



Overthorpe C of E Academy

Behaviour for Learning Policy

(including EYFS behaviour policy)

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Overthorpe C of E Academy: Behaviour for Learning Policy

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Overthorpe C of E Academy: Behaviour for Learning Policy

*“At Overthorpe, we are one family.
We nurture the courage
and skills to fly higher than the flock,
whilst building a nest together –
a place of knowledge, character and faith
to come home to.”*

This Policy is written to reflect the chosen aims and Christian values of our Academy.

- Friendship
- Forgiveness
- Hope
- Trust
- Endurance

As an Academy, we strive to show these values *Every Day in Every way*.

What are the aims of the Behaviour for Learning Policy?

- To help each child to feel happy, safe and secure in the school.
- To encourage children/staff, whilst learning and developing in a Christian environment, to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, uniqueness and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

Behaviour Principles

At Overthorpe we believe that pupils need to demonstrate positive behaviour for learning and be assisted in doing so, by the school providing an engaging, purposeful curriculum that encourages positive learning attitudes.

We expect everyone – staff, pupils, parents/carers, governors and visitors to behave in a way that is consistent with our core Christian values.

Where behaviour goes against these values, it needs to be challenged in a way that is consistent with them.

We believe that pupils learn to behave appropriately, partly through how adults model that behaviour and respond to inappropriate behaviours. As part of this belief, we adopt a calm and positive approach that seeks to not only deal with inappropriate behaviours, but uncover the reasons behind them.



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Our expectations about behaviour are guided by four basic understandings:

- **Behaviour communicates meaning;** responses that are informed by an awareness or hypothesis about that meaning tend to be the most effective.
- **Behaviour is learned;** responses that focus on unlearning, relearning or learning alternatives tend to be the most effective.
- **Behaviour is more often than not sub-conscious;** responses that are thought through, not reactive, tend to be the most effective.
- **Behaviour predominantly occurs in social contexts;** responses that are informed by an understanding of interactions tend to be the most effective.

Learning Behaviour at Overthorpe

At Overthorpe we ensure that we do everything that we can, to encourage our pupils to be involved in a purposeful, engaging curriculum that promotes positive learning behaviour. We expect all our children to show a positive attitude to learning within all their lessons and that this positive attitude reflects in the quality of the work they produce.

We closely monitor the learning behaviour that is demonstrated by pupils, and consider intervention and support for pupils who are struggling to adapt to the expectations of the Overthorpe Learning culture.

A consistent approach to learning behaviour is used in all classrooms, where children are rewarded for the positive learning behaviours they demonstrate and receive appropriate sanctions if they do not fulfil their learning potential.



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We approach pupils learning behaviours linked to our core Christian Values:

Trust	• Being Brave. Anticipate, take and manage risks. • Organising themselves and work out goals and priorities. • Show personal responsibility, initiative, creativity and enterprise. • Commit themselves to learning and self-improvement. • Respond positively to change.
Friendship	• Being careful and kind to others. • Offer solutions to help others. • Avoid arguments; discuss issues of concern, seeking resolution. • Take responsible action to bring improvement for others as well as themselves. • Be positive when working as part of a team, listen to other people's views. • Smiling. • Play a full part in the life of school.
Endurance	• Not giving up even when something is hard. • Staying on task and putting in 100% effort. • Make changes to improve their learning. • Invite feedback and deal positively with praise, setbacks and criticism. • Embracing learning.
Forgiveness	• Listen and take account of others' views. • Form collaborative relationships, resolving issues and reaching agreed outcomes. • Show fairness and consideration towards others. • Engage actively with issues that affect them and those around them. • Move on from disappointment. • Not holding a grudge to others. • Not sulking.
Hope	• Have a positive attitude to learning and school life. • Develop a 'Growth Mindset.' • Propose practical ways forward. • Explore 'why', 'how' and 'what if' questions. • Ask thoughtful questions. • Being enthusiastic.



