



Supporting positive social interactions and behaviour for learning at Fishponds CE Primary School

'Love as our foundation; wisdom as our guide'

Adopted : September 2025

Reviewed :

To be Reviewed : September 2026

Our Vision

Fishponds Church of England Primary School strives to be a fully inclusive school. Our Vision statement is **‘Love as our foundation; wisdom as our guide’** and this is underpinned by the Bible Passage 1 Corinthians 13 v 4-7:

‘Love is patient and kind; love does not envy or boast; it is not arrogant⁵ or rude. It does not insist on its own way; it is not irritable or resentful⁶ it does not rejoice at wrongdoing, but rejoices with the truth.⁷ Love bears all things, believes all things, hopes all things, endures all things. (1 Corinthians 13 v4 - 7 Bible ESV)

We have chosen 12 core values that we feel underpin that passage and we strive to teach and live these values together as a school and wider community:



At Fishponds Church of England Primary School recognise that behaviour is a form of communication, with negative engagement often suggesting an underlying need for support that is possibly not being met. We endeavour to unpick barriers to good behaviour and support pupils by teaching learning behaviours and self-regulation. Fundamentally, we recognise that a sense of belonging and well-being usually create the conditions for children and adults to thrive so put relationships at the heart of everything we practice.

To help our children we will foster a nurturing and **loving** environment built on **truth, generosity, patience, kindness, trust, respect** and **forgiveness**; for and of each other. The school will provide a safe environment where all will be **encouraged** to do their best. We will treat all our children as individuals and **persevere** to meet their specific needs to ensure that all can access the curriculum (**justice**). We will give each of our children **hope** that they can be successful and prepared for their future journeys.

There needs to be a whole-school shared understanding of behaviour support, to ensure that all stakeholders are able to support our pupils in a consistent and effective way. We want our children to manage their behaviours effectively which will enable them to live harmoniously (**with love**) within our diverse and multi-cultural world.



Our Behaviour Policy is based on the Five Pillars of Pivotal practice:

and

The Six Principles of Nurture:

At Fishponds Church of England Primary School, we believe in positive management of behaviour through reinforcing and praising good behaviours, reflecting our school values and encouraging the children to take responsibility for their own actions. The school believes in the value of quality personal, social & emotional education and a curriculum grounded in global citizenship. Within the school curriculum there are many opportunities to promote positive behaviour and to explore how our behaviours impact others, most specifically through Collective Worship, PSHE lessons and Celebration Assembly. Monday's Collective Worship is led by a member of SLT who addresses a core value and links this to social interaction and self-reflection as part of the children's deeper spiritual understanding. This is then followed up in Class Collective Worship. Friday's Celebration Assembly praises individuals and groups that have gone 'Above and Beyond'. Awards are based on effort so that ALL children are included. The assembly includes reflections on behaviours, specific whole-school targets and celebrations from the week. The school has also adopted the Jigsaw (PSHE) scheme of work: one of the chief aims being to create a school community based on good relationships.

A shared understanding at Fishponds CE Primary School is that:

- Pupils come to school with different understandings of what it means to behave and interact positively with others.
- Everyone is responsible and accountable all of the time for teaching and maintaining a culture of positive behaviour and social interactions.
- It is the job of every adult in school to deliberately teach and model our social norms so that there is a common understanding of 'the way we do it in our school' which is consistently understood by everyone – children and adults alike.

Aims for behaviour:

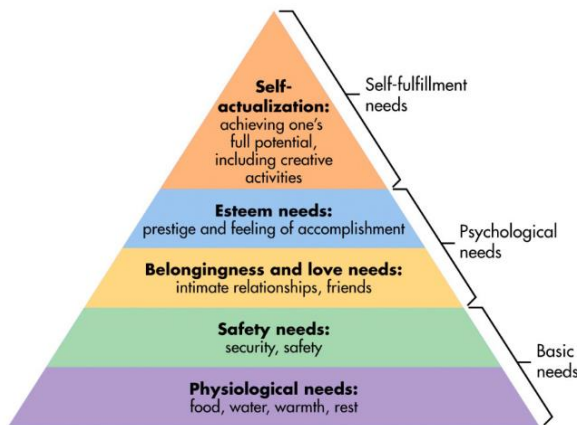
- To develop a sense of self-discipline and self-worth
- To develop children's understanding and awareness between right and wrong
- To develop the children's sense of responsibility and an understanding that all actions have consequences that impact on themselves and others
- To ensure that all children have a voice and can discuss and identify different perceptions through restorative conversations
- To develop a shared responsibility towards the management of behaviour across the school
- To develop consistent expectations of behaviour so that children feel safe and are free to learn and play together
- To provide a clear framework for rewarding good behaviour and for sanctioning unacceptable behaviour in a fair and consistent manner
- To ensure that our school vision and values are demonstrated in everyday life at Fishponds Primary School
- To ensure each child has a fresh start after consequences have been given
- To keep children safe from mental or physical harm

