Shotley Bridge Primary School

BEHAVIOUR POLICY

Approved by:	Governing Board	**Date:**	June 2026
Last reviewed on:	June 2026		
Next review due by:	June 2027		

Introduction

At Shotley Bridge Primary School, we believe that excellent behaviour is fundamental to outstanding teaching, successful learning and positive relationships. We are committed to creating a calm, safe, inclusive and respectful environment where every pupil feels valued, supported and able to achieve their full potential.

Positive behaviour is developed through consistent expectations, strong relationships, high-quality teaching and a shared commitment from pupils, staff, parents and governors. We recognise that behaviour is a form of communication and seek to understand the underlying causes of behaviour while maintaining high expectations for everyone within our school community.

Our approach is based on restorative practice, positive recognition, consistency and early intervention. Staff work proactively to teach, model and reinforce positive behaviours while responding to incidents fairly, proportionately and consistently. Wherever possible, behaviour is managed through de-escalation, reflection and restorative conversations so that pupils learn from mistakes, repair relationships and develop self-regulation.

The school recognises that some pupils, particularly those with Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs or those who have experienced trauma or adverse pupilhood experiences, may require reasonable adjustments, additional support or individual behaviour strategies. Expectations remain high for all pupils, but responses are adapted to meet individual needs in accordance with the Equality Act 2010 and statutory guidance.

This policy reflects the Department for Education's expectations for behaviour in schools and should be read alongside the school's:

- Safeguarding and Pupil Protection Policy
- SEND Policy
- Suspension and Exclusion Policy
- Health and Safety Policy
- Staff Code of Conduct
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy

The Governing Body will review this policy annually, or sooner where legislation or statutory guidance changes.

School Behaviour Expectations

The school has three simple behaviour rules which underpin all aspects of school life:

- **Ready** – ready to learn and participate.
- **Respect** – respect ourselves, others and our environment.
- **Safe** – act safely in everything we do.

These expectations apply throughout the school day, during educational visits, while representing the school and whenever pupils are under the school's care.

The rules are explicitly taught, modelled and reinforced by all adults. They provide a common language for discussing behaviour and supporting pupils in making positive choices.

Where pupils are unable to consistently meet these expectations because of identified additional needs, personalised behaviour support plans may be implemented. Such plans will focus on developing self-regulation through positive reinforcement, reasonable adjustments and graduated support while maintaining high expectations.

Aims of the Behaviour Policy

This policy aims to:

- Create a safe, calm and inclusive culture where excellent behaviour and positive relationships enable outstanding teaching and learning.
- Promote kindness, empathy, responsibility and mutual respect across the school community, encouraging pupils to become reflective, self-disciplined and responsible.
- Teach clear behaviour expectations explicitly and ensure all adults apply them consistently, celebrating positive behaviour through recognition.
- Support pupils to understand the impact of their actions and repair relationships through restorative practice, with additional help for those with behavioural, emotional or learning needs.
- Ensure all behaviour responses are lawful, proportionate and aligned with safeguarding, using restrictive interventions only when absolutely necessary and in the least restrictive form.
- Record, monitor and review behaviour information accurately to improve outcomes and enable every pupil to achieve their academic, social and personal potential.

Purpose of the Policy

This policy provides a consistent framework for promoting positive behaviour across the school by:

- Setting clear behaviour expectations for pupils, staff and parents, ensuring they are applied fairly, consistently and proportionately.
- Promoting positive behaviour through recognition, encouragement and the development of pupils' emotional regulation, self-discipline and responsibility.
- Embedding restorative practices and provide graduated responses to inappropriate behaviour, supporting pupils to understand the impact of their actions and repair relationships.

- Ensure staff understand their responsibilities for behaviour management, safeguarding, reasonable force and inclusion, with appropriate support for pupils with additional needs.
- Manage, record and review any restrictive interventions appropriately, ensuring they are used only when necessary for safety.
- Provide governors with clear oversight of behaviour systems, practice and outcomes.

Behaviour for Excellent Teaching and Learning

Excellent behaviour is achieved through high-quality teaching, positive relationships, clear routines and consistent adult responses. Every member of staff is responsible for creating an environment in which pupils feel safe, respected and motivated to learn. Behaviour for learning is not viewed separately from teaching and learning; rather, it is embedded within every lesson, transition and interaction throughout the school day. Positive relationships, carefully planned learning experiences and consistent expectations enable pupils to develop confidence, resilience and independence.

The school's behaviour expectations of **Ready, Respectful and Safe** must be clearly displayed in every classroom and learning environment and used consistently as the reference point for all discussions about behaviour. Recognition Boards should be visible in every classroom and used regularly to celebrate pupils who demonstrate the expected behaviours, effort and positive attitudes to learning.

