



Behaviour and Relationships Policy

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1. Introduction and rationale

At the Learning Partnership Trust, we are committed to nurturing kind, respectful, and responsible pupils who feel safe, supported, and ready to learn. We believe positive behaviour is fundamental to creating inclusive, thriving learning environments, and that every child's social and emotional development is central to their success.

Our Behaviour and Relationships Policy is rooted in trauma-informed, relational, and restorative practice. We see behaviour as a form of communication and an opportunity for learning—one that supports pupils in developing self-regulation, emotional literacy, and strong relationships. Our approach is shaped by consultation with pupils, families, staff, governors, and trustees, as well as evidence from the Education Endowment Foundation (EEF), which emphasises:

- High expectations taught and reinforced consistently
- Supportive adult-pupil relationships
- Explicit teaching of self-regulation and routines
- Inclusive responses to individual behaviour needs

All adults in our schools model calm, respectful behaviour and provide emotionally safe environments where pupils are seen, heard, and valued. Our policy is regularly reviewed using stakeholder feedback, behaviour data, national guidance, and ongoing training in trauma-informed and restorative practices.

Our Aims

Our behaviour curriculum aims to:

- Foster a calm, safe, and supportive learning environment where every pupil can learn and thrive without limits
- Create a positive, inclusive school culture based on kindness, respect, and responsibility, with high standards of behaviour taught, modelled, and expected from all
- Develop pupils' emotional literacy and self-regulation, empowering them to understand and manage their feelings and actions, and to make thoughtful, respectful choices
- Provide clear, consistent, and fair boundaries, using reflective practices and fair consequences to promote learning and growth rather than shame or punishment
- Support all pupils, especially those experiencing challenges, through equitable and inclusive practices that remove barriers to participation and learning
- Address and challenge harmful behaviours, including bullying and discrimination, using restorative approaches to repair relationships and rebuild trust
- Encourage resilience, reflection, and a growth mindset—helping pupils see mistakes as part of learning, not as limits to their success

Behaviour as a learning process

We understand behaviour as a skill that, like reading or maths, must be explicitly taught, modelled, and supported. Children and young people are continually learning to navigate emotions and relationships; sometimes, this involves making mistakes. We see these moments not as failures but as opportunities to teach, reflect, and grow together.

Our relational, restorative approach—grounded in connection before correction—ensures that every behaviour incident is handled as a learning opportunity. Adults guide and support pupils in understanding their actions, their impact, and alternative strategies, using co-regulation, positive modelling, and emotionally literate environments.

Our shared code of conduct

Our code of conduct sets clear, positive expectations for all members of the school community, underpinned by the rights and responsibilities that reflect our core values:

- **The right to be safe**
Pupils act safely and responsibly; staff ensure a physically and emotionally safe environment, proactively managing risks and supporting safe choices.

- **The right to equal treatment**
Pupils treat others with kindness and fairness; staff offer support and encouragement equitably, responding to individual needs to promote equity.
- **The right to be respected, heard, and to express opinions**
Pupils speak honestly and listen respectfully; staff listen actively to pupils' voices, encourage open dialogue, and model respectful, inclusive communication.
- **The right to learn**
Pupils engage responsibly and cooperatively in learning; staff provide inclusive, well-structured learning experiences and manage resources fairly.
- **The right to feel safe making mistakes**
Pupils embrace mistakes as learning opportunities; staff foster a culture where it is safe to get things wrong and respond with patience and encouragement.

Where appropriate, we make individual adjustments to behaviour routines or expectations to ensure all pupils are supported to meet them, reflecting our commitment to inclusion, dignity, and equality.

2. Roles and responsibilities

Governing Board

The governing board monitors the effectiveness of this policy and holds headteachers accountable for its implementation.

Headteachers

Headteachers are responsible for:

- Liaising with the Trust SENCO to review the policy to reflect school values, pupil needs, and best practice, including trauma-informed and restorative approaches
- Creating emotionally safe, predictable environments that support positive behaviour through strong relationships
- Supporting staff to manage behaviour using reflective, fair, and consistent strategies
- Ensuring clear behavioural expectations are understood and upheld by all staff
- Providing induction and ongoing training on behaviour approaches, mental health, and SEND
- Aligning behaviour practices with safeguarding policies
- Appoint a Behaviour Lead to review behaviour data to monitor consistency, equity, and effectiveness (see section 16 for monitoring arrangements).

Staff

All staff are expected to:

- Consistently implement the behaviour policy
- Raise concerns or patterns with the Behaviour Lead
- Create safe, consistent spaces where pupils feel respected and supported
- Teach and model clear routines and expectations
- Maintain high, compassionate standards using professional judgement
- Build strong relationships and support emotional regulation
- Record incidents accurately using CPOMS
- Promote reflection, accountability, and learning from mistakes

Parents and carers

We value strong home-school partnerships. Parents and carers are encouraged to:

- Understand and support the school's behaviour policy
- Share relevant information that may affect their child's behaviour
- Engage in dialogue and restorative processes where appropriate
- Model calm, respectful communication and promote reflection at home

Pupils

Pupils are supported to understand behaviour as communication and to take responsibility for their actions. They are taught to:

- Use self-regulation strategies and seek help when needed
- Reflect on their behaviour and repair harm
- Follow behaviour expectations and show respect to others
- Contribute positively to a safe and inclusive school culture

3. Responding to good behaviour

In line with our trauma-informed approach, we use a mix of **intrinsic and extrinsic recognition** to strengthen relationships, promote emotional safety, and reinforce behaviours that reflect our school values.

