steps:

| Stepped Approach: Gentle approach, use child's name, child level, eye contact, deliver message. | |
|---|---|
| **1. REMINDER** (reinforce 3 Expectations, privately if possible): | **I noticed you chose to … (state the noticed behaviour).**<br><br>**This is a REMINDER that we need to be … (state relevant rule:** Ready, Respectful, Responsible).<br><br>**You now have the chance to make a better choice and take RESPONSIBILITY**<br><br>**Thank you for listening.** *(Give the child 'take up time' and DO NOT respond.)*<br><br>***Example - 'I notice that you're running. You are breaking our school rule of being RESPONSIBLE. Show me sensible walking. Thank you for listening.'*** |
| **2. REDIRECTION:**<br>(reinforce 3 Expectations, privately if possible): | **noticed you chose to ...** (state the noticed behaviour).<br><br>**This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.**<br><br>(Insert child's name) ... **if you choose to break our school Expectations again, you leave me no choice but to ask you to move to another table... / go to the corridor.**<br><br>**Do you remember when... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can take RESPONSIBILITY.**<br><br>**Thank you for listening.** (Give child 'take up time' and DO NOT respond.)<br><br>*Example - I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'* |
| **3. Thinking Time** | Thinking Time might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. |

| Stepped Approach: Gentle approach, use child's name, child level, eye contact, deliver message. | |
|---|---|
| **In classroom:**<br><br>**I have noticed you chose to**… (state the noticed behaviour)<br><br>**You need to…** (describe appropriate place in the classroom (reading corner, desk at the back of the class, quiet area). **I will come and speak to you in two minutes.**<br><br>*Example: I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the reading corner. I will come and speak to you in two minutes. Thank you for listening.* | ○ Child sent to designated area of the classroom.<br><br>○ 5-10 minutes sitting alone in order to reflect, calm down, etc.<br>without causing further disturbance.<br>Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.<br><br>○ If behaviour improves, return to class. If not or if child refuses, move to Step 4.<br><br>**For regular occurrences:**<br><br>• Discussion with SLT and/or SENCO: consider Specific Behaviour Intervention. |
| **IN ANOTHER CLASS:**<br><br>**I noticed you chose to ...** (state the noticed behaviour).<br><br>**You need to go to...** (state the classroom or other space you need them to go to). **I will come and speak to you at the end of the lesson.**<br><br>**DO NOT describe the child's behaviour to other adults in front of the child**<br><br>*Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mrs Duffy's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'* | ○ Child escorted to designated colleague / follow up to check child has arrived.<br><br>○ Remainder of lesson working alone without causing further disturbance.<br><br>○ Possible removal of privilege / playtime.<br><br>○ Teacher must provide work / activity for the child to complete and communicate this to colleague.<br><br>○ If behaviour improves, return to class. If not or if child refuses, move to Step 5.<br><br>**For regular occurrences.**<br><br>Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support.<br><br>○ Begin monitoring to identify areas of concern / possible causes/<br>appropriate targets.<br><br>○ Parents contacted by teacher to inform them that behaviour is a cause for concern. |

| Stepped Approach: Gentle approach, use child's name, child level, eye contact, deliver message. | |
|---|---|
| **WITH A MEMBER OF SLT**<br><br>**I noticed you chose to...** (state the noticed behaviour).<br><br>**I will now contact ... and you will need to go to ...** (tell the child who you will contact and where they will go)**. I will come and speak to you at the end of the lesson / next break / end of the day.**<br><br>**DO NOT describe the child's behaviour to other adults in front of the child**<br><br>*Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr. Bandy-Webb and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'* | • Child escorted to / collected by appropriate adult.<br><br>• From remainder of lesson through to a half day working alone without causing further disturbance.<br><br>• Possible removal of a privilege / playtime.<br><br>• Teacher must provide work / activity for child to complete as soon as possible after removal.<br><br>**For regular occurrences:**<br><br>• Discussion with Phase Lead / SENCO / Head Teacher as appropriate.<br><br>• Parents informed of withdrawal by teacher or Phase Lead / SLT<br>depending on nature of incident.<br><br>• Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.<br><br>• Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc. |
| **5. Restorative follow up**<br><br>The focus of our behaviour interventions is to allow the children to be emotionally ready to return to their learning. A restorative conversation needs to take place between the child and their teacher at the earliest opportunity. A member of SLT can help facilitate this.<br><br>Once the child is calm and focussed you can lead them through the following restorative script.<br><br>You or the child can fill the sheet in if you choose. | Five questions is usually enough from the following:<br><br>What happened?<br>What were you thinking at the time?<br>What have you thought since?<br>How did this make people feel?<br>Who has been affected?<br>How have they been affected?<br>What should we do to put things right?<br>How can we do things differently in the future?<br><br>**Justice Template and/Behaviour Reflection to be used.**<br><br>Imposition given if needed (an imposition is additional work that must be completed that evening, counter assigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher). |