Staff should create calm, positive learning environments by greeting pupils warmly, setting high expectations from the start of every lesson, and explicitly teaching and revisiting routines. Lessons should be well-planned, engaging and appropriately differentiated so every pupil can experience success and feel valued, understood and supported.

All adults must model respectful language and behaviour, reinforce positive choices through recognition, and address inappropriate behaviour using calm, consistent language linked to school rules. Behaviour should be challenged promptly, proportionately and privately wherever possible, avoiding confrontation, public criticism or escalation. Incidents should be followed up through restorative conversations that help pupils understand the impact of their actions and repair relationships. No behaviour that compromises learning, safety or respect should be ignored.

We believe true consistency comes from the behaviour of adults, not just the application of procedures. A lasting, reliable approach is not found in a set of strategies, but in the commitment of every member of staff to remain steadfast. Consistency underpins effective behaviour management. It is demonstrated through predictable, fair and calm responses from every adult, enabling pupils to feel secure, reduce anxiety and develop trust. All adults must:

- maintain high expectations for all pupils;
- apply agreed behaviour systems reliably;
- provide fresh starts after incidents;
- distinguish between the pupil and the behaviour being addressed.

Professional curiosity should guide understanding of underlying needs while still holding pupils accountable. Consistency does not mean treating every pupil identically; it means applying shared principles fairly while making reasonable adjustments for individual needs, experiences and levels of emotional development.

It is therefore expected that all adults must:

- Set high expectations at the start of every lesson;
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all pupils;
- Use positive recognition in classrooms throughout the lesson;
- Refer to our school rules in all conversations about behaviour.
- Always 'follow up' to retain ownership and engage in reflective dialogue with pupils through restorative conversations
- Never ignore or walk past pupils who are not following the school rules
- Praise in Public (PIP) and Reprimand in Private (RIP)

Pupils are more likely to demonstrate positive behaviour when they feel valued, understood and successful. Staff should therefore ensure that expectations are consistently communicated, relationships are prioritised and learning is appropriately differentiated to enable every pupil to experience success.

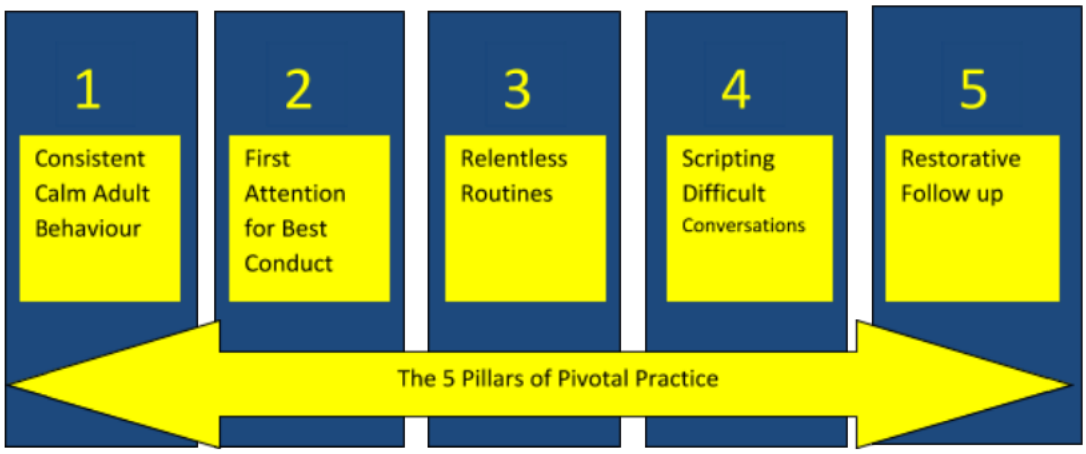
What Pupils Value from Staff
Pupils want the adults around them to:

- Offer a fresh start each day
- Support their learning and build their confidence
- Show kindness and fairness
- Stay calm without shouting
- Bring a sense of humour to the classroom

Staff should remember that pupils arrive at school with different experiences, levels of emotional development and individual needs. Consistency does not mean treating every pupil identically; it means applying the same principles fairly while making reasonable adjustments where appropriate.

The Five Pillars of Pivotal Practice

Shotley Bridge Primary School's behaviour approach is informed by the Five Pillars of Pivotal Practice:



These principles underpin all behaviour management decisions across the school.

1. Adults model the behaviour they expect from pupils. Calm, respectful interactions reduce escalation and promote emotional regulation.