Recognition is a relational tool—not used to control, but to help pupils feel **seen, valued and connected**. This fosters self-worth, motivation, and a sense of belonging.

Intrinsic recognition may include:

- Specific, values-based praise (e.g. “I noticed your kindness at lunch today”)
- Recognition boards for pupils demonstrating core values
- Positive messages home
- Trusted roles and responsibilities that affirm belonging

Extrinsic rewards, used purposefully, may include:

- Certificates, tokens, or house points linked to values
- Celebration assemblies
- Meaningful privileges like extra play or choosing a book

Used with **warmth, fairness and consistency**, recognition supports a positive school culture where all pupils feel respected and encouraged to thrive.

4. Responding to misbehaviour

At our schools, we respond to misbehaviour through a **relational, trauma-informed approach**, grounded in the principles of trauma-informed practice. We understand that behaviour is a form of communication, often signalling unmet needs. Our aim is always to prioritise **emotional safety, connection, and reflection**, helping pupils stay regulated and ready to learn.

4.1 Proactive and preventative strategies

Our first priority is to reduce the likelihood of misbehaviour by identifying and addressing individual needs and potential triggers. We build **emotionally safe classrooms** using proactive strategies such as:

- Planned movement breaks for sensory or attention needs
- Adapted seating, layouts, and uniform adjustments for emotional, sensory, or medical considerations
- Staff training on neurodiverse profiles (e.g., autism, ADHD)
- Co-regulation strategies: predictable routines, calm tone of voice, visual supports, and use of safe spaces

These strategies are informed by the **Essex Ordinarily Available Inclusive Teaching Framework**, particularly Section B: Relationships and Behaviour.

4.2 Responding in the moment

When behaviour does not meet expectations, staff respond with **compassion and consistency**, using relational strategies to restore calm and help the child re-engage. We prioritise **connection before correction** by:

- De-escalating with calm, predictable responses (e.g. scripts, non-confrontational body language)
- Considering emotional and environmental factors behind behaviour
- Treating all pupils equitably—recognising that **fairness is not sameness**

When consequences are necessary, they are **proportionate, restorative**, and paired with guidance to support positive change. Our goal is always **growth, reflection, and strengthened relationships**.

4.3 Restoration, reflection, and consequences

Our restorative approach encourages pupils to take responsibility, repair harm, and reflect on the impact of their actions. This may involve:

- Restorative conversations or circles guided by four key questions:
 1. What happened?
 2. What were you and others thinking or feeling?
 3. Who has been affected and how?
 4. What needs to be done to make things right?
- Tools like comic strip conversations to help pupils reflect and see different perspectives
- Daily check-ins, reintegration meetings, and behaviour support plans to rebuild trust and promote self-regulation
- Restorative outcomes such as apologies, acts of reparation, or collaborative problem-solving

Where consequences are needed, they are implemented fairly—not as punishment, but as part of a supportive, educational process. Both the pupil who displayed the behaviour and those affected are supported to ensure emotional security and fairness.

This combined trauma-informed approach aligns with the **Behaviour Ladder (4.4)** and **EEF evidence**: behaviour improves when clear, consistent routines are embedded within trusting adult relationships.

Through this approach, we equip pupils with life-long skills—empathy, accountability, and emotional regulation—preparing them for success both in school and beyond.

4.4 Behaviour ladder

The Behaviour Ladder is underpinned by evidence from the Education Endowment Foundation (EEF), particularly the guidance reports *Improving Behaviour in Schools* and *Special Educational Needs in Mainstream Schools*. These highlight the importance of consistent, relational, and instructional responses to behaviour. Our ladder promotes not just behaviour management but also understanding and support, fostering long-term behavioural and emotional growth.

Strategy / Approach	Type of Misbehaviour	What Happens?
Verbal Reminder	Low-level misbehaviour	- Pupil receives a verbal reminder. - Encouraged to learn from their mistake and adjust their behaviour. - Adults may remind pupils of strategies to help them return to the Green Zone.
Reflect and Repair 1	Low-level misbehaviour despite verbal reminder	- Pupil informed this is Step 1. - Reflection time given (usually in class unless another space aids reflection). - Followed by a restorative conversation with a staff member.
Reflect and Repair 2	Repeated low-level misbehaviour or more serious misbehaviour	- Pupil informed this is Step 2. - Reflection time and restorative conversation (possibly with a different staff member). - Parents/carers informed and encouraged to support reflection at home. - Incident logged on CPOMS to build behavioural profile.

Strategy / Approach	Type of Misbehaviour	What Happens?
Reflect and Repair 3	Repeated misbehaviour despite Step 2 or serious misbehaviour	- Pupil informed this is Step 3. - Reflection and restorative conversation with a senior leader or Headteacher. - Parents/carers informed by senior staff. - Behavioural support plan, risk assessment, or STAR Analysis may be implemented. - Incident logged on CPOMS.
Suspension	Serious or persistent misbehaviour	- Refer to Exclusion Policies.
Permanent Exclusion	Very serious or persistent misbehaviour	- Refer to Exclusion Policies.