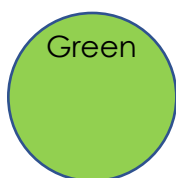
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Classroom Behaviour Chart

Each class has 4 simple school rules:

1. **Be responsible**- Follow instructions, listen, work hard at your work.
2. **Be safe**- Keep your hands and feet to yourself; walk, don't run, use materials wisely.
3. **Be kind**- Use kind words, take turns.
4. **Be respectful**- Use good manners, always be honest, respect each other and the school.

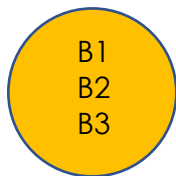
Each classroom from Y1-Y6 has the same style of behaviour chart within their class. The behaviour chart will match the behaviour guidelines and the positive behaviour rewards, and will show clear steps and sanctions for the children. Children's names are not to be displayed on the behaviour chart, rather they are recorded on a separate sheet by the teacher, so as not to publicly 'name and shame' the children. (see appendix 2)



Green

All children will begin each morning and afternoon session on the green section of the chart. If they remain on the green for both the morning and afternoon session, they will receive a Dojo

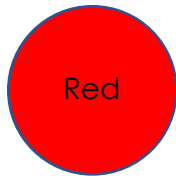
If pupils make poor learning behaviour choices by not following the school rules, they will 'move down the chart', and receive the appropriate sanction. Please refer to the appendix for guidance.



B1
B2
B3

Warning. Move to Amber.

Lunchtime / breaktime detention (supervised by teacher issuing the B3) of 10 minutes if a child reaches B3. This should also be recorded on CPOMS. A B3 also results in a phone call / conversation with the child's parent.



Red

Continuation of poor behaviour choices, move to Red. This stage is to be discussed with SLT prior to being issued. Red may also be issued for a single behaviour choice of an extreme nature.

When a child reaches 'Red,' they will be issued with and SLT lunchtime detention of 15 minutes and details will be recorded on CPOMS. The following actions may also be applied, on a case-by-case basis

Teacher phone call to parents.
Class teacher to meet with parents.
SLT phone call to parents.
SLT to meet with parents.

*** Please note: The children will start back on green at the beginning of each morning and afternoon session. Wherever possible, Consequences will be delivered on the same day as the incident.**



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***Any further concerns regarding behaviour, will likely lead to further discussions with School Leaders, SENDCo, Parents and SLT, to explore the best route of support for individual child and these conversations are likely to include internal suspensions or external suspensions.**

Positive use of Class Dojos through school

We reward pupils with 'Dojos' when they display these behaviours linked to our Christian Values. The Dojo is not allocated to a specific Value on the online system, rather, the adult should verbalise the reason the child has been awarded a Dojo. Some examples of the reasons for being awarded Dojos can be found in the table below. This list, however, is not exhaustive.

Trust	• Trust - Being Brave. • Trust – Taking personal responsibility. • Trust – Being committed to learning and self-improvement.	
Friendship	• Friendship - Being careful and kind with others. • Friendship - Working as part of a team. • Friendship - Playing a full part in the life of school.	
Endurance	• Endurance - Not giving up even when something is hard. • Endurance - Staying on task and putting in 100% effort. • Endurance – Dealing positively with praise, setbacks and criticism.	
Forgiveness	• Forgiveness - Listening and taking account of others' views. • Forgiveness - Showing fairness and consideration towards others. • Forgiveness - Moving on from disappointment.	
Hope	• Hope - Having a positive attitude to learning and school life. • Hope - Displaying a 'Growth Mindset.' • Hope - Asking thoughtful questions.	

Dojos are collected for each child for the week and the person in each class with the most DOJOS gets commended in assembly.

Class Dojo will record the ongoing number of Dojos received by each child.

Each child is assigned to a class, children can win Dojos for their class; the winning class with the most Dojos will be announced each Friday in Learning Champions assembly

Awards certificates to be given out for **300 Dojos (bronze), 500 Dojos (silver), 700 Dojos (gold) and 1000 Dojos (platinum) by class teachers.**

Lunchtime supervisors to give Dojos to pupils for the same reasons as above.