Fishponds CE Primary School's 3 rules:

Our rules are kept simple but encompass all elements of being a positive and respectful citizen and encouraging positive social interactions and relationships. These are the expectations we have of all our pupils and staff and of every visitor to the school:

- 1. Be respectful**
- 2. Work with pride**
- 3. Act with love**



Barriers to good engagement:

All children struggle to engage at some point in their school life. This may be a temporary barrier or a deeper, more persistent problem that they need support in addressing.

We use Maslow's hierarchy of needs to help us identify the barriers to engagement. These barriers may come from illness, special educational needs, circumstance or other events in life.

Once we have identified the barriers, we can work with children to explore their needs and improve engagement.

Consequences and restorative actions:

The system we use to manage consequences has been adapted in order to provide a more private, fair and consistent approach across the whole school. If a child causes disruption to learning or breaks the school rules, they will start a process of warnings and steps. We believe that most behaviour issues should be dealt with by the teaching staff involved, and should be private and personalised for the specific individual: this is where relationships are key and we ensure relationships and dignity are kept intact.

At Fishponds CE Primary School, children receive *three* warnings about their choices – these are delivered privately where possible. In some instances, the behaviour may be serious enough that it would not be appropriate to give warnings and a child would need an immediate time out, park and repair, or exclusion: for example, damage to property, harm to self or others etc. Similarly, there may be occasions where warnings or steps can't be delivered privately due to the circumstances surrounding a situation, for example if a person was in immediate danger.

The table below outlines and explains the three warnings, followed by the three steps and general actions taken at each stage:

How will we respond when a pupil struggles to engage?	What restorative actions will take place?	How will we track it?
Reminder	<ul style="list-style-type: none"> The child is given a private reminder They'll be reminded of the school rule they need to follow and told what they need to do. 	N/A
Caution	<ul style="list-style-type: none"> The child is given a private caution. They'll be reminded of the school rule they need to follow and told what they need to do. Positives will be used to help the 	N/A

	<p>child get back on track.</p> <ul style="list-style-type: none"> The child will be given take-up time to make a choice 	
Last Chance	<ul style="list-style-type: none"> The child is privately told that this is their last chance The teacher delivers a step-out final reminder The child will be given take-up time to make a choice 	N/A
Free Parking	<ul style="list-style-type: none"> If a child continues to make the wrong choices, they will need to work away from the rest of the class (on a separate table inside the classroom or outside the classroom with supervision or in a partner class). The child will need to speak to the teacher for 5 minutes during their break time, lunch time or at the end of the day. A restorative conversation will take place (see below for more details) <u>Parents/Carers will be informed</u> and the incident will be recorded. 	<p>The incident should be logged on CPOMS. The Pastoral Team will track Free Parking incidents and this will be discussed in termly meetings.</p> <p>Free Parking incidents must be logged within 48 hours.</p>
Internal/External Suspension	<ul style="list-style-type: none"> If a child will not work away from the rest of the class or has shown a <u>serious</u> misconduct, a member of SLT will be called and the child will work away from their class. An internal or external suspension will be issued, depending on the circumstances. A restorative conversation will take place with the child before they return to class. If an internal suspension occurs, <u>teachers must inform parents by the end of the day</u>. If an external suspension occurs, SLT or the Pastoral Team will inform parents. 	<p>Teachers to record the incident as on CPOMS as an internal or external suspension within 24 hours.</p> <p>Suspensions are tracked during SLT, Inclusion, VCAF and SLT meetings.</p>

Restorative Conversations:

If a more serious incident has occurred, we use restorative conversations to help children reflect on their choices and to have the opportunity to be open and explain their own perceptions of the incident. This allows children to be a part of the restorative process: making things right, setting targets, agreeing on consequences and having a sense of closure so that they are able to move on. We also use restorative conversations regularly to fix fall-outs between children, where the teacher acts as a mediator and allows all parties to have their say.

