METHERINGHAM PRIMARY SCHOOL

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Policies, Procedures, Regulations and Guidance

Document Title:	Behaviour Policy
Date Effective From:	October 2026
Date of Last Review:	September 2026
Date of Next Review:	September 2027
Approved by:	Full Governors

Version Control Table *[To be updated as required]*

Version Number	Date Authorised	Summary of Key Changes
2	September 2024	No changes
3	March 2025	• Bullet point added on behaviour outside of school hours and sanctions 'Has occurred online out of school hours and poses a risk to a student's ability to feel safe, learn, or participate fully in school life'
4	September 2025	• Full Review • Values updated • Restorative and relational practice featured throughout • Adaptations to policy • Current school practice/strategies

5	September 2026	• Explanation on regulation and what this looks like for children, staff and safety. • Added a section on individual risk assessments for school visits. • Added a section on co-regulation. • Added a section on preparation for school visits when behaviour is a concern/risk. • Reviewed micro-routines with staff

Metheringham Primary School.

Behaviour Policy.

Introduction.

This policy sets out the expectations of behaviour at Metheringham Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We believe that positive relationships are the foundation for effective learning and a safe, supportive school community. Our Behaviour Policy is built on a relational approach and the principles of restorative practice, recognising that behaviour is a form of communication and that all members of our school community deserve to feel valued, respected, and understood.

We aim to foster an environment where children develop self-regulation, empathy, and resilience, and where staff model the values and behaviours we expect. By focusing on relationships, we nurture a culture of mutual respect and belonging, enabling every child to flourish academically, socially, and emotionally.

Ethos

Our school ethos is rooted in the belief that strong, respectful relationships are key to children's success and wellbeing. We strive to create a community where emotionally consistent adults provide security and trust, helping pupils feel safe, understood, and ready to learn. A recognition culture celebrates effort, progress, and positive choices, encouraging children to repeat behaviours that build a thriving learning environment. Through restorative practice, we support pupils to repair harm, rebuild relationships, and learn from mistakes. Our commitment to relational practice ensures that every interaction—whether between staff, pupils, or families—reinforces connection, empathy, and shared responsibility for maintaining a safe and respectful school climate.

Aims.

- Promote a safe, caring and inclusive environment where everyone feels respected and supported.
- Build strong, trusting relationships between pupils, staff, parents, and carers.
- Encourage pupils to take responsibility for their behaviour and its impact on others.
- Support children to develop self-regulation, empathy, and positive social skills.
- Use restorative approaches to repair harm, rebuild relationships, and resolve conflict.
- Recognise and celebrate positive behaviour, effort, and achievement.
- Ensure clear, consistent expectations and responses to behaviour across the school.
- Work in partnership with families and external agencies when needed to support children effectively.

Standards of behaviour

High standards of behaviour are essential for a happy, safe, and productive learning environment. We expect pupils to treat others with kindness, courtesy, and respect, and to take responsibility for their actions. Staff are committed to modelling these behaviours, setting clear expectations, and responding fairly and consistently. Everyone in our school community has a role in upholding our shared values, creating a culture where positive behaviour is noticed, encouraged, and sustained, and where mistakes are seen as opportunities for reflection, learning, and growth. We want our children to do the right thing, because it's the right thing to do.

We therefore celebrate and encourage the following school values:



Classroom Management

"Behaviour is significantly improved when pupils feel good about themselves, are fully engaged in their learning and are experiencing regular success" *Mike Hughes _ Strategies for closing the learning gap.*

Effective classroom management is essential to creating calm, purposeful learning spaces where all children can thrive. Staff establish clear, well-understood routines that provide structure, consistency, and predictability for pupils throughout the school day. These routines help children to feel secure and confident in their environment, enabling them to focus on learning and positive relationships. By embedding consistent expectations and procedures, we support pupils to take ownership of their behaviour, engage fully in lessons, and contribute to a respectful, orderly classroom culture.