Dojos are only to be used positively, **not** negatively. Once awarded, Dojos cannot be taken away from the child.



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Transitions at break time and lunch time

It is important that transitions after break and lunch allow children to settle, find focus and feel calm so that they can return to the classroom in a purposeful and relaxed manner ready to embrace their learning. When the bell rings, all children stand still and silent and walk to their lines a class at a time. Classes are awarded counters for Transition Tokens during each important transition, and classes with the most counters each week are awarded an extra break.

Home School Learning Behaviour Agreement

During September each year, the class, school rules will be discussed and shared with pupils and parents. As part of this, parents, pupils and teachers will be asked to sign a home school agreement that outlines the positive behaviour rewards and the appropriate sanctions for inappropriate behaviour.

Encouraging Good Behaviour

The class Dojos are the basis for encouraging positive learning behaviours by pupils, based on strong relationships between pupils, teachers and parents. A clear, fair and positive classroom code is agreed by class teachers and children at the start of each school year.

Rewards or incentives enable us to celebrate children's personal, social and academic development and creates a positive ethos in our school. Our incentives are designed to give children a sense of maintaining their effort and working towards a goal through following the rules and being aware of their behaviour.

They include;

- Class Dojos for individuals and classes
- Class Dojo communication with Parents/Carers.
- Positive comments/private/public praise.
- Stickers.
- Class jobs/additional responsibilities.
- Weekly Achievement assembly and certificates.
- Children receiving no behaviour consequences to enter the draw for the Friday reward.



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Responding to inappropriate behaviour

When responding to inappropriate behaviour, it is important to be conscious of the language we use.

Avoid SYP paragraphs (stop, you, please)

For example. "Will you **stop** what **you** are doing? Why on earth are **you** doing this? **Please** will you move to that table and get on with your work? **You** have to get this finished before the end of the lesson so **please** settle down".

Instead, replace with short NIT (notice, I, thanks) statements.

For example: "I **notice** that you are not working. **I** need you to move to that table so you can get on. **Thanks.**"

In practice

If, for example, a pupil is off task, you could:

1. Ask quietly if s/he understands or needs help.
2. If s/he doesn't need help, follow with a non-verbal prompt after a minute or two.
3. If still off task after a couple of minutes, remind s/he this is the second time you have had to discuss this and give a brief direction + thank you.
4. Next, remind him/her that this is the third time and s/he now needs to move to another part of the room (time out) and get on with the task.
5. If still off task, mention that this is the last reminder and use the language of choice- complete it now or at lunchtime
6. Follow up and keep in at lunchtime if necessary.

Language to use to encourage:

If a child asks if they can be moved back up, say I'm still looking to see you doing...

Thank you, you are starting to...

You can do it yourself or I can help you

I like the way you are...

Yes, when you have... then you can...

I know it's going to be your turn next

Is everything alright there.. (to refocus an unfocused pupil)

How can I help (for pupils of task)

What should you be doing now?



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Out and about school

Pupils have an agreed set of rules to put into practice when out and about the school building, they are as follows:

1. Respect and care for each other
2. Walk sensibly always.
3. Keep your place in the line – remember not to push or run ahead.
4. Do not try to slide down the bannisters.
5. Use a quiet voice – never shout.
6. Use positive language.

Exceptionally good behaviour or inappropriate bad behaviour observed by another teacher will be reported to the class teacher. It will then be decided which reward/sanctions are necessary to apply.

Out in the playground

The agreed playtime rules are:

1. Everyone must share and play kindly.
2. If you have a problem, tell the teacher.
3. Play football at the right time and in the right place.
4. As soon as you hear the bell line up quietly and smartly.
5. Do look after our beautiful school grounds.

Persistent Disruptive Behaviour

From time to time, on rare occasions where a child's repeated behaviour choices compromise the learning of all other children in the class.