The Nurture Nest:

The Nurture Nest is a room in our inclusion corridor where children with additional needs or those having a particularly difficult day, are able to come to self-regulate their emotions so that they can manage their behaviours within the classroom. It is set up with activities available for self-regulation and children with permission can visit The Nurture Nest to use supportive strategies.

Exclusions:

We believe that, in general, exclusions are not an effective means to help a child move their behaviour on. However, if the children have been very unsafe and the other children are at risk of harm, an external suspension will be used to reset the class and the child. A plan for reintegration will be put in place; the meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return. All fixed term exclusions are recorded and reported to the Local Governing Body and Trust Director of Primary Education and Direct of Inclusion.

Reporting and monitoring:

Behaviour will be regularly monitored and reported on by the behaviour lead. This reporting will inform the ongoing strategic plan for the engagement and behaviour of pupils. Teaching staff are required to report 'Park and Repair' and 'Exclusion' incidents using the school's tracking system, so that monitoring can take place. If an exclusion is issued or a member of staff has a concern about a child's behaviour, they may also log it on our secure, safeguarding software 'CPOMS'. As part of the behaviour report, incidents involving protected groups, bullying or peer on peer abuse are also logged, explored and monitored to ensure repeat incidents are prevented and that children are given extra support when needed.

Playtime and lunchtime:

Play times and lunchtimes are monitored by classroom staff and Midday Meal Supervisors. Any behaviour is dealt with as it emerges. If there needs to be a follow up, the staff should deal with it in the break where possible so that the impact on the following lesson's learning is minimised. The staff may use the behaviour warnings or steps to support them in this, if necessary. Classes and individuals are rewarded with positive recognition during playtimes.

Behaviour and social interaction tiers of support:

At Fishponds CE Primary School, we use a tiered approach to supporting all children to meet the expectations and to succeed throughout their time with us. Our multi-tiered graduated response enables staff and parents to understand where children are succeeding and where they need more support whilst investigating the reasons for this using an evidence informed approach that is matched to pupil needs. It is important to remember that these tiers refer to levels of support that pupils receive not pupils themselves – pupils who receive tier 2 support are not tier 2 pupils.

**All**

Tier 1 support serves as the foundation for support, it is the universal offer to all pupils. This includes high quality teaching, PSHE lessons, Zones of Regulation learning & motivational incentives. For most pupils, the universal offer enables them to be successful.

Tier 2 support serves as a monitoring stage where additional scaffolding is used for a time limited period – SLT may be involved to support provision. Parents are verbally

Some

Tier 3 support focuses on improving specific skills. Pupils will usually require school based assessment (using evidence based screeners) to identify whether they need support at this level and which skills need to be addressed. Tier 3 support should help pupils to develop the skills they need to benefit from the universal offer. Pupils receiving tier 3 support will have a targeted support plan and involvement from either the pastoral care lead or SENDCO – parents are informed and meet the class teacher regularly to discuss progress to objectives.

Tier 1 support (Classroom Management of Social interactions and behaviour):

In our school, there are no individual class rules or charters, instead all children should be ‘ready to learn’, and this involves: active listening, active engagement, active participation.

We know that regardless of how great teaching input is, if pupils are not alert, sitting up and actively listening, teaching it will be like pouring water into a leaky bucket. To maximise pupils’ ability to actively listen, engage and participate all teachers use agreed classroom management strategies to teach children classroom ‘cultural norms’ and to ensure that learning time in the classroom is utilised.

Active listening: To explicitly teach pupils what actively paying attention and actively listening to adults and each other looks like in practice we establish baseline behaviours for learning using the acronym STAR.

- Sit up
- Track the speaker
- Ask and answer questions
- Respect those around you

Teachers and teaching partners explicitly teach and use this language and expectation across the school and reinforce it using both verbal and non-verbal cues.