Details of our whole-school micro routines—which outline shared expectations for key transitions, greetings, movement, and learning behaviours—can be found in **Appendix A**.

Unacceptable behaviours

While our emphasis is on building positive behaviour through relationships, routines, and restorative approaches, there are occasions when pupils may display behaviour that is unacceptable. We aim to respond proportionately, with a focus on understanding underlying needs and helping children to learn from their actions, while maintaining high expectations to ensure the safety and wellbeing of all.

<u>Misbehaviour is defined as:</u>

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of learning
- Not following instructions or routines
- Disrespectful or unkind language towards others
- Minor damage to property through carelessness
- Poor attitude
- Incorrect uniform

<u>Serious misbehaviour is defined as:</u>

- Persistent low-level disruption
- Physical aggression towards others (hitting, kicking, biting)
- Verbal abuse, including swearing or threatening language
- Any form of bullying, harassment, or discriminatory behaviour
- Deliberate damage to property or theft
- Persistent defiance of adult direction
- Leaving class or school without permission
- Sexual violence (rape, assault by penetration, or sexual assault (intentional sexual touching)

- Sexual harassment (unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting)
- Smoking or vaping
- Possession of any prohibited items. These are:
    - 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)

Low-Level Disruption

Low-level disruption refers to behaviours that interfere with teaching and learning but are not necessarily dangerous or aggressive. Examples include chatting at inappropriate times, fidgeting, calling out, or minor attention-seeking behaviours. While these behaviours may seem minor, they can accumulate and disrupt the learning environment if not addressed consistently. Staff respond using relational strategies, gentle reminders, and redirection, focusing on maintaining engagement, restoring focus, and reinforcing positive routines. By addressing low-level disruption promptly and calmly, we help pupils understand expectations while preserving the positive climate of the classroom.

If persistent low-level disruption occurs, even after reminders and re-direction, additional support strategies are implemented:

- -Time to self-regulate in a designated space in or outside the classroom (regulation station)
- -Co-regulation with a safe adult
- -Pastoral support through targeted interventions

Sexual harassment and sexual violence

The school 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 school's response 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 (pupil voice will always be sought and considered)
- 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 our child protection and safeguarding policy for more information.

Sanctions in relation to sexual harassment

The response to each incident will be proportionate. Some incidents may be dealt with through education, curriculum and support in understanding respect. More serious incidents may be dealt with through sanctions listed in this behaviour policy and actions listed in our Safeguarding and Child Protection Policy which include contacting The Police and Early Help referrals.

We will always balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Consideration will be given to:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • 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)

More information on the school's approach to bullying is outlined in the schools anti-bullying policy. All forms of bullying will not be tolerated, and procedures set out in our anti-bullying policy will be actioned immediately.

Out of school incidents

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Has occurred online out of school hours and poses a risk to a student's ability to feel safe, learn, or participate fully in school life

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

School visits and extra-curricular activities

At Metheringham Primary School, we believe that participation in school trips and extra-curricular activities provides valuable educational and social opportunities for pupils. We also recognise the importance of maintaining a safe and conducive learning environment for all pupils and staff. Therefore, this policy establishes guidelines regarding the eligibility of pupils to participate in school trips or extra-curricular activities based on their behaviour in school.

1. Eligibility Criteria:

- All pupils are encouraged to participate in school trips, which are designed to enhance their educational experience and promote personal growth.
- To be eligible for a school trip or extra-curricular activity, pupils must demonstrate appropriate behaviour and adherence to the school's behaviour policy

2. Behaviour Assessment:

- Pupils' behaviour will be assessed by SLT and teachers, staff based on the school's established behaviour policy.
- Inappropriate behaviour may include but is not limited to: repeated disruptive behaviour, disrespect towards teachers or peers, bullying, aggression, violation of school policies, or any behaviour that jeopardizes the safety and well-being of others.