Additional Notes

- The above strategies indicate the types of consequences that **may** be applied. The chart is not exhaustive or prescriptive.
- Consequences depend on factors such as the pupil's age, special educational needs or disabilities, cultural background, and personal circumstances.
- More serious or extreme behaviours may bypass earlier steps on the ladder.
- For one-off very serious incidents, the Headteacher may immediately suspend or permanently exclude a pupil.
- If a pupil misses learning time due to behaviour management, they are expected to catch up during their own time (e.g., break, lunchtime, or at home).
- Personal circumstances are always taken into account when choosing the Reflection and Restoration Step and associated consequence. Decisions are made case-by-case with regard to fairness.

4.5 Suspension and permanent exclusion

The schools 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 the trust policy for exclusions for more information.

4.6 Removal from class

Pupils may be temporarily removed from class following misbehaviour to support their regulation, but only after de-escalation strategies have been tried—unless the behaviour is extreme.

While removed, pupils will engage in purposeful learning supervised by staff, though it may differ from the standard curriculum. Removal supports safety, restores order, and provides space for pupils to regulate and re-engage.

This measure is time-limited, with reintegration planned as soon as it is safe and appropriate. Support will be offered to help pupils meet expectations, and parents/carers will be informed the same day.

For pupils repeatedly removed, the school will review its approach and consider additional support, such as:

- Individual support plans (e.g. One Plan, Regulation Plans)
- Input from enhanced provision
- Multi-agency involvement

All removals will be logged on CPOMS and parents will be informed.

4.7 Off-site misbehaviour

In line with **trauma-informed practice** and our **relationship-based behaviour approach**, we respond to off-site misbehaviour with an emphasis on connection, reflection, and restoring trust.

Consequences may be applied when a pupil misbehaves off-site while representing the school:

- (a) On a school trip
- (b) Travelling to and from school
- (c) Wearing uniform
- (d) Identifiable as a pupil of one of our schools

There are exceptions or other circumstances where a child's behaviour offsite may be challenged (in circumstances where (a), (b), (c) and (d) don't apply). The exceptions and other circumstances are defined as disrupting orderly running of the school. Examples are given in the list below (please note this list is not exhaustive):

- Attempting to hack the computer system
- Posing a threat to another pupil (this may be if a pupil threatens another child on the way to school or on social media etc.)
- Anything that adversely affects the reputation of the school

In line with **EEF guidance**, any response will be proportionate, consistent, and part of a wider relational strategy that supports emotional growth and behaviour reflection.

4.8 Online misbehaviour

Our response to online misbehaviour reflects the principles of **trauma-informed practice** and our **relationship-based approach** to behaviour. We recognise that online actions can impact emotional wellbeing, relationships, and a pupil's readiness to learn.

While the school promotes safe digital behaviour, **parents are responsible** for monitoring their child's device use and social media activity at home. Most social media platforms have a recommended age of 13, meaning **primary-aged pupils should not be using them**.

When online behaviour outside of school affects a child or the wider school community, we will:

- **Support families** and work together to address concerns
- Use **restorative and reflective approaches** to help pupils understand the impact of their actions
- Apply **clear and consistent boundaries**, following EEF guidance

The school may issue sanctions when online behaviour:

- Harms or threatens another pupil
- Disrupts school order or functioning
- Damages the school's reputation
- Identifies the pupil as a member of the school

Any response will be **proportionate and restorative**, focused on learning, rebuilding relationships, and preventing further harm. Consequences are only applied when the pupil is either on-site or during school activities.

5. Bullying

Our schools are committed to fostering a caring, inclusive environment where all pupils feel **safe, respected and ready to learn**. Bullying of any kind is not tolerated and is addressed through our trust ethos of **integrity, unity and empowerment**.

Rooted in **trauma-informed practice**, we recognise that bullying may stem from underlying distress or unmet needs. Our approach combines **accountability with understanding**, using **restorative strategies** to repair harm and rebuild trust, while ensuring those affected feel supported and heard.

Strong, positive relationships between pupils and staff are central to preventing bullying and promoting emotional safety. We are **TELLING schools**—all concerns are taken seriously and handled with care and urgency.

Bullying is defined as repeated, intentional harm where there is an imbalance of power. It may be:

- **Emotional:** excluding, tormenting
- **Physical:** violence or theft
- **Prejudice-based:** related to race, faith, gender, sexuality, disability
- **Sexual:** inappropriate comments, touching, image sharing
- **Verbal:** teasing, name-calling, spreading rumours
- **Cyber:** online abuse via messaging, social media or AI-generated content

We actively uphold the **Equality Act 2010**, ensuring inclusion for all.

6. Behaviour and SEND

6.1 Recognising the impact of SEND on behaviour

We recognise that a pupil's behaviour may be influenced by their special educational needs or disability (SEND). While not all misbehaviour is linked to SEND, each case will be considered individually.

Decisions around behaviour and SEND are guided by legal duties, including:

- Taking reasonable steps to avoid substantial disadvantage (Equality Act 2010)
- Using best endeavours to meet SEND needs (Children and Families Act 2014)
- Securing EHC plan provisions and cooperating with relevant bodies

In line with **EEF guidance on behaviour interventions** and our trauma-informed approach, we aim to anticipate triggers and implement proactive, personalised support. This includes using **positive adult-pupil relationships** and reasonable adjustments tailored to individual needs.