In such instances, there will be a range of opportunities for the pupil to make positive changes to their behaviour choices. These may include (but are not limited to):

- 'Change of Face.'
- Change of seating position
- A short regulation walk (accompanied by an adult) before returning to the classroom.
- If other options have been exhausted, then the adult teaching the child may choose to use a 'Red Reset' (these must be recorded on CPOMS with the receiving class teacher tagged in so that they can add, where necessary, any additional information). Details of 'Red Resets' can be found below:

Red Resets

The adult teaching them may arrange for the child to have time to regulate in another space. This is to support the child in "resetting and re-entering" their own classroom with the right mindset to learn. The alternative space may be a separate room supervised by another adult or another classroom within the school.



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This time away will be for the remainder of the lesson and will only be used if all other 'reset' options have been used without any success. If the child is sent to another classroom, paired classes will apply to ensure appropriate supervision. The child will always be escorted to and from the alternative space by an adult.

This approach aims to support the child's emotional regulation in a safe and supportive way, rather than as a punishment, helping them to return to their usual classroom ready to engage positively.

'Sending' and 'Receiving' class pairings	
Y1	Y2
Y2	Y3
Y3	Y5
Y4	Y6
Y5	Y4
Y6	Y1

Refusal to leave classroom / disruptive behaviour

We consider it to be a serious incident if a child refuses to leave the classroom/follow the adult instructions as this type of behaviour leads to disruption of learning for others. We have a system in place where SLT or other qualified adults are available if required to support a child in leaving the classroom. This will be addressed in line with the outlined sanctions.

Detention timetable

	KS1 A.M break (B3 detention - 10 mins)	KS2 lunchtime detention (B3 detention 10 mins)	RED – 15 minutes – meeting room	KS1 P.M break (B3 detention - 10 mins)
Mon	Teacher issuing B3	Teacher issuing B3	Learning Mentor / SLT	Teacher issuing B3
Tue	Teacher issuing B3	Teacher issuing B3	Learning Mentor/ SLT	Teacher issuing B3
Wed	Teacher issuing B3	Teacher issuing B3	Learning Mentor/ SLT	Teacher issuing B3
Thu	Teacher issuing B3	Teacher issuing B3	Learning Mentor / SLT	Teacher issuing B3
Fri	Teacher issuing B3	Teacher issuing B3	Learning Mentor / SLT	Teacher issuing B3

Behaviour contracts

Behaviour Contracts are designed to provide additional support, structure and accountability for pupils whose behaviour is causing concern. They are intended to help pupils make positive behaviour choices, strengthen home-school partnerships and secure sustained improvements in behaviour.

Introduction of a Behaviour Contract

Behaviour Contracts may be implemented following consultation between the class teacher and a member of the Senior Leadership Team (SLT). Typically, a Behaviour Contract will be considered when a pupil has received three Red sanctions within a half term.



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Prior to the introduction of a Behaviour Contract, a meeting will be held involving:

The pupil
Parent(s) or carer(s)
Class teacher
A member of the Senior Leadership Team

The purpose of the meeting is to:

Establish the reasons for the pupil's behaviour.
Identify any barriers to success.
Agree clear behavioural expectations and targets.
Determine the support that will be put in place.
Explain the monitoring and review process.

All Behaviour Contracts must be signed by the pupil, parent/carers and school staff. A copy of the signed contract will be scanned onto CPOMS.

Types of Behaviour Contract

The school operates two levels of Behaviour Contract:

1) Class Behaviour Contract

If a child receives 3 REDs they will move onto a class behaviour contract. This contract should last for 2 weeks and involves the child being carefully monitored by the teacher with parental involvement. Alongside this, there will be possible loss of privileges (ambassador roles, sporting events etc.) and daily contact / support from our Pupil support officer at lunchtime; based on a restorative approach.

2) SLT Behaviour Contract

If a child (whilst on a Class Behaviour Contract) receives a further RED during this time, they would progress to an SLT behaviour contract. This contract involves SLT and parents. Lunch privileges will be removed and other privileges such as school trips, sporting events, may also be removed during the duration of the SLT Behaviour Contract. This consequence also will run for an initial 2 school weeks.