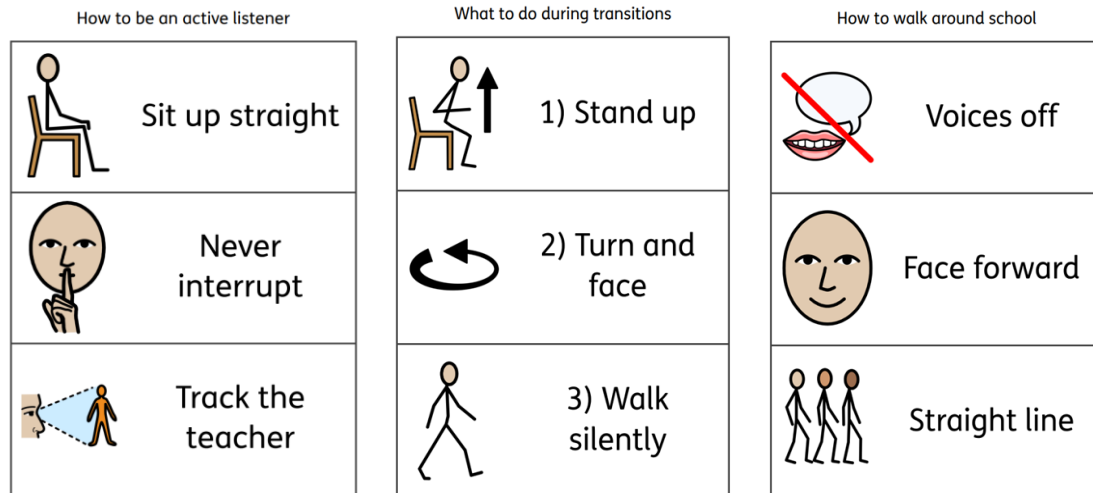
Active engagement and participation: To explicitly teach pupils what actively engaging and participating in learning looks like teachers use a variety of different agreed methods such as:

- Show me boards
- Talk partners
- Cold calling
- No opt-out
- Targeted questions

These strategies are used in all teaching and learning sessions across the day to ensure that all children are actively involved in the process of learning at all times – opting out is not an option.

We establish and rehearse routines for every common situation pupils encounter: Effective teachers establish simple routines so children know precisely what to do, when, and how, so that we can all focus on the learning.

- Establish the routine, describe and model them explicitly
- Repeat the routines like a rehearsal
- Giving pupils clear feedback until you get the level of success you want and it is automatic
- Do not allow the routines to slip below what you expect!
- Reinforce routines constantly and consistently



We use positive framing to maintain high expectations through positive reinforcement: Effective classroom managers frame correction using positive reinforcement to secure the behaviours they want.

- Be precise so pupils are clear about what you expect to see and hear
- Use pupil's names as much as possible
- When pupils do not meet your expectation reassert what you want – don't describe their behaviour 'Alan, I'd like you looking this way.'
- Assume confusion over defiance

We use signal, pause, insist to establish routines and maintain high expectations: Effective teachers give precise, consistent signals to manage classes and insist on the response.

- Select a clear and easily reproduced signal that you will use to gain attention
- Teach pupils the signal explicitly and practice it multiple times
- Use the signal by standing facing the class, scan the room and make eye contact with everyone
- Pause – do not give the next instruction until everyone follows the instruction
- Ensure 100% compliance using verbal/ non-verbal cues where needed

We use verbal and non-verbal cues to communicate with pupils: Effective teachers do not only use their voice to manage pupils they also use non-invasive strategies without stopping the flow of their teaching

- Use eye contact
- Use hand signals/ gestures
- Intentionally model the behaviours you expect to see
- Use fewer words
- Use names

We are ready and waiting for the children to support transitions: Effective teachers know that moving 30 pupils around a room and the building can be a huge operation.

