



Resilient Aspirational Inclusive Supportive Enthusiasm

Behaviour Policy



Reviewed September 2025

Revised September 2026

Introduction

This policy should be read in conjunction with other school policies:

- Relationships Policy
- Safeguarding Policy
- Anti-Bullying Policy

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences."

Dr. Dan Siegel, 'The Whole Child Brain.'

Rationale

The Department for education guidance for Head teachers and school staff outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach.

"Head teachers, proprietors and governing bodies must ensure that they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions."

(DfE, Behaviour and discipline in school: Advice for Head teachers and schools staff, published July 2013; last updated January 2016.)

Although a behaviourist approach can work for the majority of children and young people, it is not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For these children who have experienced trauma and loss, behaviourist approaches often serve to re-traumatise and do not teach them how to express their emotions in a more appropriate manner.

Aims and Purpose

This policy aims to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishment linked to behaviour, towards a more humanist, relational approach which is inclusive for all, can benefit the whole school community, and brings together a range of approaches informed by research and evidence.

It recognises and aims to take account of the increasing challenge that schools face in supporting pupils with complex SEMH needs and ensures that staff have an understanding of how best to meet their needs. It acknowledges the responsibility held by head teachers for looking after the well-being of all members of the school community, particularly teaching staff.

Key Principles

- ❑ **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** This is underpinned for pupils through the curriculum we teach, in particular with our PSHE programme, understanding that everyone is different and we all have different needs.
- ❑ **Behaviour is a form of communication;** as outlined in the 2014 SEN Code of Practice.
- ❑ **Taking a non-judgemental, curious and empathic attitude towards behaviour;** viewing children with challenging behaviour as vulnerable rather than troublesome, with the right to appropriate support, appropriate levels of communication and time to reflect.
- ❑ **Putting relationships first.** This requires a school ethos that promotes strong relationships as outlined in our PSHE & Relationships Policy. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all of its members. These values are frequently communicated throughout the school and its vision.
- ❑ **Maintaining clear boundaries and expectations around behaviour.** Changing from a traditional response to behaviour does not mean having no expectations, routines and structure. In order for children to feel safe, their learning environment needs to be high in both nurture and structure. These must be in place and modelled appropriately within the context of the care outlined in our Relationships Policy. Natural and logical rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' or be punitive in ways that can shame, limit learning about behaviour and relationships and potentially lead to more negative behaviour.
- ❑ **Not all behaviours are a matter of 'choice'** and not all factors are linked to the behaviour of the child are within their control. Therefore, the language of choice e.g. 'good choice/ bad choice' is not always helpful. Using the language of 'expected' rather than 'acceptable' behaviour is also in line with a commitment to avoid shaming and supports the needs of all our pupils.
- ❑ **Behaviour must always be viewed systematically and within the context of important relationships.**
- ❑ **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for the needs of children**
- ❑ **Staff following a scripted approach when communicating with challenging behaviour.** Staff will be trained to use a consistent, clear language to children so that structure is followed which will help nurture their understanding of their behaviour.
- ❑ **All children** will need to feel safe and calm in order to learn. Much of what will help children to feel safe and calm enough to learn is based around inclusive, high-quality teaching.
- ❑ **Some children** will need support beyond high quality teaching and relationships to feel safe and calm enough to access learning.
- ❑ **A few children** will need increasingly individualised intervention programmes to help them feel safe and calm enough to access learning.

Guidelines

All classes will talk to their children about the three key principles which we believe supports effective behaviour and learning:

- ☐ Be safe
- ☐ Be kind
- ☐ Be ready

Within each class, collectively, the children and staff will draw up what behaviours support these key principles so that everyone understands what the expectations are within each class.

All staff will follow the positive reinforcements (identified later under sanctions) in daily practice and when children are engaged in behaviour that falls outside of the school principles, steps 1 onwards are followed.

Rewards

Annual Awards

We have one annual award for a chosen child in the school. This is given to a child who shows great community spirit either in or out of school.

🏆 Terri Nicolls Cup for Merit

Classroom Rewards

Children are encouraged to use good behaviour throughout their time in school.

We also use Class Dojo which promotes good behaviour and is linked to our three key principles. Individual Dojo points can be rewarded for our three principles as well as for being resilient, helping others, teamwork and for working hard. Parents are able to see their individual child's points by using the Class Dojo app.

Individual classes (or children) may on occasion have personalised reward systems which continue to promote good behaviour and attitudes towards learning, for example a raffle ticket system with a reward. Home reading is also rewarded each week.

Weekly awards are celebrated in class for the top three scorers in the following school-based programmes:

- 🏆 TT Rockstars
- 🏆 Numbots
- 🏆 Spelling Shed

School Rewards

Weekly assemblies are held where children are allowed to bring in home rewards, certificates and trophies. These are celebrated in front of the whole school and children are given an opportunity to explain what they have done and what the award is for.