**Remember, it is not the severity of the sanction, its the certainty that this follow up will take place that is important.**

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to the whole group for the actions of individuals
3. Be consistently applied by all staff to help ensure that children and staff feel supported and secure.

### 7.3 Zero Tolerance

Further consequences will be implemented for more serious negative behaviours and, in this instance, parents will be informed and expected to support the school with appropriate actions. There may be exceptional pupils who need bespoke warning and reward systems.

### 7.4 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

Under very exceptional circumstances physical intervention may be required to restrain a child's physical behaviour where it is physically endangering the child, other children, adults or serious damage to property. When physical intervention is necessary it should be conducted in a way that shows care and concern for the child.

Local Authority guidance stresses that every effort should be made to avoid, and if necessary deal with, confrontation using the **RESPONSE** strategy:

**R - Relax and Neutralise**

– respond in a relaxed way that does not focus attention on the behaviour

**E - Explain and Ask**

– explain what you want the person to do

**S - State**

– state what you want the person to do

**P - Prompt or Gesture**

– prompt the person to change their behaviour by adding a physical gesture or physical contact to your verbal instructions

**O - Option to Act**

– option to act to interrupt the behaviour and reduce risk

**N - Nurture Recovery**

– nurture the recovery process by helping the child to regain composure

**S - Support**

– supporting people after the event is crucial in helping to avoid a repeat incident

**E - Engage and Learn**

– engaging with the person after the event will help them to express their thoughts, feelings and perceptions

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### 7.5 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious Sanctions

### 8.1 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

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

Please refer to our exclusions policy for more information

## 9. Responding to Impulsive behaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

Provision for children with SEND is planned on a bespoke and individualised basis. The required provision is

detailed on an individual's Pupil Support Plan (PSP). Some of the tailored provision that is currently in place

here at St. Edmund's includes:

- Regular and adhoc movement breaks
- Flexible seating options
- Use of breakout spaces throughout the school day (classroom retreat areas, school sensory room, The Oasis Room, The Garden Room)
- Sensory input (sensory breaks, use of concentration aids etc.)
- Emotions 'check-ins' supported by The Zones of Regulation
- Use of assistive technology
- Variety of communication aids (recordable devices, Aided Language Boards, Signs and Symbols etc.)
- Bespoke and adaptive curriculum

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

Contact details for EHCP:

MANSFIELD AND ASHFIELD

icdsehcMandAlocality@nottscc.gov.uk

ICDS Duty Line: 0115 8041275

## 10. The 'Zones of Regulation':

Here at St. Edmund's, we believe that behaviour is communication. Our staff show curiosity in understanding and interpreting a child's behaviour. Our daily interactions are underpinned by 'The Zones of Regulation'. The implementation of the Zones is across school, from Foundation 1 up to Year 6. Staff ensure children are given the opportunity to share and identify their current emotional state throughout the day, as well as providing strategies and resources to help children move back into the desired 'green zone' where optimal learning can occur.

Children are empowered and educated to talk about their feelings. It is explicitly taught that 'it is ok to feel any emotions, but the important thing is what we do with that feeling'. Children have been taught about the 4 different colour zones and the emotions attached to each zone. After explicit teaching, children have created their own bespoke and personalised regulation toolkit which is stored in their school planner. Children have access to the 'class toolkit' throughout the school day, as well as accessing the class retreat spaces when needed. The implementation of using their

resources and tools are ensuring our children feel in control of their emotions and understand what

*From The Zones of Regulation® Digital Curriculum (2024)*

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to do when they experience 'big' feelings/ who they can turn to for support.

## 11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Sanction should always:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the School community;
- Avoid being applied to a whole group for the activities of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times, not be made personal to the child.

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive, but also teaches the child to evaluate and reflect on their behaviour.

The questions used will be will depend on the age and individual needs of the pupil. The children learn early on in their school life that their actions have an impact on others and also consequences for them.