- Be at the door ready to welcome every pupil every day
- Be on the playground just before the bell so that you are ready to support them to line up correctly
- Teach the children that the door to the classroom is the portal to indoor behaviour and that outdoor behaviour belongs in the playground

Tier 3 support:

Pupils requiring Tier 3 support will always be placed on the SEND register, if not already registered. Tier 3 support may involve some intense support regarding emotions and self-regulation with our trained ELSA (Emotional Literacy Support Assistant) or therapeutic work through Drawing & Talking Therapy, Music Therapy or Play Therapy with our specialist trained staff members or linked external professionals. Some pupils may access nurture support at The Bay where pupils will work through a series of interventions bespoke to their needs. All pupils accessing The Bay will be assessed using the Boxall Profile and interventions created from the assessment. Highly trained staff lead the interventions and the provision is monitored both internally and with the Trust's Behaviour & SEMH Lead specialist. Pupils accessing The Bay will have a bespoke timetable. Pupils will not receive support from The Bay with the parent being informed prior to the pupil's planned support.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour:

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

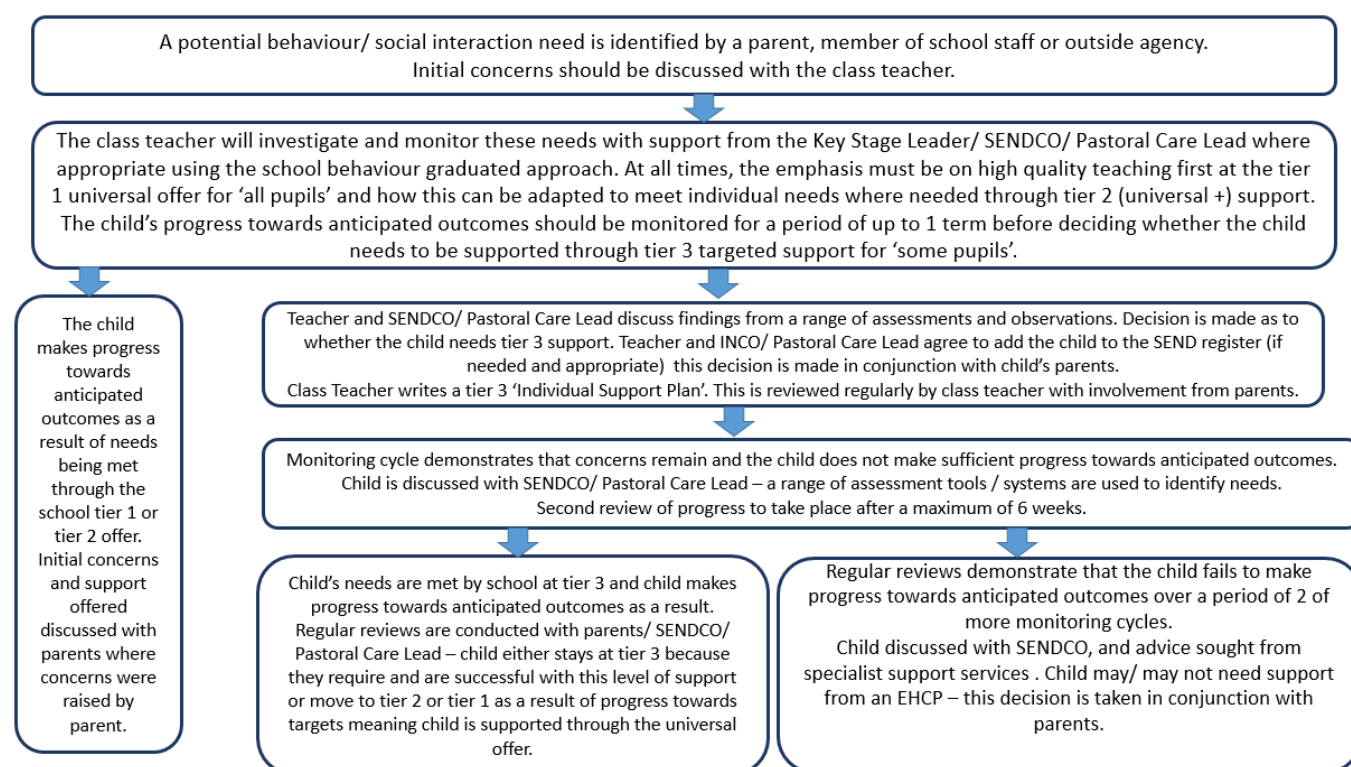
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