3. Inappropriate Behaviour:

- Pupils who do not display appropriate behaviour in school may face consequences, including the possibility of being ineligible for upcoming school trips.
- Some children may need a personal risk assessment drawn up and added to the educational visits risk assessment. This will be determined by their presenting behaviour, observations over time and any PSP plans in place.
- Some children may need extra preparation for school visits. This may include exploring the timetable of the day, viewing where they are going with a member of staff (websites/leaflets) or using social stories. Close working with parents is also essential.
- The decision regarding eligibility for a school trip or extra-curricular activity will be made by the Headteacher, taking into account the severity and frequency of the pupil's inappropriate behaviour.

c. Parents or guardians will be informed promptly if their child's behaviour puts their eligibility for a school trip at risk.

We believe that this policy will help maintain a positive and respectful learning environment while encouraging pupils to understand the importance of appropriate behaviour. By participating in school trips, pupils can actively engage in experiential learning opportunities that foster personal growth and cultural understanding.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

All staff will promote our three school rules of Ready, Respectful and Safe.

Our rules and procedures will:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

Each Early Years and Key Stage One class has a pictorial behaviour chart suited to the needs, interests and maturity of the pupils in that class. All children will have a named peg and start the day on a positive stage (for example the sun in Early Years). They can move up the behaviour chart when they are praised for good behaviour and/ or good learning. Once a child reaches the highest point on the behaviour chart, they will be awarded a house point. Good behaviour in and around school can also be rewarded by pegs being moved up from all adults in school and from the mid-day staff for good behaviour at lunchtimes.

In Key Stage Two children earn house points for good behaviour, learning and attitudes. At this stage, relentless routines are expected and therefore not rewarded. House points are given for going above and beyond school expectations. Details of whole school reward criteria—can be found in **Appendix B**.

At the end of each week, house points will be counted and revealed in our achievement assembly.

Reminders and Sanctions

If a child is not following the school rules, the following should be used;

The 5 R's

1. **Reminder** of expectations
2. Second **reminder**
3. **Reflection** time at the designated regulation space
4. **Restorative** conversation
5. Time to **repair** the situation with the person/s impacted

Restorative Conversations

Restorative conversations are used to help pupils reflect on their behaviour, understand its impact, and develop strategies for making amends. The structured approach ensures the conversation is calm, respectful, and focused on learning:

1. **What has happened?** – The pupil explains their actions in their own words, helping them take responsibility and articulate the situation.
2. **Who has been impacted?** – Pupils consider the effects of their behaviour on others, fostering empathy and awareness of the wider community.
3. **What needs to happen now?** – Together, staff and pupils identify actions to repair harm, restore relationships, and prevent future incidents.

This approach encourages accountability, empathy, and problem-solving, reinforcing the relational and restorative ethos of the school.

Regulation:

Not all children will have the skills to self-regulate and therefore a member of staff may need to be present to support through co-regulation. This would usually take place in an agreed area within or near the classroom. Where a child is displaying heightened behaviours or is presenting with fight or flight behaviours, they may need access to a private space to regulate. This may be a private room away from the classroom to give them space and time to regulate whilst maintaining their dignity and safety. This will also allow for the orderly running of the classroom.

Sanctions:

Sanctions are used proportionately and consistently to maintain standards of behaviour and protect the wellbeing of all members of the school community. They are designed to be constructive rather than punitive, helping pupils understand the consequences of their actions while supporting positive behavioural change. Examples of sanctions may include:

- Verbal warnings or reminders of expectations.
- Loss of privileges (e.g., playtime, responsibilities).
- Reflection time within the classroom or designated space.
- Restorative conversations.

- Repairing harm or making amends, such as apologies or completing a task to address the impact of behaviour.
- Involvement of pastoral staff, leadership team, or parents for repeated or serious incidents.

Sanctions are always used alongside supportive strategies, including restorative conversations, co-regulation, and pastoral support, to ensure pupils learn from the experience and re-engage positively with the school community.

Suspensions and Permanent Exclusion

In cases of serious breaches of the Behaviour Policy, where the safety, welfare, or learning of pupils and staff is significantly affected, the school may consider suspension (fixed-term exclusion) or, in extreme cases, permanent exclusion. These measures are used as a last resort and are in line with statutory guidance. Further details are set out in the school's Suspension and Exclusion Policy.