2. Positive behaviour receives the greatest attention. Staff actively notice and reinforce pupils who demonstrate the school's expectations, helping establish positive norms within classrooms.

3. Clear routines reduce uncertainty and maximise learning time. Examples include: Superb Sitting, Wonderful Walking, Legendary Lines, Stop Signal routines and classroom entry and exit routines. These routines are explicitly taught, regularly practised and consistently reinforced.

4. Where behaviour falls below expectations, staff use consistent language which is respectful, clear and focused on behaviour rather than personality.

5. Every significant behaviour incident should be followed by an appropriate restorative conversation once the pupil is calm. The restorative process is intended to support learning and accountability rather than assign blame.

Expectations of All Adults Working at Shotley Bridge Primary School

Consistent adult behaviour leads to consistent pupil behaviour.

Every adult working within the school shares responsibility for promoting positive behaviour and maintaining a safe, respectful learning environment.

All staff are expected to:

1. Greet the pupils warmly during morning registration each day.
2. Refer to our school rules: '**Ready, Respect, Safe'**.
3. Model positive behaviours and build relationships with pupils and families.
4. Plan lessons that engage, challenge and meet the needs of all pupils.
5. Use Recognition Boards and other agreed recognition systems consistently.
6. Embed Relentless Routines in class and throughout school (e.g., Superb Sitting, Wonderful Walking, Legendary Lines, Hand Signal for Stop!)
7. Follow up every time, retain ownership and engage in reflective dialogue with pupils through restorative conversations
8. Never ignore or walk past pupils who are misbehaving
9. Record behaviour incidents accurately on CPOMS where required.
10. Work collaboratively with colleagues to support pupils experiencing behavioural difficulties.

Staff Training

The school is committed to ensuring that staff have the knowledge and confidence to implement this policy consistently.

All staff will receive appropriate professional development in:

- behaviour management;
- positive relationships and restorative practice;
- de-escalation techniques;
- trauma-informed practice;
- SEND-aware behaviour approaches;
- safeguarding responsibilities;

- lawful use of reasonable force;
- positive handling and restrictive intervention procedures where appropriate.

Relevant staff will receive refresher training at suitable intervals to maintain competence.

New members of staff will receive induction covering:

- the school's behaviour systems;
- safeguarding expectations;
- restorative practice;
- CPOMS recording requirements;
- behaviour support procedures;
- lawful and proportionate use of restrictive intervention.

Only staff who have received appropriate training and are judged competent should undertake planned restrictive interventions. Wherever possible, restrictive intervention should be avoided through effective planning, positive relationships and skilled de-escalation.

Responsibilities of the Headteacher and Senior Leadership Team

The Headteacher and Deputy Headteachers play a central role in modelling, monitoring and supporting the consistent implementation of this policy.

Senior leaders are expected to work alongside staff rather than operate separately from classroom practice.

In addition, they will:

- maintain a visible presence throughout the school day, particularly during transitions and social times;
- welcome pupils each morning whenever possible;
- celebrate excellent behaviour and recognise staff who consistently promote positive behaviour;
- encourage use of recognition bands, visits to the SLT office, classroom recognition boards etc;
- work alongside colleagues when managing complex behaviour;
- coach staff through restorative approaches and de-escalation strategies and share good practice;
- monitor behaviour data through CPOMS to identify patterns, trends and emerging needs and review provision for those who persistently fail to meet school expectations;
- ensure Behaviour Support Plans and Risk Assessments are reviewed regularly;
- identify staff training needs through behaviour analysis;
- monitor the use of reasonable force and restrictive interventions;
- ensure behaviour practice remains lawful, proportionate and aligned with safeguarding expectations ensuring that statutory recording and parental communication requirements are met;
- report behaviour trends, suspensions, exclusions and restrictive interventions to governors through anonymised reports;
- promote continuous improvement in behaviour practice across the school.

Recognition and Rewards

At Shotley Bridge Primary School, we believe that recognition is one of the most powerful tools for promoting positive behaviour. Our approach focuses on developing pupils' intrinsic motivation by recognising effort, kindness, resilience, responsibility and positive contributions to the school community.

Recognition should be immediate, specific and meaningful. Staff should actively seek opportunities to acknowledge pupils who consistently demonstrate the school's expectations of **Ready, Respectful and Safe**, particularly those who may previously have found positive behaviour challenging. Positive recognition contributes to a culture where excellent behaviour becomes the norm and pupils are motivated to make positive choices because they understand the value of their actions rather than simply seeking rewards.