Duration and Review

Behaviour Contracts will normally run for a period of two school weeks (10 school days).

At the end of this period, a review meeting will be held involving the same parties who attended the initial meeting. The purpose of the review is to evaluate progress, celebrate successes and determine any further support required.

Where a school holiday occurs during the contract period, the Behaviour Contract will continue following the holiday until the pupil has completed the full 10 school days of monitoring.

Success Criteria

For a pupil to successfully complete a Behaviour Contract and return to standard behavioural monitoring, they must receive no B3 sanctions; and no Red sanctions during the 10-school-day Behaviour Contract period.

Where these criteria are not met, the contract may be extended or reviewed to identify further support and intervention.



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Additional Consequences and Loss of Privileges

Whilst subject to a Behaviour Contract, pupils may lose additional privileges. These will be discussed and agreed during the initial meeting and will be applied proportionately. Examples may include:

Year 6 pupils not sitting on the worship benches.

Removal from a school ambassador or leadership role.

Temporary withdrawal from particular responsibilities or privileges e.g. school trips (if there is a risk that the child's behaviour could harm themselves or others)

The specific consequences will be determined according to the circumstances of the individual pupil.

Recognition of Positive Behaviour

The purpose of a Behaviour Contract is not solely to address inappropriate behaviour but also to encourage and celebrate positive change.

Staff will actively recognise and reinforce positive behaviour choices made during the contract period. Examples of success may be shared with parents/carers, celebrated by the class teacher, acknowledged by members of the Senior Leadership Team, included in positive communication home.

Half-Termly Reset

The school recognises the importance of fresh starts. Therefore, pupils who have received fewer than three Red sanctions within a half term will begin the next half term with a clean slate and a total of zero Reds.

Any pupil who is currently subject to an active Behaviour Contract at the point of a half-term break will continue with the contract until the agreed review criteria have been met.

Malicious Accusations against staff

The Head of School can temporarily or permanently exclude pupils who make malicious allegations. In extreme circumstances, they can involve the police if there are grounds for believing a criminal offence has been committed.

Safeguarding and SEN

In line with the school Safeguarding Policy, staff will consider whether the behaviour of an individual gives cause to suspect that a child is suffering or likely to suffer significant harm. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Consideration will be given to multi agency assessment where this is the case.

Pupils' Conduct Outside the School Gates

Teachers' powers include disciplining pupils for misbehaving outside of school premises as well as during the school day. The sanctions listed above may be applied in cases of non-criminal negative behaviour which is witnessed by a staff member or reported to the school, this includes taking part in school-related activities and travelling to and from school. If we have any concerns or complaints from members of the public regarding our pupils we will inform parents, and where appropriate involve Community Support Officers.



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Involvement of parents

We promote the involvement of parents in supporting positive behaviour. We do this by inviting parents to celebrate with us at weekly achievement assembly. The parents of children whose behaviour is of particular concern are contacted by the school in order to discuss and agree a strategy for improvement. All parents are asked to sign a home-school agreement to show that they agree to support school in upholding the standard of behaviour expected of pupils as described in this policy.

Positive Handling

Staff are trained to use positive handling techniques for rare occasions when a child is at risk or is at risk of harming others. Only staff who are appropriately trained will restrain children. Please see the positive handling policy for more details. All positive handling incidents must be recorded on CPOMS by the staff involved. Children with individual behaviour plans/pastoral support plans have positive handling plans as part of their individual support which outline suitable strategies personalised for each child. All staff involved and the child's parent will sign any incidents on the form.

Searching and confiscating items

If school staff suspect a child has a 'prohibited item' e.g. something that has been stolen, anything illegal because of the child's age then staff are able to search children or their possessions. If an item is confiscated because it is banned by the school rules, then it will be locked away in the office and parents will need to collect the items following discussion with the class teacher.