Suspension (Fixed-Term Exclusion):

- Used to provide a short-term period for reflection, ensure safety, and allow time for reintegration planning.
- Parents are informed immediately and provided with written reasons for the suspension.
- A reintegration meeting is held with parents, the pupil, and school staff before the pupil returns, ensuring clear expectations and support for future behaviour.

Permanent Exclusion:

- Considered only for the most severe or repeated breaches where allowing the pupil to remain in school would seriously harm the education or welfare of others.
- Parents are informed immediately and provided with the right to appeal in accordance with statutory procedures.

The school will always ensure that decisions on suspension or permanent exclusion are fair, consistent, and proportionate, taking into account the pupil's individual circumstances, including any SEND or vulnerabilities. Support strategies, such as pastoral support or referrals to external agencies, are considered before and alongside exclusion measures to provide pupils with opportunities to improve behaviour and reintegrate successfully where possible.

Escalation through specialist support and the Lincolnshire Ladder

Where poor behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Any child displaying persistent behavioural problems will be referred to the Pastoral Team. They will work with the class teacher, child and family to identify strategies of support. Inhouse strategies may include:

- Accessing daily sensory circuit and sensory breaks
- Adapted playtimes
- A 6-week block of intervention from our Behaviour and Family Mentor

- Adaptations within the classroom (Fidgets, cushions, positioning, work station, first and next approach etc)
- Therapy
- Early Help Assessments
- Team Around the Child
- Pastoral Support Plan
- Risk Assessment
- Positive Handling Plan
- Uniform adaptations
- Sensory profiles

School can also access additional specialist help and advice from the Educational Psychologist or Emotional and behavioural Support Service may be necessary. Parents will be involved with this process at all times.

The school will also access the support of the Behavioural Outreach Support Services (BOSS) at Lincolnshire County Council if a pupil's behaviour and needs requires support from external specialists. The BOSS team will support the pupil, school and the pupil's family in trying to deal with challenging behaviour. Before BOSS is involved, a referral form with need to be completed by the school and the parent together. BOSS and the School will follow the Lincolnshire ladder of Behavioural Intervention as stated in the 'Inclusive Lincolnshire' strategy. An outcome of this support could be that a pupil may be offered alternative provision placement in specialist behaviour provision. This would be a time-limited intervention for pupils at the point of permanent exclusion.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's needs, although we recognise that not every incident of misbehaviour will be connected to their special educational need. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?

- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

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

For pupils with SEND, all sanctions and behaviour strategies may be adapted to meet their individual needs. Staff consider the child's communication, sensory, emotional, and cognitive needs when responding to behaviour. Adaptations may include:

- Using visual cues, social stories, or concrete examples to explain expectations and consequences.
- Allowing additional time or alternative spaces for regulation when pupils are dysregulated.
- Adjusting the nature of sanctions to be meaningful and achievable for the child.
- Increased use of co-regulation and targeted support from the Pastoral Team.
- Individual behaviour or support plans that provide proactive strategies to prevent repeated low-level disruption.
- Collaboration with families, therapists, or external agencies to ensure consistent approaches across settings.

These adaptations ensure that pupils with SEND are supported fairly and effectively, enabling them to develop self-regulation and positive behaviour in line with their peers.

Forest School

When accessing Forest School, children are expected to follow the same high standards of behaviour as within the school environment, with additional expectations linked to outdoor learning and safety. Children are supported to understand that the forest area is a shared space and must be respected at all times. This includes using equipment safely, moving with care and awareness of others, listening carefully to adult instructions, and responding immediately to safety signals such as "stop" or "freeze." Positive behaviour is encouraged through clear routines, praise, and opportunities for responsibility. Any unsafe or disruptive behaviour that could put a child or others at risk will result in removal from the activity until they are able to re-engage safely. Staff will model calm, respectful communication and promote problem-solving, teamwork, and care for the natural environment to help children develop self-regulation and responsible outdoor behaviour.