Recognition Systems

Verbal recognition/ Praise/Props	Specific verbal praise and encouragement for effort is given to pupils using age-appropriate language. Adults should clearly identify the behaviour being recognised. Every class must have a Recognition Board that is used regularly to: • recognise effort; • celebrate positive learning behaviours; • reinforce classroom routines; • promote collective responsibility.
Visit the Head Teacher or Deputy Head Teachers	Pupils may be invited to share exceptional work, behaviour or achievements with the Headteacher or Deputy Headteachers (during transition times). Stickers, “well done” Facebook posts can be used to share and celebrate this.
Friday Celebration Assembly	One pupil from each class is chosen by the Class Teacher to receive an award each week. This could be for: • consistently demonstrating the school values; • exceptional effort; • resilience; • positive attitudes towards learning; • personal improvement; • contribution to the wider school community; These pupils get to sit in the “best seats in the house” for the rest of assembly and take a certificate home.
Pompoms in a Jar	Classes demonstrating consistently positive behaviour, teamwork and collective responsibility may earn pompoms. This may include legendary lines, superb sitting or wonderful walking. Each pompom will be added to the class’s jar. When a class fills its jar, the class earns an agreed reward, such as a fifteen-minute class treat. Once awarded, pompoms are never removed.
Recognition Bands	If a pupil is exceeding the school values or showing exceptional effort in a lesson, pupils can be rewarded with a coloured recognition band by an adult. The colours of the bands show who the recognition band has been rewarded by: Pink: Head Teacher Blue: Deputy Head Teachers Yellow: Teachers and Teaching Assistants Green: Midday Team Orange: Office and Cleaning Staff

Headteacher Spotlight Award	This recognition celebrates pupils who have consistently gone **above and beyond** the school's expectations. These pupils are chosen by the staff once a half-term (one pupil per class to be chosen). Spotlight Awards will be sent to the pupils address as a surprise and announced in the following week's assembly. This award reflects sustained excellence rather than isolated achievements.
Fun Friday	Fun Friday is a weekly positive behaviour incentive designed to recognise and celebrate pupils who consistently demonstrate our school expectations of Ready, Respectful and Safe. The initiative provides pupils with opportunities to participate in enjoyable, engaging activities as recognition for their positive behaviour, effort and attitudes throughout the school week. Fun Friday aims to encourage pupils to take responsibility for their behaviour, make positive choices and develop a sense of pride in meeting the school's expectations. Staff will ensure that the initiative is implemented consistently, fairly and inclusively, with appropriate reasonable adjustments for pupils with additional needs.

Positive behaviour is promoted most effectively through prevention rather than correction. Staff should actively notice pupils making positive choices and ensure these behaviours receive greater attention than low-level disruption.

Where pupils require additional support, interventions should focus on developing self-regulation, emotional literacy and problem-solving skills rather than simply applying consequences.

Managing Behaviour

At Shotley Bridge Primary School, our priority is always to keep children engaged in their learning. For most pupils, a simple reminder is enough to redirect behaviour. On occasions where a child needs further redirection, this will be managed with care, sensitivity and awareness of individual needs. Staff will praise the behaviour they want to promote and avoid reinforcing attention-seeking behaviours. Children must always be given 'take-up time' between steps 3 and 4. It is neither appropriate nor effective to skip, accelerate or bypass steps in response to repeated low-level disruption.

Behaviour responses should always be:

- reasonable;
- proportionate;
- consistent;
- restorative;
- appropriate to the individual circumstances.

Children are expected to take responsibility for their own behaviour. Staff address issues directly and do not delegate them to others. The *Steps in Behaviour* framework is followed when managing poor conduct, with the aim of keeping children at Steps 1 and 2 wherever possible. Our approach prioritises de-escalation rather than escalation, ensuring behaviour is managed calmly and constructively.

Steps	Actions
1. Redirection / Reminder	A subtle approach. Most behaviour is corrected through a quiet reminder or gentle encouragement. Adults should: • redirect behaviour calmly and discretely; • remind pupils of **Ready, Respectful, Safe**; • reinforce expectations; • acknowledge positive change immediately; • repeat reminders if necessary; • de-escalate and decelerate where reasonable and possible. The aim is to keep behaviour at this stage wherever possible.
2. Warning	Where behaviour continues, a clear verbal warning should be given, privately wherever possible. The warning should: • identify the behaviour; • explain the expected behaviour linking to previous good conduct where possible; • explain the consequence of continuing; • remind the pupil that they can make a better choice. Use the phrase "Stop. Think. Make the right choice and think carefully about your next step". The emphasis remains on supporting the pupil to regulate their behaviour independently. [*For children who are continually warned, a Restorative Meeting may be called without repeating steps 4 and 5*]
3. Intervention Last Chance / Time Out	Where behaviour continues, the pupil is given one final opportunity to make positive choices. Speak privately and explain the behaviour observed. Examples of sentence stems/conversation starters… **I have noticed that** you are... (having trouble getting started, wandering) **At Shotley Bridge, we**… (refer to the 3 school rules – ready, respect and safe) **You have chosen to…** (shout out, ignore instructions, bang the table) **Because of that, you need to...** (refer to action to support behaviour e.g.,move to another table, complete learning in silence, work alone) **"Take up Time" - See me for 2 minutes during break/lunch** (this is a short sharp imposition for the child and doesn't take up much teacher time) **Do you remember yesterday/last week when you...?** (refer to previous Positive behaviours) **That is who I need to see today...**