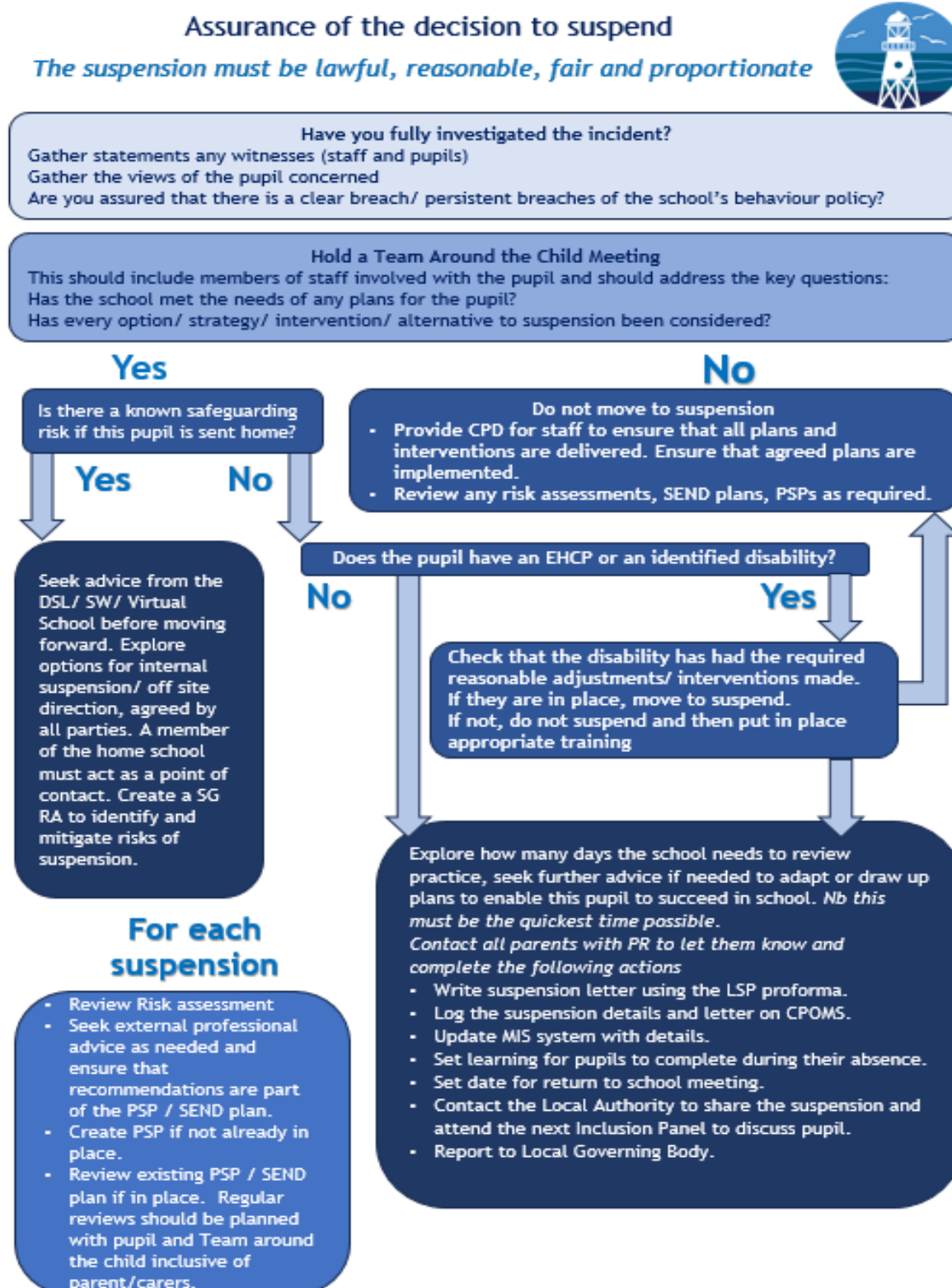
The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

How are concerns about a child's learning/ behaviour/ social and emotional well-being:



More Serious Behaviour Incidents:

If earlier interventions have not worked in supporting a pupil to meet the schools expectations, the school may implement the LSP Pastoral Support Plan process. A PSP is a school lead process which seeks to garner the support of all involved with the pupil to provide strategies and interventions to support a pupil to reengage positively in school life. This is a wave 2 intervention and runs for 8 weeks. As part of this process an individualised risk assessment may be drafted to ensure that risk mitigation has taken place to keep everyone safe.