Behaviour of parents and visitors when on the school premises

It is the expectation of the school that all adults will display and model positive behaviour towards each other and towards their own and other children whilst on the school premises. This means that use of inappropriate language will always be challenged by staff and reminders will be given. Persistent offenders or anyone who verbally abuses members of staff or other visitors may be banned from the premises for a period.

Bullying

Bullying may be thought of as the wilful conscious desire to hurt, threaten or frighten someone or exert power over them. Any suspicion of bullying must be dealt with immediately and in a serious way.

Consequences will depend on the child and the incident, but should reflect how seriously the school views such behaviour. If the bully has a record of similar behaviour in the past then isolation at break or in class may be considered appropriate. The Head of School may consider lunchtime suspensions, fixed term suspensions of increasing lengths of time as appropriate further sanctions if pupils do not respond to the supportive efforts of staff.

Individualised Learning



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Within school there are pupils who need to follow individualised learning and behaviour plans. Individualised targets are used to support these children; however, they are still fully involved in the rewards and sanction process.

Individualised behaviour plans are in place for each child and these are constantly reviewed and adapted to meet the needs of the child.

Recording incidents of Behaviour

Any incidents of behaviour are recorded on CPOMS. It is the teachers /cover supervisor/ HLTA /TAs responsibility to ensure that the recording of behaviour takes place, to ensure SLT can track behaviour patterns of pupils to ensure we can put necessary intervention / sanctions in place.

Internal and External suspension

Internal and External Suspension for a fixed term will be considered for unacceptable behaviour of a serious nature as follows:

- Serious physical assault on another pupil or member of staff.
- Obscene, offensive, threatening or abusive language used towards, or deliberately and knowingly in the presence of, another member of staff.
- Escalation of persistent lesser offences as described above where pupil has failed to respond to previous support and sanctions and parents and pupil have received written warning from the Head of School that suspension will be considered.
- Any situation where a pupil, by his or her conduct, which includes refusal to obey reasonable instructions given by any member of staff, places that pupil or any member(s) of the school community at risk.

Subject to investigation by the Head of School to establish the facts, the above will result in parental contact by the Head of School and automatic suspension for a fixed term.

Repeated offences within this category will be subject to increasing periods of suspension, part-time timetable, managed move, further involvement with the Pupil referral Unit or potentially **permanent exclusion** from school.

For further details, please refer to the Kirklees suspensions guidance.

Discriminatory and unlawful behaviour

Any incidents of behaviour of a racist, homophobic or extremist nature are followed up by class teachers in a restorative manner. These are reportable to governors

We use a restorative approach to identify the reasons behind behaviour and educate pupils in the mis use of such language.



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Any repeat offence for behaviour of this nature may result in the following actions:

1. Contacting parents for discussion.
2. Meeting with PCSO.
3. Any further incidents of this nature could lead to internal / external suspensions as following our behaviour guidelines.

This policy was written in line with Section 89 of the Education Inspections Act 2006.



Overthorpe C of E Academy: Behaviour for Learning Policy

Appendix 1 – EYFS behaviour approach

This Policy is written to reflect the chosen aims and Christian values of our school.

Friendship

Forgiveness

Hope

Trust

Endurance

We strive to show these values every day in every way.

Reception start's the school's foundations of behaviour by following the 4 simple school rules:

1. Be responsible- Follow instructions, listen, work hard at your work.
2. Be safe- Keep your hands and feet to yourself; walk, use materials wisely.
3. Be kind- Use kind words, take turns.
4. Be respectful- Use good manners, always be honest, respect each other and the school.

In Early Years we firmly believe that the children need guidance in how to manage their feelings and how to act in any situation. Praise is at the forefront of what we do, we celebrate our achievements together. Dojos are an extra reward given in Reception as we take part in the Learning Champion assemblies, every Friday. We have a restorative approach to behaviour and discuss all situations with the children. We consistently refer to 'making the right choice'. We firmly believe that this creates clear boundaries and having a discussion about the situation has a greater impact on the children in making the best independent decisions themselves.