6.2 Adapting sanctions for pupils with SEND

When applying consequences, we adopt a reflective, restorative approach. Behaviour may be a form of communication—signalling unmet needs or emotional distress. Informed by **EEF's recommendations**, we prioritise co-regulation, emotional safety, and relational strategies over punitive responses.

Staff will assess:

- Whether the pupil understood the instruction
- Whether their SEND influenced their ability to respond appropriately
- Whether the behaviour was linked to their needs

Some pupils feel safer and more secure when supported by clear, consistent boundaries- this aligns with trauma-informed approaches that highlight the importance of predictable, trusting relationships. However, the impact on others will always be considered, ensuring fairness and safeguarding for all.

6.3 Identifying unmet or undiagnosed SEND

Where persistent behaviour issues arise, staff may work with the SENCO to explore unmet or unidentified SEND. Support may involve the Inclusion Partner, specialist teachers, educational psychologists, and the Local Offer.

For pupils with complex needs, we collaborate with families and professionals to develop and review personalised support plans.

6.4 Pupils with an Education, Health and Care (EHC) Plan

EHC plan provisions will be upheld in full. If behavioural concerns arise, we will consult with the local authority and, if needed, request an emergency review.

Contact: West Essex SEND Operations Team – 0345 603 7638

7. Safeguarding and behaviour

We recognise that changes in a pupil's behaviour may signal that they are in need of support or protection. In line with our **trauma-informed and relationship-based ethos**, we seek to understand the underlying causes of behaviour, rather than just the behaviour itself.

Where concerns arise, staff will consider whether the behaviour is linked to **actual or potential harm**, and respond accordingly by:

- Following the school's safeguarding and child protection policy
- Considering **pastoral support, early help**, or referral to children's social care

This approach reflects our commitment to building **trusting relationships**, ensuring every pupil feels **safe, seen and supported**.

For full safeguarding details, see the Trust Safeguarding and Child Protection Policy.

- **Pupil Transition**

Transitions—whether starting at one of our schools or moving on—are approached through a **trauma-informed and relationship-based approach**, recognising that change can be emotionally challenging for pupils.

New pupils are supported through a **welcoming induction** that introduces school routines, behaviour expectations, and values. Staff prioritise building **trusting relationships** and emotional safety, helping each child feel **seen, understood, and connected**—a foundation for successful integration.

To prepare pupils for the next phase of their learning, we provide **transition sessions** with new teachers and hold staff **handover meetings**. Behaviour and support information is shared thoughtfully to ensure **continuity of care**, in line with **trauma-informed practice** and **EEF evidence**, which emphasise the value of consistent relationships and predictable routines during times of change.

- **Training**

As part of whole school development, our staff are provided with regular training on managing behaviour, including training on:

- Trauma Perceptive Practice
- Restorative Approaches to Resolving Conflict
- The needs and backgrounds of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Safeguarding

Behaviour management will also form part of continuing professional development. We recognise that support staff (such as midday assistants, site managers and other support staff) require training to consistently respond to behaviour appropriately for each child.

- **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Deputy Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

- **Zero-tolerance approach to sexual harassment and sexual violence**

The schools will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The schools' responses will be:

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

The 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

Please refer to the Trust Safeguarding and Child Protection Policy for more information.

- **Malicious allegations**

If a pupil deliberately makes a false or malicious allegation against a member of staff or another pupil (including allegations of sexual violence or harassment), the school may apply appropriate disciplinary action in line with this policy.

Where an allegation is found to be unsubstantiated, unfounded, false, or malicious, the school—working with the Local Authority Designated Officer (LADO) where necessary—will consider whether the pupil needs support or if the allegation was a possible cry for help, in which case a referral to children's social care may be made.

The schools will also consider the pastoral needs of any staff or pupils affected by the allegation.

For further details, please see the Trust Policy, Dealing with Safeguarding Allegations Against Adults.

- **Use of Reasonable Force and Searching, Screening and Confiscation**

7.1 Reasonable force

Staff may use **reasonable force**, in line with DfE guidance, as a **last resort** to prevent a pupil from:

- Causing disorder or harm
- Damaging property
- Committing an offence

Any use of force must:

- Be **proportionate, minimal, and time-limited**
- Maintain safety and dignity
- **Never be used as punishment**
- Be **recorded on CPOMS** (using STAR analysis) and reported to parents/carers

Staff must consider vulnerabilities (e.g. SEND, mental health or medical needs) in line with **our trauma-informed approach and safeguarding practices**.

7.2 Searching and confiscation

Searches follow DfE guidance and can be conducted when a pupil is suspected of having:

- Prohibited items (see section 3)
- Items that could harm or disrupt school life

Searches are carried out by authorised staff, ideally:

- Of the same sex as the pupil
- With another adult present, unless there is an **urgent risk of serious harm**

Pupil belongings (bags, lockers, desks, etc.) may be searched. If consent is not given, staff may still search for **prohibited items**.

Confiscated items will be handled with care. Harmful or disruptive items may be returned following a discussion with senior leaders and parents/carers.

7.3 Before and after a search

Staff should:

- Explain the reason and process to the pupil
- Seek cooperation and assess any safeguarding concerns
- Inform the **DSL** if a prohibited item is found or safeguarding concerns arise

All searches and outcomes are **recorded**. Parents/carers are informed if a prohibited item is found or if significant consequences follow.