The core values of restorative justice are:

* Respect
* Compassion
* Dignity
* Truth & Trust
* Growth

## 12. Pupil transition

### 12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 12.2 Preparing outgoing pupils for transition

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

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

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following (using the CPOMS system):

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing board annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy

## 15. 'Sixcess' Christian Value Links

Our behaviour policy is underpinned by our Christian values of **respect**, **truth and trust**, **compassion**, **responsibility**, **justice and forgiveness**, and **perseverance**. These values are integral to creating a positive and nurturing learning environment where all pupils feel safe, valued, and empowered to reach their full potential.

### 15.1 Respect:

We expect all members of our school community to treat each other with respect, both verbally and physically. This includes respecting the rights, opinions, and belongings of others

### 15.2 Responsibility:

Pupils are expected to take responsibility for their own behaviour and actions. This includes making good choices and accepting the consequences of their decisions.

### 15.3 Compassion:

We strive to create a caring and supportive community where pupils learn to empathise with others and show kindness and understanding.

### 15.4 Perseverance:

We promote a growth mindset where pupils are encouraged to be resilient and to persist in the face of challenges

### 15.5 Truth and Trust:

Honesty and reliability are fundamental to building strong relationships. We encourage pupils to be truthful in their words and actions, and to trust others to do the same.

### 15.6 Justice and Forgiveness:

We believe in treating everyone fairly and equitably. We encourage pupils to seek to understand different perspectives and to forgive others when mistakes are made.

By embedding these Christian 'Sixcess' values into our behaviour policy, we aim to develop well-rounded individuals who are prepared to contribute positively to society.

## Appendix 1: First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

**Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

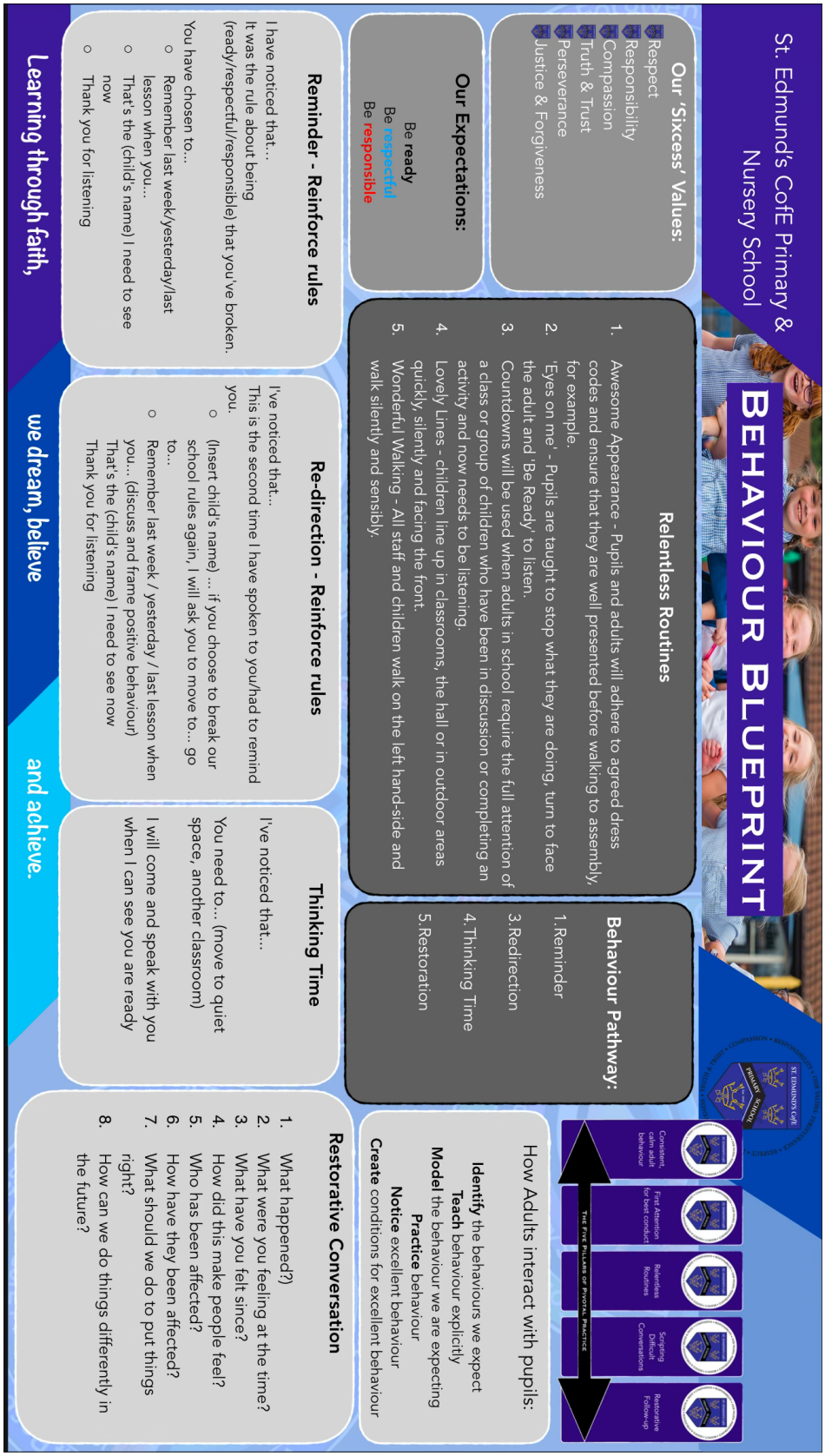
Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