	Thank you for listening. Where reflection time is required, pupils should complete this during break or lunchtime with the member of staff managing the incident. Reflection should focus on learning from behaviour rather than punishment. ***If a warning is ignored and the behaviour continues or becomes frequent, it must be recorded on CPOMS. For more serious breaches that result in the loss of an entire break or lunchtime, the child will be expected to spend their break time or lunch time in the PPA room (Upper School) or library (Lower School) supervised by an adult.
4.Thinking Time	**This step is only used after step 3.** Thinking Time provides an opportunity for emotional regulation. Thinking Time is not intended as a punishment. Its purpose is to allow pupils to: • regulate emotions; • regain self-control; • reflect upon choices; • return successfully to learning. The duration should always be proportionate and no longer than necessary. Where appropriate, pupils may be offered access to a calm or regulated space as part of the graduated behaviour response. In the classroom, thinking time may be a short period of time on at the Reset Station before re-joining the lesson, a movement break or a short time in another classroom. Outside, thinking time may be a short period of time at a thinking spot, at the side of the field or playground. These spaces are designed to support emotional regulation, reduce distress and maintain safety. Wherever possible: • access will be voluntary; • pupils will remain appropriately supervised; • communication and emotional support will continue; • safeguarding arrangements will remain in place; • pupils will return to learning as soon as they are ready. Any supervised removal from a classroom or group must be proportionate and preserve the dignity and welfare of the pupil.
5. Triage	Where behaviour cannot safely be managed within the classroom despite earlier intervention, additional adult support may be required. Use the classroom phone to contact an available colleague or call the PWBL/DHT/HT/office, who will locate support. Temporary removal from the classroom should only occur where necessary to: • maintain safety; • prevent significant disruption; • enable de-escalation.

	Adults supervising pupils during removal should maintain calm oversight. Behaviour discussions should normally take place later during the restorative stage 6 with the member of staff who was working with the pupil, unless immediate safety requires otherwise. Where appropriate, children may be given work to complete during this time. Where pupils are removed from peers or placed in internal supervision, the school will ensure: • appropriate adult supervision; • continued access to learning; • regular welfare checks; • opportunities for emotional regulation; • consideration of SEND and safeguarding needs; • regular review of the appropriateness and duration of the placement. Removal should always be proportionate, time-limited and intended to support successful reintegration into learning rather than function as a punishment. If a pupil's movement or exit is restricted because of an immediate risk of harm, this will be treated as a **restrictive intervention** and managed, recorded and reviewed in accordance with this policy.
6. .Repair/ Restorative Conversation	**This step should only take place when the child is calm.** A restorative conversation is an essential part of the school's behaviour approach and should take place following any significant behaviour incident once the pupil is calm and emotionally ready to engage. This might be a quick chat at breaktime in the yard, walking down the corridor or a more formal restorative meeting. The purpose of restorative practice is not simply to resolve an incident, but to: • repair relationships; • restore trust; • help pupils understand the impact of their behaviour; • encourage accountability; • develop strategies for making better choices in the future; • support successful reintegration into learning. Restorative conversations should normally take place on the same day wherever possible. For more significant incidents, a more formal restorative meeting may be appropriate and may include a member of the Senior Leadership Team, SENDCo or other appropriate adult. Adults should maintain a calm, supportive and non-judgemental approach throughout the discussion. Usually, five questions are sufficient from the following: • What happened from your point of view? • What were you thinking at the time? • What have you thought since?