Regardless of outcome, the pupil's wellbeing is prioritised, and the **DSL will assess the need for support or referral**, aligned with **trauma-informed practice**.

7.4 Strip searches

Strip searches may **only be conducted by police**, not school staff, and only when absolutely necessary. Staff:

- Will assess the potential impact on the pupil's wellbeing before involving police
- Will contact parents/carers where possible
- Will remain present to **advocate for the pupil's welfare**

At least two adults (including an **appropriate adult**) must be present unless the pupil declines one. After the search, pupils are **supported emotionally**, and safeguarding actions are reviewed.

Records of strip searches are **monitored for trends**, and repeated incidents will trigger preventative planning.

7.5 Screening

Our schools do **not use screening technology or equipment** to search pupils.

- **Monitoring arrangements**

8. Monitoring and evaluating behaviour

Trust Level:

The Trust SENCo is responsible for monitoring behaviour across all schools within The Learning Partnership Trust. They will:

- Analyse behaviour data from each school termly
- Report to the Standards Committee on trends, concerns, and actions taken
- Support schools to implement behaviour strategies and training

School Level:

Each Headteacher is accountable for behaviour within their school and must ensure:

- This behaviour policy is implemented and followed within their school
- They have a designated Behaviour Lead who is responsible for:

Monitoring and analysing behaviour data on the following:

- ❖ Behavioural incidents, including removal from the classroom
- ❖ Attendance, permanent exclusions and suspensions
- ❖ Use of pupil support units, off-site directions and managed moves
- ❖ Incidents of searching, screening and confiscation
- ❖ Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)
- Reporting to the Headteacher and Governing Body termly
- Co-ordinating staff training on behaviour management

The data will be analysed every term by the Headteacher.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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.

9. Reviewing this policy

This behaviour policy will be reviewed by the Trust SENCO and then approved by the Trust Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

- **Legislation, statutory requirements and statutory guidance**

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools 2025](#)
- [Supporting pupils with medical conditions at school 2017](#)

- [Special Educational Needs and Disability \(SEND\) Code of Practice 2024](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people 2024](#)

In addition, this policy is based on:

- 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.

- **Definitions**

Misbehaviour is defined as (this list is not exhaustive):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Being unprepared for learning, such as not bringing required materials or not being mentally ready to engage
- Causing minor damage to school property or the property of others
- Dishonesty
- Purposefully showing unkind behaviours towards others
- Defying reasonable requests of school adults and being argumentative towards them

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, including
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These include but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes

- 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)
- Mobile phones (refer to each school's Mobile Phone or E-Safety policy for more information)

Behaviour intended as 'banter' or 'roasting' will be treated according to its impact, and may be considered serious misbehaviour if it causes harm, distress, or violates the school's values of respect and inclusion.

- **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Restraint policy
- Anti-bullying policy
- Managing safeguarding allegations against adults policy
- E-Safety Policy
- Mobile Phone Policy

Our Shared Code of Conduct

Our Code of Conduct demonstrates our School Values which will help everyone to Learn Without Limits.



The Right to Be Safe

Pupils should act in a safe and responsible manner, considering the wellbeing of themselves and others.



The Right to Equal Treatment

Pupils should treat others with kindness and fairness, following the principle: treat others as you would wish to be treated.



The Right to Be Respected, Heard, and to Express Opinions

Pupils should speak honestly and listen respectfully, value others' successes, and express themselves appropriately.



The Right to Learn

Pupils should be cooperative, responsible, and engaged learners—making the most of every opportunity and treating resources with care.









The Right to Feel Safe Making Mistakes

Pupils should embrace mistakes without fear of judgement and learn from them.

Recognising and Rewarding Positive Behaviours

The table shows examples of intrinsic recognition and extrinsic rewards that you may use to promote positive pupil behaviours:

Type	Examples	Purpose
Intrinsic Recognition	These help pupils feel proud, motivated, and valued <i>from within</i> .	Builds self-esteem and a sense of purpose.
<input checked="" type="checkbox"/> Verbal praise	“Great effort today!” or “You showed real kindness.”	Reinforces good behaviour and encourages repeat actions.
<input checked="" type="checkbox"/> Leadership roles	Classroom helper, playground buddy, Sports Captain, etc.	Fosters responsibility and ownership.
<input checked="" type="checkbox"/> Special privileges	Choosing the class book, sitting in a special seat, etc.	Builds trust and rewards reliability.
<input checked="" type="checkbox"/> Personal reflection	Time to celebrate progress (e.g. self-assessment or “What went well” notes)	Helps students value their own growth.
<input checked="" type="checkbox"/> Positive calls home	Teachers share success stories with parents/carers	Builds home-school connection and pupil pride.































Type	Examples	Purpose
Extrinsic Rewards	These are external motivators used to encourage and celebrate behaviour.	Useful for habit-building, especially in younger children.
 Certificates	Certificates for values, effort, or improvement	Public recognition of achievement.
 Stickers	Collecting stickers for positive behaviour	Visual and immediate reward system.
 Prize boxes	Small items for consistent positive behaviour	Motivating, especially for younger pupils.
 Golden time or choice time	Extra free time earned through good behaviour	Encourages ongoing positive choices.
 Lunch with the teacher/ headteacher	Special reward for outstanding behaviour	Builds relationships and motivation.
 Praise in assembly	Celebrating behaviour or achievements publicly	Encourages role-modelling and pride.