Communication and Parental Partnership

Clear communication and a positive partnership with parents are essential in promoting and maintaining high standards of behaviour. When a child's behaviour causes concern, it is important that all staff working with the child are aware of the situation and the steps being taken to address it.

A Behaviour Support Plan may be created collaboratively by the Behaviour Mentor, class teacher, and parents, with the class teacher serving as the key professional responsible for the child's welfare and initial communication.

Engaging parents in school life helps build trust and ensures a shared understanding of behaviour expectations and strategies. Early communication with parents allows for discussion of concerns and

active involvement in planning appropriate responses, including restorative measures or further disciplinary action if required. By working together, the school and parents can provide consistent guidance and support, reinforcing positive behaviour and addressing challenges effectively.

Monitoring and Review

Where a behaviour incident has occurred then it should be clearly recorded using CPOMS to ensure all relevant members of staff are made aware of the situation. The incident should be alerted to the class teacher, SLT and SENCo via CPOMS. The child's exact words actions and should be recorded factually.

The Head Teacher monitors the effectiveness of this Policy on a regular basis and reports back to the Governing Body regarding the effectiveness, and if necessary, makes recommendations for further improvements. The Governing Body therefore has the responsibility of setting down the guidelines on standards of behaviour and of reviewing the effectiveness of the Policy.

This policy has been drawn up working alongside our pupils who have shared their views on behaviour in school and on appropriate rewards and sanctions. These views have been incorporated in this policy.

This policy should be read alongside the Anti Bullying and Harassment Policy and also with the Safeguarding Children and Young People Policy.

This policy will be reviewed every year or earlier if required.

Last reviewed: September 2026

Appendix A

Micro Routines and Transitions

Micro Routine	Expectation/Action
Meet and Greet	• Adults arrive at the classroom before the children • Children enter the room when they arrive (avoid lining up in corridors) • Adult greets the children positively and gives clear instructions
Classroom Transitions	• Appropriate time is given • Move calmly and quietly around the room • Follow instructions immediately • Maintain personal space and safety (tucking in chairs, moving in groups not on mass etc)
Whole school transitions (**moving your class on mass from one space to another**)	• Walk in single file • Hands by side or behind backs • Lines are **silent** when moving around school. On the left-hand side • Respect displays and resources • Adult at the front of the line • No eating or drinking whilst moving around
Transitions around school **(individual or small group)**	• Walk • Hands by side or behind backs • Quiet voices
Lining up	• Stand calmly in line with hands by sides/behind back • Maintain personal space • Wait silently for instructions • Ready for next task
Use of cloakrooms/toilets	• Small groups sent at a time • Direct adult supervision • Walk calmly and quietly (small groups) • Leave the space tidy and safe for others to use
Sitting in seats	• Back up straight • Chair tucked in • Feet on the floor • Good posture
Playtime	• Whistle 1 – stand still, no talking, get down from equipment • Adult waits for the above to happen • Whistle 2 – walk to the line, stand in single file, • Whistle 3- stop talking and stand silently • One adult goes inside with the first group. • One adult to support with behaviour and making sure all children are following expectations (Go inside with the first line to monitor this)

	Children may quietly talk on the way to the inside door. They must be silent when moving on mass once they have entered.

Appendix B

Examples of Whole School Rewards and Sanctions

Behaviour Type	Reward / Positive Response	Sanction / Intervention	Notes / SEND Adaptations
Positive Behaviour	• Verbal praise • House points • Certificates • Stickers • Pride of Metheringham Award • Verbal recognition • Peg up		Rewards can be adapted to suit SEND preferences; e.g., visual rewards, immediate praise, adapted to suit interests
Low-Level Disruption	• Gentle verbal/non-verbal reminder • Positive reinforcement • Redirecting to task • Second reminder Use of regulation station	• Reminder of expectations • Reflection time at regulation station • Restorative conversation • Time to repair (complete learning, conversation with those impacted)	For SEND, use visual cues, co-regulation, or extra support instead of repeated verbal warnings. Pause folders
Persistent Low-Level Disruption	• As above • Verbal encouragement when returning to task • Reinforce small successes	• Regulation station • Change of space (Partner Classroom, The Den) • Co-regulation support • Sensory Break • Pastoral support • Follow pastoral support plan • Restorative conversation when appropriate • Time to repair (complete learning,	Adjust expectations based on individual needs; consider sensory breaks, structured support, safe spaces.