Assurance of the decision to suspend for 5 days+/- PEX*The suspension must be lawful, reasonable, fair and proportionate***Have you fully investigated the incident?**

Gather statements any witnesses (staff and pupils)

Gather the views of the pupil concerned

Are you assured that there is a clear breach/ persistent breaches of the school's behaviour policy?

If it is a PEX, are you classing this as a one-off incident or persistent disruptive behaviour ?

Hold a Team Around the Child Meeting

This should include members of staff involved with the pupil and should address the key questions:

Has the school met the needs of any plans for the pupil?

Has every option/ strategy/ intervention/ alternative to suspension or PEX been considered? (This should be the case for every suspension leading up to a long suspension or PEX)

If the child is on the SEND register, is all paperwork in place that supports a well-thought-out graduated response to behaviour?

Yes to all**No**

Is there a known safeguarding risk if this pupil is sent home?

Yes**No**

Seek advice from the DSL/ SW/ Virtual School before moving forward. Explore options for internal suspension/ off site direction, agreed by all parties. A member of the home school must act as a point of contact. Create a SG RA to identify and mitigate risks of S/PEX

Do not move to suspension or PEX

- Provide CPD for staff to ensure that all plans and interventions are delivered. Ensure that agreed plans are implemented.
- Review any risk assessments, SEND plans, PSPs as required.

Explore how many days the school needs to review practice, seek further advice if needed to adapt or draw up plans to enable this pupil to succeed in school. *Nb this must be the quickest time possible.*

Contact all parents with PR to let them know and complete the following actions

- Write suspension letter using the LSP proforma.
- Log the suspension details and letter on CPOMS.
- Update MIS system with details.
- Set learning for pupils to complete during their absence.
- Set date for return to school meeting.
- Contact the Local Authority to share the suspension and attend the next Inclusion Panel to discuss pupil.
- Report to Local Governing Body.

Then

In all cases:
Have you contacted a member of the Education Team to discuss?

In all cases:
If the suspension is for more than 5 days or if it is a PEX you must let the LA know, as the pupil will need to attend an ALP.

Permanent Exclusion must always be the last resort and happen in the rarest of occasions

Legislation, statutory requirements and statutory guidance:

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- <https://www.gov.uk/government/publications/school-exclusion> Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

Reasonable force/Physical intervention:

Reasonable force covers a range of interventions that involve physical intervention with pupils. All members of staff have a duty to use reasonable force/ physical intervention, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

For further information, please refer to the school's Positive Handling Policy.

Confiscation, searches, screening:

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site misbehaviour:

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour:

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour:

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

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

If a decision is made to report the matter to the police, the headteacher (or member of the Senior Leadership Team in her absence) will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence:

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations:

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Training:

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of physical intervention
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Roles and Responsibilities:

The local governing body of each school is responsible for overseeing the implementation of this behaviour policy in its school.

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils:

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Appendix 1: Scripts for restorative conversations

ALL SCRIPTS NEED TO BE ONLY USED AS A GUIDE AND SHOULD BE AGE AND STAGE DIFFERENTIATED.

Script to lead the restorative conversation with a child who has a behaviour incident:

Thank you for discussing what happened with me. This is the start of making things right again.

What behaviour are we discussing?

What zone were you in when you did / said what you did?

How did you feel as you did / said that?

How did your behaviour make other people (can be specific here) feel?

Knowing that your behaviour made them feel this way, how would you like to improve things now?

When you are next in the _____ zone, what can you do to help your behaviour stay on track?

What else can we do to help you manage your behaviour?

Script to help lead the restorative conversation with the harmed person (to prevent them saying 'it's OK'):

Thank you for discussing what happened with us. _____ is here to help make things right again.

How did _____'s behaviour make you feel when _____ happened?

Are you ready to accept an apology from _____?

What would you like anything else to happen to help make things right?