If a child does not make the right choice, they will have time to think and sit in a designated area with the pictures (see below) which we refer to. After 2 minutes we have a restorative conversation, asking questions about their current thoughts, feelings and actions. We aim to understand why the child expressed themselves in a way that hurt others or themselves. This way, we can prevent and divert choices that are not reflective of their 'best self'.



Making the right choice, what we aim to do all of the time at Overthorpe.

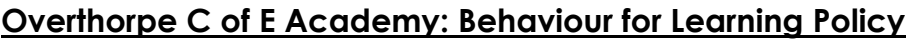


We have not made the right choice and we need time to think about what happened. How could we change? What could we have done differently?

In Reception, if a child is continually displaying behaviours that are a concern (and not in line with age related expectations) then the child will sit with the EYFS lead/Reception teacher for their lunch and re-join the rest of their peers after, the opportunity will be to have another restorative discussion and understand why the incident occurred. After the incident, the child will have a 'fresh slate.' If this behaviour continues the parent/carer will be contacted by the EYFS Leader/Reception teacher and supported by a member of SLT. CPOMS is used to record the details in order to support in building a 'bigger picture' of behaviours.

The following actions may also be applied, on a case-by-case basis:

- Teacher phone call to parents.
- Teacher to meet with parents.
- SLT phone call to parents.
- SLT to meet with parents.
- Child spends reflection time with a member of SLT.



Desktop Behaviour and Attendance Log

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Appendix 3 – Consequence system guidelines

We acknowledge that pupils will not always behave perfectly and the consequence system is designed to give pupils choices to correct their behaviour. Its principal role is to support learning by pupils being able to learn in a calm, orderly, safe environment where all pupils can thrive and make outstanding progress.

All teachers will use strategies that support pupils to adopt effective behaviours that support learning and build strong relationships. If, despite these strategies, a pupil's behaviour does not meet the expectations of the teacher, the following system will be used:

Level	Description of behaviour	Possible action to be taken
B1	Disruption to own or others learning-defiance, shouting out, refusal to work, inadequate work, distracting others, general 'carrying on'.	- Pupil identified as having 'a chance to change' the behaviour pattern. - No consequences.
B2	Further disruption to own or others learning-defiance, shouting out, refusal to work, inadequate work. distracting others, general 'carrying on'.	- Teacher moves the child on the behaviour chart. - Expectations reminded in order to give the opportunity to realign the behaviour. - Weekly monitoring of B2 by class teacher.
B3	Further disruption to own or others learning-defiance, shouting out, refusal to work, inadequate work, distracting others, general 'carrying on'. Damage to property (own, school and others).	- Teacher moves the child on the behaviour chart. - Teacher records B3 on CPOMS. - Pupil receives a 10-minute detention at the next break with the class teacher. - When appropriate, the teacher should make time for a pastoral discussion using restorative practice to ensure the pupil understands why they received the B3 and what they need to do in the future to improve their behaviour. - Class teacher informs the parent.
Red	Continued disruption after a B3. Verbal/physical assault towards a peer or member of staff, damage to property, spitting. Indirect foul/language/swearing. Continued A severe one-off incident of negative behaviour.	- Teacher has a conversation about Red with a member of SLT - Teacher moves the child on the behaviour chart. - Teacher records Red on CPOMS. - Teacher/SLT informs parent. - SLT/Learning Mentor to speak with the pupil in order to realign behaviours in class. - Pupil receives a 15-minute detention with a member of SLT. - SLT to have a pastoral discussion using restorative techniques to ensure the pupil understands why they received the Red