	• How did this make people feel? • Who has been affected? • How have they been affected? • What can we do to make things right? • How can we do things differently next time? Where appropriate, agreed actions should be shared with parents/carers and recorded on CPOMS. **Imposition given if needed** An imposition is additional work that must be completed that evening, or during break or a lunchtime. If completed at home it should be countersigned by parent/carer and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up the lost learning is with them not the teacher.
Consequences Loss of time during Fun Friday Communication with parent/carer A formal meeting with SLT and parents/carers Weekly behaviour meetings Suspension	Consequences are intended to reinforce learning and responsibility, they should never humiliate pupils or prevent them from accessing education. The loss of Fun Friday may be used as a consequence for unsafe behaviour, persistent disruption following warnings or serious breaches of the school's behaviour expectations. Where a pupil loses Fun Friday, they will be provided with an appropriately supervised alternative activity (usually work that has not been completed from earlier in the week). The consequence will apply only to the current school week and will not carry over into the following week. If a child has two incidents in a week requiring time out of the class or is persistently being warned, the class teacher must inform parents/carers. This must be recorded on CPOMS. If a child has three or more incidents in a week (or regular incidents over a half term), a meeting with the Class Teacher, Deputy Head Teacher and parents/carers should be arranged. This must be recorded on CPOMS. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour with the Deputy Head Teacher. A Positive Behaviour Support Plan may be necessary with strategies and steps to promote and support positive behaviour such as specific lunch time supervision, opportunities to work in another class or at a quiet table. **A serious breach may lead to an internal, fixed term or permanent suspension.**

Serious Behaviour Incidents

Some behaviours present an immediate risk to safety or constitute a serious breach of the school's expectations. In these circumstances, staff will prioritise safeguarding rather than progressing through the graduated behaviour stages.

Immediate action may include:

- removing other pupils from danger;
- requesting assistance from senior leaders;
- using de-escalation strategies;
- implementing emergency procedures where necessary;
- contacting emergency services if required.

Examples of serious incidents include, but are not limited to:

- physical assault causing or intending significant harm;
- violence towards staff;
- serious violence towards another pupil;
- intentional racist abuse;
- intentional discriminatory abuse, including homophobic, biphobic, transphobic, sexist or disability-related abuse;
- bullying, including cyberbullying;
- deliberate damage to property;
- behaviour creating significant risk to self or others;
- attempting to leave the school site without permission;
- possession of prohibited items;
- behaviour requiring emergency safeguarding intervention.

All serious incidents must be reported immediately to a member of the Senior Leadership Team and recorded on CPOMS.

Parents/carers will normally be informed on the same day.

Early Years Foundation Stage (EYFS)

At Shotley Bridge Primary School, we recognise that behaviour in the Early Years Foundation Stage is closely linked to a child's emotional development, communication skills, relationships and stage of development. Pupils learn positive behaviour through secure relationships, consistent routines and carefully planned teaching rather than through sanctions alone.

We recognise that behaviour is often a form of communication. Staff seek to understand the reasons behind behaviour while maintaining clear, age-appropriate expectations and helping pupils develop self-regulation, resilience and empathy. The school's behaviour expectations of **Ready, Respectful and Safe** underpin practice within EYFS and are taught through modelling, discussion, stories, play, routines and positive reinforcement.

The Five Pillars of Pivotal Practice remain central to behaviour management within EYFS, adapted appropriately to pupils's developmental stage.

Aims of Behaviour in EYFS

Our aims are to ensure that every pupil:

- feels safe, secure and valued;
- develops confidence and independence;
- learns to manage feelings appropriately;
- understands the impact of their actions on others;
- develops positive relationships;
- experiences consistent expectations from all adults;
- develops emotional literacy and resilience;
- enjoys learning within a calm, nurturing environment.

Promoting Positive Behaviour

Positive behaviour is fostered through warm, trusting relationships, consistent routines and clear visual prompts that reinforce expectations. Staff model expected behaviour and provide planned opportunities for children to practise routines, using immediate and specific praise to strengthen positive choices. Calm, predictable adult responses and language that support emotional regulation help children feel secure, while well-designed environments minimise unnecessary conflict and encourage cooperative, successful interactions.

The school prevents conflict in EYFS through careful planning and proactive practice, ensuring children have sufficient space and resources, consistent routines and smooth transitions with minimal waiting times. Staff respond promptly to emerging conflict, support children's interests and choices, encourage cooperative play and use ongoing observations to shape provision. These approaches help maintain safe, calm and engaging learning environments where positive interactions are more likely to flourish.

Pupils are explicitly taught routines including:

- Wonderful Walking;
- Superb Sitting;
- Legendary Lines;
- tidying routines;
- turn-taking;
- sharing resources;
- listening to others;
- safe play.

Staff consistently reinforce these routines through modelling and encouragement.