Shining Star Weekly Award



Each week, every class teacher will nominate a child from their class to receive a Shining Star Award. This award can be given to any child in the class and can be given for various reasons such as:

- Working hard on their schoolwork
- Being friendly and supportive to others
- Showing determination and courage
- Demonstrating any of our school values
- Demonstrating one of our three core principles

Class Dojo Awards

At the end of each half term, the three children who have gained the most Dojo points in their class will receive a Bronze, Silver and Gold Headteacher certificate. Every child that gains a certificate will then have their name placed into a termly raffle. The termly raffle is drawn three times a year with a runner up and winner from both KS1 and KS2 receiving a voucher.

TT Rockstars Trophy

A class trophy is given to the class each week with the highest score to celebrate their success using TT Rockstars.

Sanctions

In the classroom. We understand the importance and need for a consistent use of language around behaviour. We will follow a stepped process in class for children to understand.

Step	What this looks like	Behaviour example
1	We always work on positive reinforcements in lessons using strategies within teaching, these include: - A positive exemplar of a child who is demonstrating good behaviour	Chatting, shouting out, off task, not demonstrating any of the 3 principles
2	A polite reminder that the behaviour isn't following our three agreed principles. A non-verbal reminder communication (e.g eye contact)	Persistent disruption of the above
3*	Using the agreed script below, staff will speak to the child lasting no more than 30 seconds.	Continuation of the above
4	Should further behaviours which don't follow our three principles persist, a Dojo point relating to one of the these will be removed.	Continuation of the above
5*	If the behaviour continues, the child is given reflection time at an appropriate time to have a relaxed, informal restorative conversation with the member of staff who has noticed the behaviour to repair the relationship for the next day.	
6	If the behaviour continues, the child will receive a lunchtime meeting with the headteacher where the restorative conversation form (see appendix 1) will be completed. This will be recorded and if repeated frequently, phone calls home made and future meetings held with parents to support the behaviour and if needed, put a plan in place.	

It should be noted that if a child engages with a step, positive praise/the use of a Dojo point can be used to reinforce this behaviour.

*If the child is not emotionally ready to have these conversations, they may be asked to sit in a safe space for no more than 15 minutes to regulate their emotions.



Consequences

Pupils who are communicating through persistently unkind, unsafe or not ready behaviours may need to be supported further through a consequence.

Consequences should be natural or logical, not punitive and therefore illogical. An illogical example is, because you threw the iPad, you will sit on the safe space. This consequence has no logical link to the behaviour and for the child, cannot cognitively be understood. This approach can damage trust and breakdown relationships and our aim is to always link consequences for children to understand.

Natural Consequences

These happen automatically and are not decided or imposed by a person. This is the best choice of consequence when possible as it supports children in understanding cause and effect. Children learn through mistakes and by making mistakes, often repeating behaviour will become less frequent. Examples of natural consequences:

- If you don't put your coat on, you will get cold or wet
- If you are unkind to your friends, your friends may not want to play with you
- If you spend too much time in the toilet, you won't have enough time to complete your learning
- If you need to be kept safe and calm, you may need some supervision to support with this

Logical Consequences

Sometimes there is an opportunity to use a logical consequence. This is similar to a natural consequence, but something an adult implements. Logical consequences are linked to the cause of the problem. They are a learning opportunity to support children to overcome situations and learn from them. Examples of logical consequences:

- An adult supports a child to tidy up a mess they have made
- An adult supports a child to repair a relationship – the child can show they are sorry by asking the victim what would make them feel better
- If a child is operating unsafely on the trim trail, they will need to be kept safe by staying off it
- If a child is not ready to learn and does not complete their task, a playtime maybe needed to finish this

Restorative Conversations

The restorative conversation is an essential element in supporting pupils' understanding of healthy relationships. If children have shown repeated behaviour that falls outside the agreed principles, or have used unkind or unsafe behaviour in severity, a restorative conversation should take place. **It is essential that the child is regulated and calm** and the staff member will ensure they are before this conversation takes place.

The following format will be used:

- i. *What happened?*
- ii. *What were you thinking about at the time?*
- iii. *What have your thoughts been since the incident?*
- iv. *Who do you think has been affected by your actions?*
- v. *What could you do to try to repair what is broken?*

Reasonable adjustments

These are implemented through:

- Meetings with parents and the child.
- Bespoke timetables.
- Bespoke provision.
- Wellbeing support programmes.
- Referrals to outside agencies (Educational Psychology/Multi Agency Support Team/ Communication and Interaction Team).

Some children exhibit particular behaviours based on early childhood experiences. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Behaviour Support' agreements and individual risk assessments completed.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe and at risk of harm. This will only be used as last resort and by trained staff only.

Appendix 1

The following restorative conversation form will be used when children are sent at lunchtime to the headteacher's office.



Restorative Conversation

Name 	Date 
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  What happened?	
   What were you thinking at the time?	
   What have you thought about since?	
   Who was affected and how?	
  How can you make things right?	
   What will you do differently next time?	