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		and what they need to do in the future to improve their behaviour before they return to lessons. • Once restorative conversation has taken place, pupil to return to lessons. • If pupil does not meet expectations following sanctions additional time/removal from sessions may be required. • Where appropriate, the SLT will facilitate a restorative conversation with the teacher.
Severe	The following are given as examples and is not an exhaustive list: • Failure to meet expectation following detention • Failure to attend a detention • Persistent red cards • Violence, verbal abuse or Assault • Possession of drugs/alcohol. • Damage to property or theft • Bullying • Child on child abuse • Fighting, • Failure to comply with a reasonable request from SLT • Breaches to health and safety • Sexual misconduct	The following actions will be considered: • Extended detention with SLT • 1 or more sessions in an alternative classroom • Completing work with the SLT/Learning Mentor • SLT meeting with parents/carers • Referral to outside agencies • Multi agency assessment • Managed move • Partial timetable • Alternative provision • Suspension • Inclusion panel • Permanent exclusion

The behaviour concerns listed in the behaviour matrix are not an exhaustive list. Any other behaviours which have a negative impact on learning or damage the reputation of the school will be sanctioned at a level which the school deems most appropriate.

Appendix 4 – The principles and research behind our behaviour approach

Our approach emphasises a welcoming, caring environment where relationships are central to supporting academic, social, and emotional learning. Strong relationships between staff, pupils, parents, and the community create a supportive learning atmosphere.

Values and Beliefs

Fairness means equity—meeting individual needs rather than treating everyone the same. All pupil behaviour communicates underlying emotional needs.



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All adults *must* respond with empathy, curiosity, and non-judgment.
Clear boundaries combined with nurture and structure create safety.
Our responses avoid shaming sanctions and focus on systemic, relational approaches.
Parental engagement is vital for supporting children's socio-emotional mental health (SEMH).

Theory and Research

Behaviour is communication; relational approaches focus on nurturing safe, trusting relationships. Interventions include universal (whole school) supports and targeted supports such as safe spaces and nurture groups.
Restorative and solution-focused approaches promote responsibility, respect, and relationship repair. Trauma-informed practice is a key foundation.

Principles of a Relational Approach

Humans seek connection as a foundation for well-being.
Behaviour reflects individual needs; curiosity and empathy guide responses.
Consistency is about commitment to positive outcomes, not identical treatment.
Children need nurture, containment, structure alongside empathetic relationships.

Developing Relationships

Security, protection, and predictability in adult interactions help children regulate emotions. Safety cues include warm tone, facial expressions, and predictable routines.
Connection through time, attunement, playfulness, and peer relationships is critical.
Understanding feelings and building empathy strengthen relationships.

Responding and Calming

Adults use warm, calm, and curious approaches to manage behaviour.
Naming feelings and listening helps children feel understood.
Joint problem-solving and restoration support regulation.
Low-key, empathetic responses avoid escalating stress.

Regulating Emotions

Co-regulation helps develop children's ability to self-regulate.
Providing emotional vocabulary and sensory support aids regulation.
Calm environments and responsive adults support emotional development.

Repairing and Restoring

Restorative conversations address harm by focusing on feelings, accountability, and repairing relationships.
Repairing relationships supports learning and prevents repeat issues.
Restorative approaches can be adapted based on individual needs.

Responding to Incidents

Sanctions are avoided unless absolutely necessary
Responses focus on developmental support rather than punishment.
Personalisation ensures fairness by addressing individual needs.



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Managing Low-Level Disruption

Strategies include being a source of safety, knowing children's needs, managing transitions, providing clear guidance, and supporting peer relationships.

Adjustments to the environment, teaching methods, and sensory support are important. Regular communication with parents and restorative practices build positive outcomes.

Behaviour Support Plans

Individual plans provide consistent, joined-up support across adults and settings.

Crisis and dysregulation plans prioritise safety and use de-escalation before physical intervention.

Plans are regularly reviewed with input from children and families.

Working Relationships

Child-centred engagement includes listening with empathy and enabling children's voice in planning.

Parental involvement is sought and valued as expertise on their child.

External professionals are engaged if needed for additional support.

Staff Well-Being and Professional Development

All staff receive training in relational approaches and trauma-informed practice.

Staff well-being and collaborative culture are essential for effective support.

Ongoing professional development and reflective practice are encouraged.