## Appendix 2:

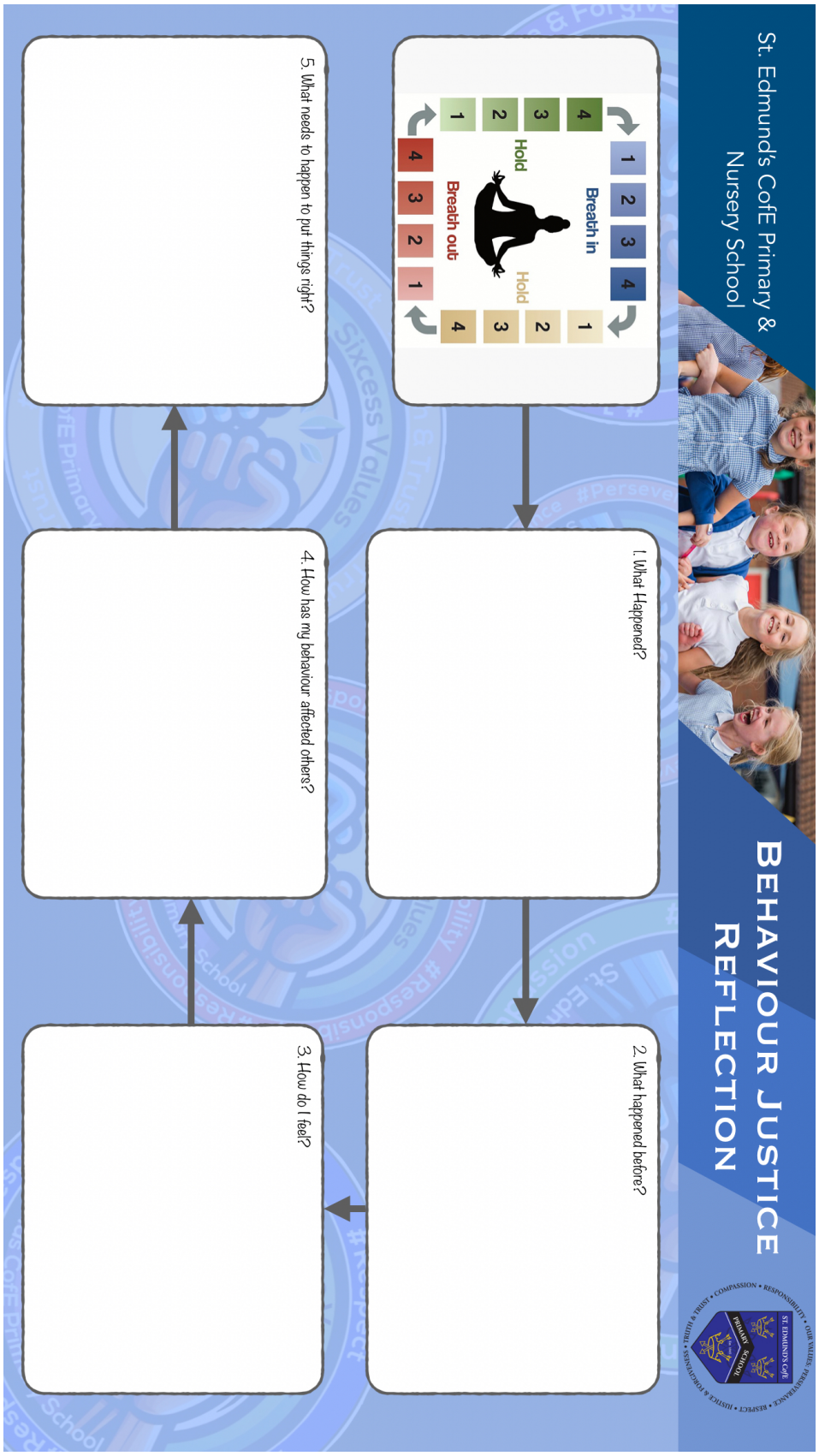

St. Edmund's CofE Primary & Nursery School
BEHAVIOUR BLUEPRINT
Our 'Sixcess' Values:
Respect
Responsibility
Compassion
Truth & Trust
Perseverance
Justice & Forgiveness
Our Expectations:
Be ready
Be respectful
Be responsible
Relentless Routines
1. Awesome Appearance - Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
2. 'Eyes on me' - Pupils are taught to stop what they are doing, turn to face the adult and 'Be Ready' to listen.
3. Countdowns will be used when adults in school require the full attention of a class or group of children who have been in discussion or completing an activity and now needs to be listening.
4. Lovely Lines - children line up in classrooms, the hall or in outdoor areas quickly, silently and facing the front.
5. Wonderful Walking - All staff and children walk on the left hand-side and walk silently and sensibly.
Behaviour Pathway:
1. Reminder
3. Redirection
4. Thinking Time
5. Restoration
How Adults interact with pupils:
Identify the behaviours we expect
Teach behaviour explicitly
Model the behaviour we are expecting
Practice behaviour
Notice excellent behaviour
Create conditions for excellent behaviour
Consistent, calm adult behaviour
First Attention for best conduct
Relentless Routines
Scripting Difficult Conversations
Restorative Follow-up
The Five Pillars of Pivotal Practice
Restorative Conversation
1. What happened?)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?
Thinking Time
I've noticed that...
You need to... (move to quiet space, another classroom)
I will come and speak with you when I can see you are ready
Re-direction - Reinforce rules
I've noticed that...
This is the second time I have spoken to you/had to remind you.
(Insert child's name) ... if you choose to break our school rules again, I will ask you to move to... go to...
Remember last week / yesterday / last lesson when you... (discuss and frame positive behaviour)
That's the (child's name) I need to see now
Thank you for listening
Reminder - Reinforce rules
I have noticed that...
It was the rule about being (ready/respectful/responsible) that you've broken.
You have chosen to...
Remember last week/yesterday/last lesson when you...
That's the (child's name) I need to see now
Thank you for listening
Learning through faith, we dream, believe and achieve.