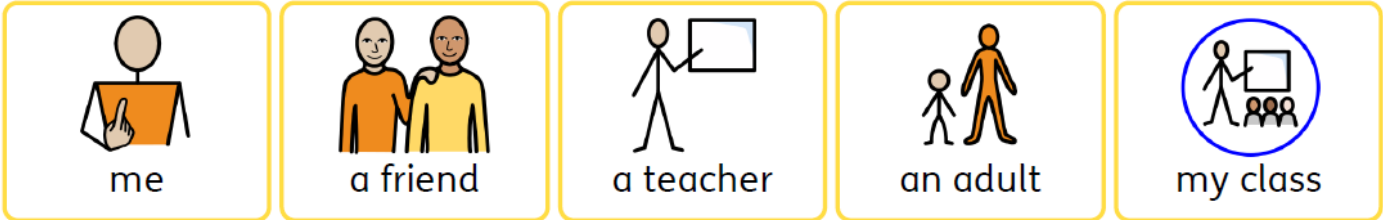
Restorative Conversations Key Questions and Sentence Stems

Purpose	Key Questions	Sentence Stems
1. Understanding What Happened	- What happened? - What were you thinking at the time?	"I saw that..." "I heard that..."
2. Exploring Feelings	- How were you feeling? - How do you think others felt?	"I felt..." "I think they might have felt..."
3. Understanding Impact	- Who has been affected? - How has this affected them?	"This has affected..." "It made them feel..."
4. Taking Responsibility	- What part did you play? - What could you have done differently?	"I realise that..." "Next time, I will..."
5. Repairing the Harm	- What do you think needs to happen to make things right?	"I can fix this by..." "I would like to say sorry for..."
6. Moving Forward	- How can we move on from this? - What support do you need?	"To move forward, I need..." "I'll try to..."

Lanyard version:

Purpose	Question
1. What happened?	"What happened?"
2. Thoughts & feelings	"How were you thinking or feeling?"
3. Impact on others	"Who has been affected and how?"
4. Taking responsibility	"What could you have done differently?"
5. Repairing harm	"What can you do to make things right?"
6. Moving forward	"What will you do next time?"

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 took my clothes off	 What happened?			 was rude
 swore				 wasn't ready
 didn't listen	 threw something	 ran off	 tore my work	 Something different
 worried	 fidgety	 confused	 angry	 sad
 irritated	 What were you thinking or feeling?			 excited
 giggly				 scared
 silly	 hungry	 thirsty	 anxious	 something different



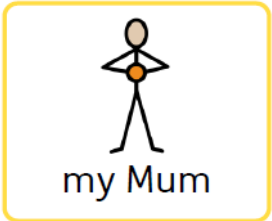
me

a friend


a teacher

an adult

my class

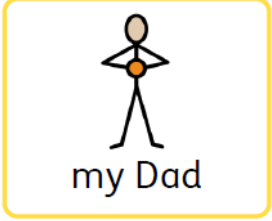


my Mum


Who has been affected?



other children



my Dad



group



my family



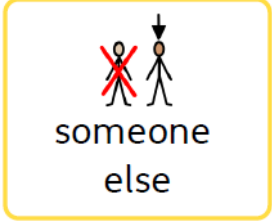
people in the community



pet



my carer



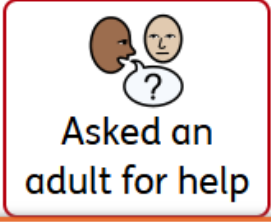
someone else



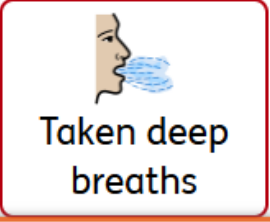
Used kind words



Walked away



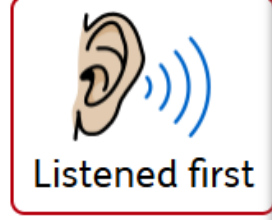
Asked an adult for help



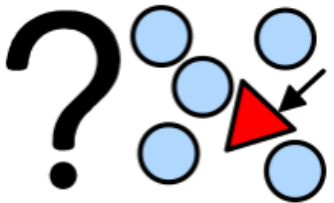
Taken deep breaths

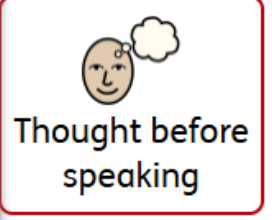


Stayed calm

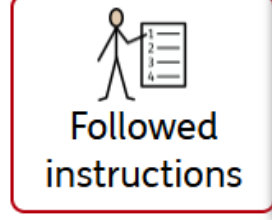


Listened first


What could you have done differently?



Thought before speaking



Followed instructions



Used my quiet voice



Waited my turn



Said sorry sooner



Kept my hands to myself



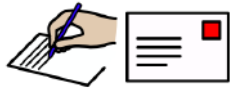
Shared nicely



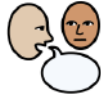
Made a better choice



write it down



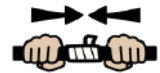
write a letter



talk to someone



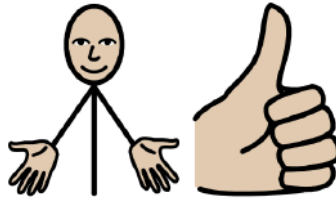
say sorry



fix something



get dressed



What needs to happen to put it right?