Solving Problems and Resolving Conflict

Step 1: **Approach** Children involved in an incident have their feelings acknowledged and are encouraged to talk about everyone's feelings -staff member assists this process.	Staff use an Emotional Coaching approach. Acting calmly, they will: • stop unsafe behaviour immediately; • acknowledge the pupil's feelings; • gather information; • restate expectations; • support pupils in identifying emotions. The focus remains on helping pupils understand and regulate their emotions. Children are taught: • all feelings are acceptable; • all behaviour has consequences;

	• feelings can be expressed safely; • hurting others is never acceptable; • adults are available to help them regulate emotions. Suggested Script: **I can see you are feeling (sad, angry) right now. Can you tell me why/what's happened?**
Step 2: **Intervene** Child is given the opportunity to respond to a behavioural expectation and are encouraged to talk about everyone's feelings and offer solutions until agreement is reached.	Pupils are supported to: • understand the impact of their behaviour; • consider how others may feel; • suggest solutions; • repair relationships. Adults encourage pupils to take ownership through age-appropriate discussion. Suggested Script: **You have chosen to... throw the toy, rip the work, push your friend. What could we do to make things better? How can we help our friend?** Adults continue to model empathy and problem-solving throughout.
Step 3: **Cool down/Thinking time**	If required, pupils may access a short period of Thinking Time. This will involve sitting quietly in a calm space within the classroom/another quiet supervised space / brief movement break (slightly isolated from the other children) for 1 minute (no more than 5 minutes). Thinking Time: • is not a punishment; • supports emotional regulation; • is carefully supervised; • lasts only for the shortest appropriate period. Pupils are invited to return to learning as soon as they demonstrate readiness. Where behaviour reaches this stage, staff may record the incident on CPOMS and inform parents/carers where appropriate.
Step 4: **Repair/Restorative Conversation**	When the child is calm (ideally on the same day), the person who dealt with the behaviour should support the pupil to reflect using developmentally appropriate language. Follow up using the following questions: **• What happened?** **• How did this make people feel (child or others involved)?** **• What should we do to put things right?** The emphasis is always on learning rather than blame.
Step 5: **Consequences**	Where behaviour becomes persistent or causes significant concern: • parents/carers will be invited to meet with staff; • behaviour will be monitored; • the SENDCo may become involved;

	• Behaviour Support Plans may be introduced; • observations may be undertaken; • external agencies may be consulted where appropriate. The aim is always to understand need and provide early support.
Suspension	**A serious breach may lead to an internal, fixed term or permanent suspension.**

Where a pupil presents behaviour that places themselves or others at immediate risk, staff will prioritise safety.

Serious Incidents in EYFS

Graduated behaviour steps may be bypassed where necessary to safeguard pupils or adults. Staff will:

- move pupils to safety where appropriate;
- seek immediate assistance from senior leaders;
- use de-escalation strategies;

Restrictive intervention will only be used where absolutely necessary to prevent immediate harm and will follow the principles set out elsewhere within this policy.

Restrictive Interventions and Reasonable Force

The school is committed to minimising the need for restrictive intervention through effective relationships, skilled teaching, positive behaviour support and de-escalation.

Physical intervention is used **only when absolutely necessary** to prevent:

- injury to any person;
- serious damage to property;
- serious disorder;
- behaviour presenting an immediate risk to safety.

Whenever physical intervention becomes necessary, staff will:

- use the **least restrictive** intervention appropriate to the circumstances;
- act reasonably, proportionately and lawfully;
- continually assess whether intervention remains necessary;
- stop the intervention as soon as the risk has reduced;
- preserve the dignity, welfare and rights of the pupil.

Restrictive intervention is never used as a punishment or as a response to low-level non-compliance. Wherever possible, de-escalation, negotiation, distraction, environmental adjustment and emotional regulation strategies will always be attempted before physical intervention unless doing so would increase the immediate risk.

Serious Incidents

Behaviour Intervention and Internal Suspension

Where behaviour cannot be safely managed within the classroom despite graduated intervention, pupils may be placed in a Behaviour Intervention or Internal Suspension. This decision will be made only by the Headteacher or a member of the Senior Leadership Team acting on their behalf.

Behaviour Intervention: A Behaviour Intervention is an informal internal suspension. The child will complete the learning outside of the classroom in a designated space such as 'The Bridge' or Deputy Head Teacher's office. Behaviour Interventions may just be for break and lunchtimes, individual lessons or part of a lesson.

Internal Suspension – An internal Suspension is where the pupil will have no contact with their own class or friends and no access to shared playgrounds or extra-curricular/enrichment activities. The child will be set work to complete by their class teacher. This will usually take place in 'The Bridge', an allocated classroom or in the Head Teacher/Deputy Head Teacher's Offices.

During internal suspension the school will ensure pupils receive:

- appropriate adult supervision;
- access to a suitable learning programme;
- opportunities for emotional regulation;
- regular welfare and wellbeing checks;
- reasonable adjustments where required;
- continued safeguarding oversight;
- opportunities to prepare for successful reintegration.