## Appendix 3:

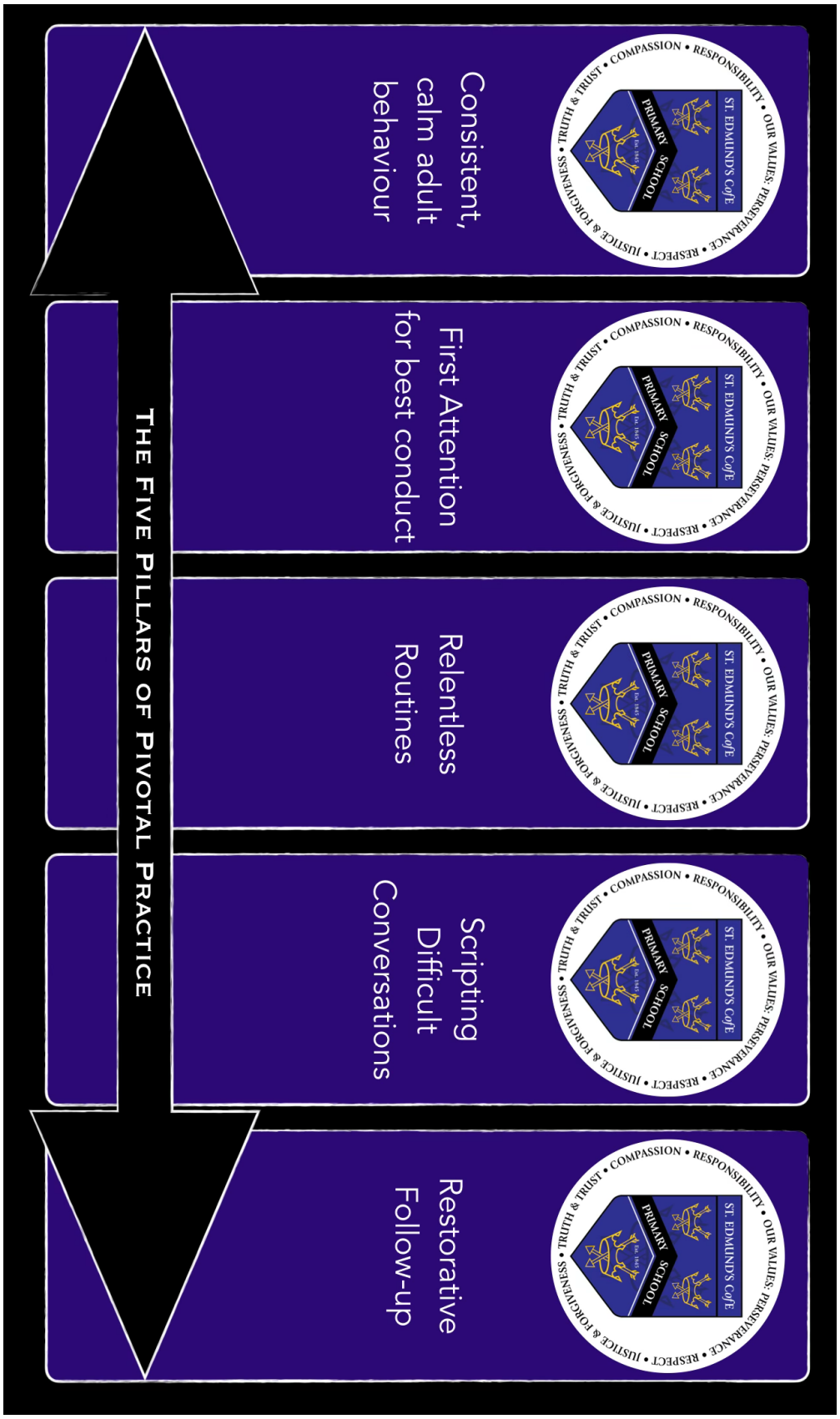
Name of pupil:_____ Member of Staff:_____

| | Question | Response |
|---|---|---|
| **W**<br>*What happened?* | How does what happened fit with how we do things at school?<br><br>Did you follow our school rules? *(Ready, Respectful, Responsible?)*<br><br>Did the behaviour reflect our school values?<br>(*Respect, responsibility, compassion, truth, perseverance, justice & forgiveness)*<br><br>What were you thinking about at the time?<br><br>What are your thoughts now about what happened? | |
| **A**<br>Affect | Who was affected by what happened?<br><br>Was what happened fair to them?<br><br>Was what happened the right thing to do? | |
| **R**<br>Repair | What do you need to do to repair things?<br><br>How will this help put things right?<br><br>When can this happen? | |
| **M**<br>Move forward | How can we make sure this doesn't happen again?<br><br>What school values and school rules do you need to think about to make sure that this behaviour does not happen again?<br><br>What do you need to start/stop/stay doing?<br><br>If this happens again, what do you think should happen next? | |

## Appendix 4:


St. Edmund's CofE Primary & Nursery School
Behaviour Justice Reflection
Hold
Breath in
Hold
Breath out
1. What Happened?
2. What happened before?
3. How do I feel?
4. How has my behaviour affected others?
5. What needs to happen to put things right?

## Appendix 5:


THE FIVE PILLARS OF PIVOTAL PRACTICE
Consistent, calm adult behaviour
First Attention for best conduct
Relentless Routines
Scripting Difficult Conversations
Restorative Follow-up

## Appendix 6:

St. Edmund's CofE Primary & Nursery School
Ofsted GRADED GOOD
Expectations
Be Ready
Be RESPECTFUL
Be RESPONSIBLE
ST. EDMUND'S CofE PRIMARY SCHOOL
OUR VALUES: PERSEVERANCE • RESPECT • JUSTICE & FORGIVENESS • TRUTH & TRUST • COMPASSION • RESPONSIBILITY •