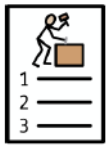
tidy up



thinking time



clean something



make a plan



practice



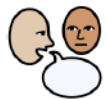
finish my work



movement break



something different



talk to an adult



ask to go outside



go to a calm space



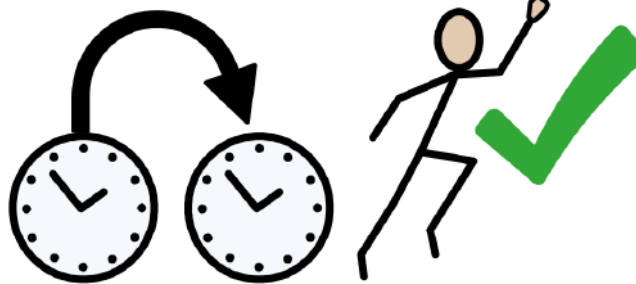
go for a run



get fidget toy



movement break



Next time I could..



1 2 3
count to 10



play with someone else



walk away



ask for help



take deep breaths



tell someone how I feel









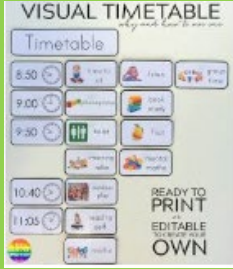




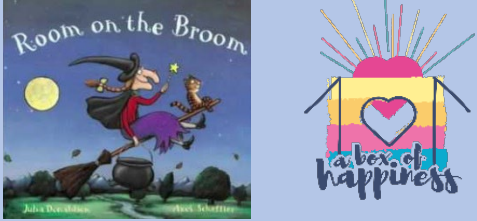
have a drink


















something different

Adult Response Plan in 5 Steps				
Known stressors:	Known de-stressors (things that can help regulate):			
Measures to reduce stress:				
Level 1 <i>Calm and Engaged Upstairs Brain</i>	Level 2 <i>First signs things are going wrong - Alert Stage</i>	Level 3 <i>Moving into Downstairs Brain Becoming dysregulated</i>	Level 4 <i>In Downstairs Brain Dysregulated</i>	Level 5 <i>In fight or flight mode Upstairs brain offline.</i>
BEHAVIOURS (what this looks like)	BEHAVIOURS (what this looks like)	BEHAVIOURS (what this looks like)	BEHAVIOURS (what this looks like)	BEHAVIOURS (what this looks like)
What is being communicated:	What is being communicated:	What is being communicated:	What is being communicated:	What is being communicated:
Linked interventions from SEMH provision map				
Date	Who	What	Impact	

My Self-regulation Plan (example)

	<p><u>How best to soothe myself:</u></p>		
			
	<p><u>How best to soothe myself:</u></p>		
			
	<p><u>How best to maintain:</u></p>		
			
	<p><u>How best to re-energise and give myself hope:</u></p>		
			

 <p>Breathe in and out together</p>	 <p>Use a calm voice</p>	 <p>Sit beside</p>	 <p>Offer a hand to hold</p>	 <p>Mirror their body language</p>
 <p>Go for a short walk</p>	 <p>Co-regulation</p>			 <p>Use grounding (5 things you see, 4 you hear...)</p>
 <p>Count slowly together</p>				 <p>Give them space</p>
 <p>Name the feeling</p>	 <p>Offer a drink or snack</p>	 <p>Use a calm-down object</p>	 <p>Rock slowly or sway together</p>	 <p>Speak softly and slowly</p>

 <p>Take deep belly breathes</p>	 <p>Count to ten slowly</p>	 <p>Squeeze a stress ball</p>	 <p>Ask for a movement break</p>	 <p>Use positive self-talk</p>			
 <p>Hug a soft toy</p>	 <h1>Self-regulation</h1>			 <p>Draw a doodle quietly</p>			
 <p>Listen to calming music</p>				 <p>Blow out 5 'candles' (fingers)</p>			
 <p>Name the feeling</p>				 <p>Ask for a drink or snack</p>	 <p>Walk away and find help</p>	 <p>Stretch or move gently</p>	 <p>Think of a happy place or time</p>