The placement will be:

- proportionate;
- reviewed regularly;
- time limited;
- ended as soon as appropriate.

Internal suspension is intended to maintain safety and support behavioural improvement. A reintegration/restorative conversation will normally take place before the pupil returns to their class.

Fixed-Term Suspension

The school believes that suspension should only be used where necessary and after all reasonable alternatives have been considered. The Headteacher may suspend a pupil where their continued presence in school would seriously affect:

- the education of others;
- the welfare of others;
- the safety of pupils or staff.

Suspensions will be carried out in accordance with current Department for Education statutory guidance. Following a suspension:

- parents/carers will receive written notification;

- appropriate work will be provided;
- reintegration planning will take place before the pupil returns;
- Behaviour Support Plans and risk assessments will be reviewed where appropriate.

Each pupil returning from suspension will be welcomed back positively with the expectation of a successful fresh start.

Permanent Exclusion

Permanent exclusion remains a last resort. The Governing Body supports an inclusive approach and expects all reasonable adjustments, interventions and support strategies to have been considered before exclusion is contemplated. Permanent exclusion will only occur where the Headteacher determines that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others and where statutory guidance has been fully followed.

Governors will fulfil all statutory duties relating to permanent exclusion.

Recording Behaviour and Restrictive Interventions

Accurate recording enables the school to identify patterns, monitor effectiveness and provide appropriate support. Behaviour incidents requiring recording will be entered on CPOMS as soon as reasonably practicable. Any restrictive intervention or use of reasonable force must normally be recorded within 24 hours.

Records should include:

- antecedents and known triggers;
- behaviour presented;
- de-escalation strategies attempted;
- intervention used;
- duration of any intervention;
- staff involved;
- pupil response;
- any injuries or medical concerns;
- follow-up actions;
- communication with parents/carers;
- review outcomes.

Parents/carers will normally be informed on the same day whenever a restrictive intervention has occurred.

Post-Incident Support and Review

Following any significant behaviour incident or restrictive intervention, appropriate support will be provided for:

- the pupil involved;
- members of staff;
- other pupils affected;
- witnesses where appropriate.

Support may include:

- welfare checks;
- medical assessment where required;
- restorative conversations;
- emotional support;
- staff debriefing;
- review of Behaviour Support Plans;
- review of risk assessments;
- safeguarding review;
- referral to additional services where appropriate.

The purpose of post-incident review is to understand what happened, identify learning and reduce the likelihood of recurrence.

Lunchtime Behaviour

The school's behaviour expectations apply consistently throughout lunchtimes.

All Midday Supervisors receive training in:

- the Behaviour Policy;
- restorative practice;
- de-escalation;
- safeguarding;
- behaviour recording procedures.

Where behaviour cannot be resolved through the graduated response, Midday Supervisors will request support from the Senior Leadership Team. Pupils requiring additional support may access appropriate nurture provision where this better meets their needs.

Pupils with SEND, SEMH and Additional Needs

The school recognises that some pupils require additional support in meeting behavioural expectations. Reasonable adjustments will be made where appropriate while maintaining high expectations for behaviour.

Support may include:

- Behaviour Support Plans;
- Risk Assessments;
- pastoral support;
- nurture provision;
- sensory regulation strategies;
- external professional advice;
- curriculum adaptations;
- environmental adjustments.

When applying the Fun Friday incentive, staff will consider pupils' individual needs, including any SEND, SEMH needs or disabilities. Reasonable adjustments will be made where appropriate, and decisions to withdraw participation will take account of individual Behaviour Support Plans, known triggers and the support already provided. The school will ensure that the incentive is applied fairly and does not disproportionately disadvantage pupils with additional needs.

The school will work collaboratively with families and external agencies to ensure support remains proportionate, inclusive and effective.

Governance, Monitoring and Policy Review

The Governing Body and Senior Leadership Team will monitor the implementation of this policy to ensure behaviour practice remains:

- lawful;
- proportionate;
- inclusive;
- consistent;
- aligned with safeguarding responsibilities.

Monitoring will include regular review of:

- behaviour trends;
- CPOMS data;
- suspensions and exclusions;
- restrictive interventions;
- Behaviour Support Plans;
- safeguarding concerns;
- staff training compliance;
- patterns relating to SEND, SEMH and protected characteristics.

Governors will receive anonymised reports enabling them to fulfil their statutory monitoring responsibilities while maintaining pupil confidentiality.

This policy will be reviewed annually, or sooner where legislation, statutory guidance or local procedures change.