Behaviour Type	Reward / Positive Response	Sanction / Intervention	Notes / SEND Adaptations
		conversation with those impacted)	
Mis-behaviour	• Restorative conversation • Opportunity to repair harm- Praise when positive choice made	• Behaviour reflection sheet (KS2) • Regulation time (self or co) • Change of space • Restorative conversation • Time to repair (complete learning, conversation with those impacted) • Loss of privileges • Parent contact	Consider individualised behaviour plan; adjust time-outs or reflection tasks for SEND.
Serious Mis-behaviour	• Restorative conversation when safe and ready • Recognition for positive choices	• Safe space • Regulation (self or co) • Pastoral support • Behaviour support plan followed • Possible suspension following policy • Parent contact • Re-integration techniques to restore and repair	SEND adaptations may include alternative safe spaces, co-regulation, adjusted expectations, policy adaptations.
Extreme / Dangerous Behaviour	N/A	• Fixed-term suspension or permanent exclusion (in line with school policy) • Immediate pastoral / leadership intervention	Consider SEND needs in risk assessment; ensure communication and support from multi-agency teams.

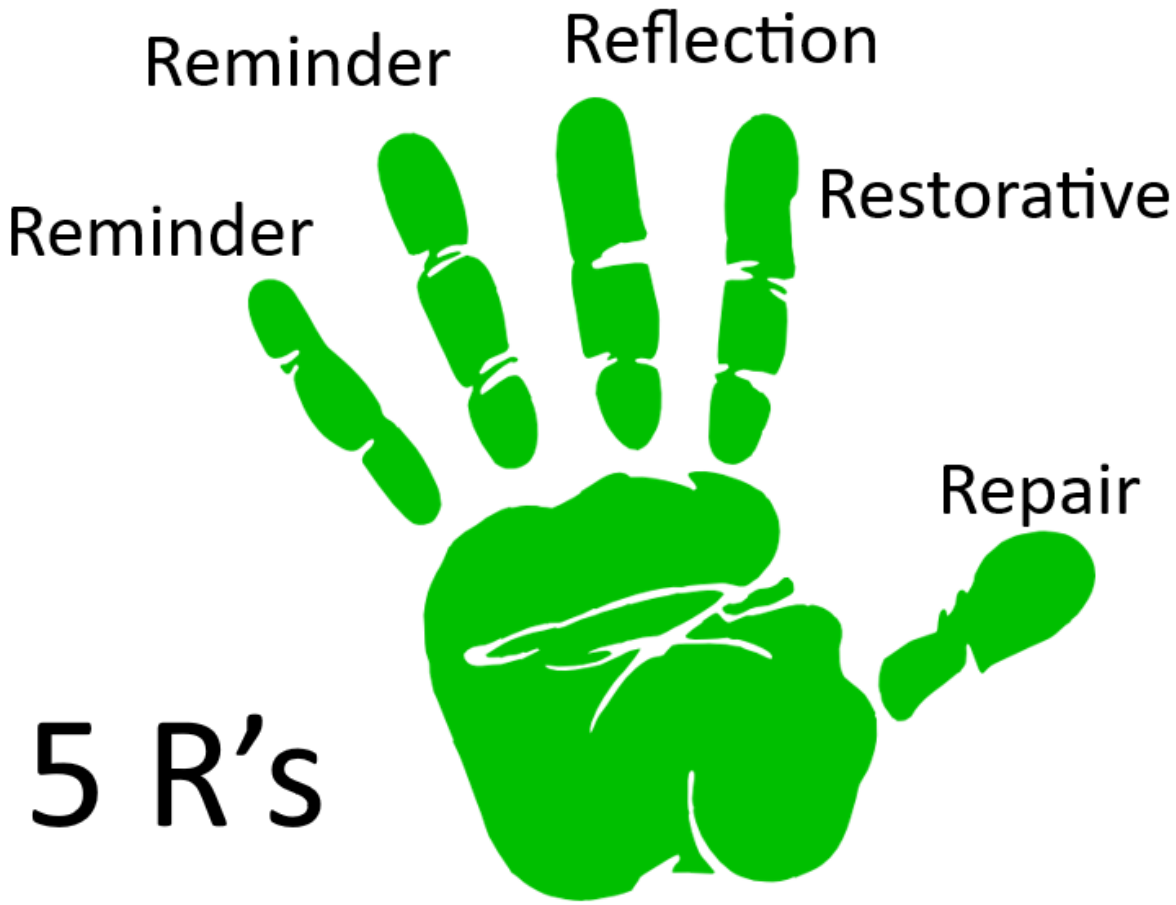
Notes:

1. Rewards are applied immediately when positive behaviour is observed to reinforce learning.

2. Sanctions are proportionate, consistent, and relational, always considering the pupil's context and needs.

3. Restorative conversations are used alongside sanctions to repair harm and teach positive behaviour.

4. SEND pupils may require adapted expectations, rewards, or interventions.



<table>
<tr>
<td><u>Adult Behaviour</u>
Consistent, calm and fair
First attention to the best conduct
Recognise ‘Relentless Routines’
Refer to and model the school rules and values
Listen and respond</td>
<td rowspan="2"><u>Phrases you would expect to hear</u>
One voice
Kind hands
Kind words
First, … Next, …
I’ve noticed...
I need you to...
I know you will...
I know you are...
… thank you for...
Ready…respectful…safe
You are safe..
I am here to help…

‘Do the right thing because it’s the right thing to do’</td>
<td><u>3 Rules</u>
Ready
Respectful
Safe</td>
</tr>
<tr>
<td><u>Relentless Routines</u>
Use good manners
Use a person’s name when you are speaking to them
Ready, respectful and safe

<u>We recognise positive behaviour by:</u>
Praise and recognition
Peg up (EYFS/KS1) - individual and class
House points
Achievement awards</td>
<td><u>5 School values</u>
Honesty
Kindness
Pride
Curiosity
Courage</td>
</tr>
<tr>
<td colspan="3">We believe in giving every child support and respect.
We believe that all behaviour is a form of communication, so every effort is made to understand it.
Consequences begin with a conversation that aims to support and improve the child’s behaviour.
All responses to behaviour will be immediate, appropriate and consistent.</td>
</tr>
<tr>
<td colspan="2"><u>The 5 R’s</u>
1. Reminder of expectations
2. Second reminder
3. Reflection time
4. Restorative conversation
5. Repair</td>
<td><u>Micro scripts</u>
• "I can see that you're feeling…..
• “Let's take a moment and think about what we can do next….”
• "Remember our rule about.. I need you to….."
• "What happened here, and how do you think it affected others?"
• "You can either…. Or….. Which one will you choose?"
• "Let's take a minute together to calm down before we continue. I’m here to help you."
• "Thank you for…... That really helps everyone learn."</td>
</tr>
<tr>
<td colspan="2"><u>Serious breaches</u>
Intentional physical aggression/contact
Any form of Bullying
Damage to property/theft
Deliberate, offensive language or verbal abuse
Extreme defiance
Persistent disruption of teaching and learning
Sexual violence or harassment
Smoking or vaping
Possession of any prohibited items.</td>
<td><u>Restorative Conversations</u>

1. Tell me what happened? (story telling)
2. Who has been affected? (Impact)
3. What needs to happen now? (Solution)</td>
</tr>
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