Rainbow Finger Labyrinth

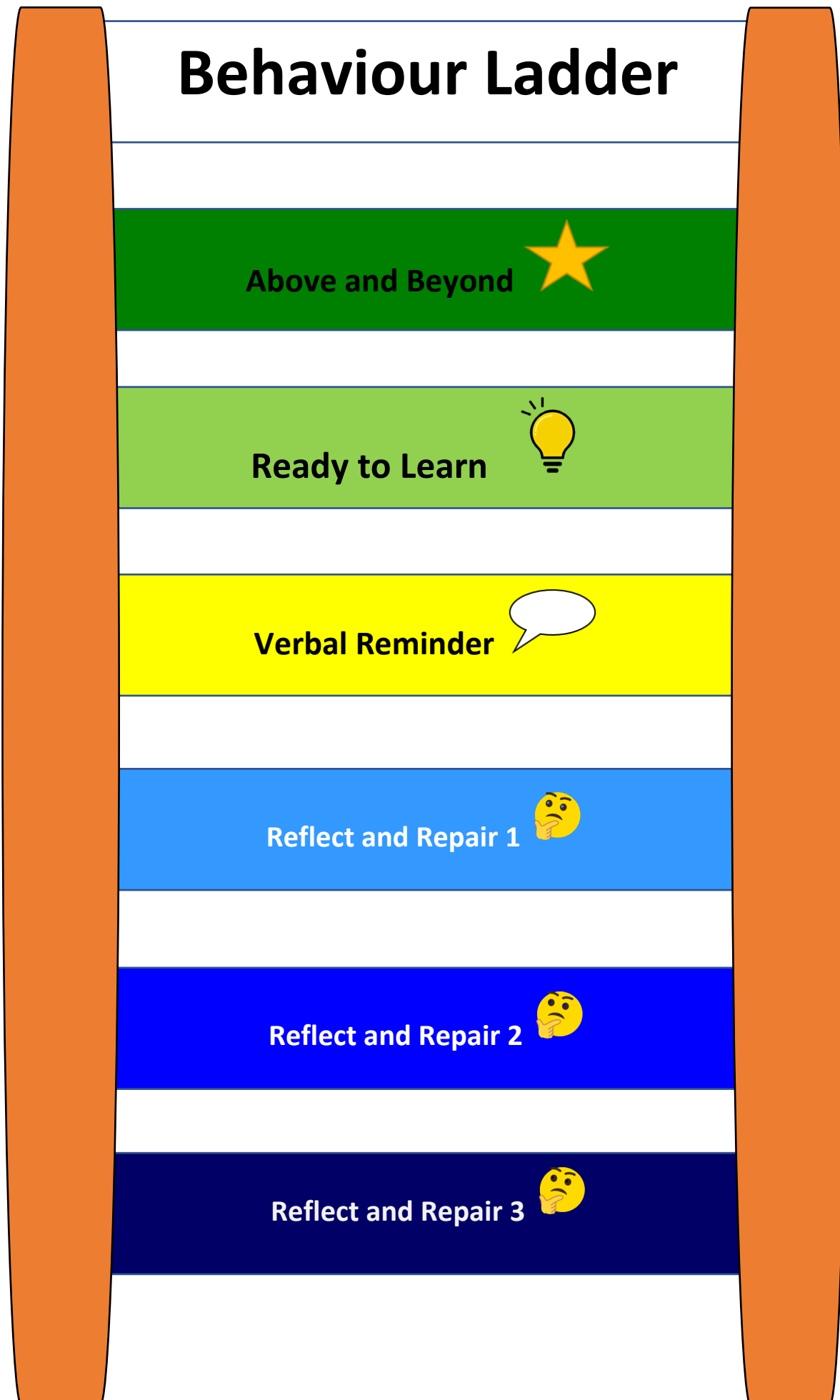
This Finger Labyrinth is a winding path for you to trace to relax and calm your body. Start by taking deep breaths and focus on the start of the rainbow labyrinth. Put your pointer finger at the start and slowly trace the path, clearing your mind from outside thoughts. Place all your focus and concentration on the winding path.

When you get to the center of the rainbow path, take deep breaths and reflect on how you are feeling. Use your finger, to retrace the path back to the starting point.

When done, take deep breaths and think about how you are feeling.



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Behaviour Ladder

Above and Beyond



Ready to Learn



Verbal Reminder



Reflect and Repair 1



Reflect and Repair 2



Reflect and Repair 3



Above and Beyond



Keep going! Feel proud of your positive behaviour choices!

Ready to Learn



Keep going! Feel proud of your positive behaviour choices!

Verbal Reminder



- "This is a verbal reminder"
- Calm down and reflect.
- Get back to the Green Zone.

Reflect and Repair 1



"This is step 1."

As Verbal reminder, and:

- Reflect (usually in class) and repair relationships

Reflect and Repair 2



"This is Step 2." As Step 1, and:

- Parents are informed so they can support you to make positive choices

Reflect and Repair 3



"This is Step 3." As Step 2, and:

- You will reflect and repair with a Senior Leader in the school (Often outside of class)

Setting

Describe the specific situation

When and where? Day, date, time, place

What? Task type - self-selected, adult-led, group time, transition.

Personal settings – could the child be hungry, thirsty, tired, unwell, too hot / cold, in pain

Trigger

Describe what was happening and who was involved.

What appeared to start the behaviour? E.g. sensory needs, environmental changes.

Were there interactions with other children / adults?

Action

Describe the action taken by the child and supporting adults.

What did the child do / say?

What did the adults do / say?

How did other children react?

Result

Describe the outcome.

What happened as an immediate result of the behaviour?

How long did it take for the child to regulate?

Possible Positive Behaviour Communication

- Unpick what the child was trying to communicate or the function they have accomplished.
- What was the individual trying to convey? I'm overwhelmed / my sensory needs are not being met / I'm anxious / I can't put my feelings into words or explain what I mean / I don't know what to do / I'm frustrated / my brain is in 'fight or flight' mode / something significant has happened in my life which I don't understand or like / things are tricky at home / I need attention, help or support / last time I did this an adult gave me what I wanted.
- What do you think the child might be getting out of behaving in this way?
- What do you think other children / adults might be getting out of her /him behaving in this way?
- What did you / they learn?
- What skill would the individual need to prevent this happening again