



All Saints' C. of E. Primary School

Policy Subject: Behaviour Policy

Date : November 2025

Vision:
Rooted in faith.
Growing through learning.
Enabling all to flourish.



Philippians 4:13 - 'I can face all things through Christ who strengthens me'.

The Designated Safeguarding Lead (DSL)

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Online Safety Lead (OSL)

Janet Sharp – KS2 Phase Leader

The Governors and staff of All Saints' CofE Primary School fully recognise and are committed to the responsibilities and duties placed upon them with regard to arrangements for safeguarding and promoting the welfare of all pupils. We expect all staff, including volunteers, to share this commitment, recognising that they have a full and active part to play in protecting pupils from harm.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Parents and carers expect a secure and caring environment in which the children can flourish. We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil, and which takes a child-centred approach.

To meet this expectation, the school adheres to a wide range of national and local policies and guidance, including Working Together to Safeguard Children 2023, Keeping Children Safe in Education 2025 and this policy is in line with the London Child Protection Procedures 2017 (5th edition amended October 2017, amended in 2025), as well as the school's Safeguarding & Child Protection policy, Online Safety Policy, Anti-Bullying Policy and Health & Safety Policy. Parents and carers are welcome to read the policies on our website or on request from the School Office.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Part of our legal duty to safeguard children may also include the need to consult with and take advice from other agencies such as the Police or social services should the need arise.

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1. Aims

Introduction

At our school, our vision of rooted in faith, growing through learning, enabling all to flourish guides every aspect of our school life. Inspired by our Christian ethos, we believe that each child is a unique and precious individual, created in the image of God, and deserving of love, respect, and dignity. Our Behaviour Policy reflects this belief and seeks to nurture an environment where all children feel valued for who they are, and where differences are celebrated.

Our core values of respect, resilience, kindness, and integrity sit at the heart of how we learn, play and grow together. These values shape our expectations, inform our relationships, and help us build a community in which every child can thrive. Central to this is our commitment to restorative justice, which forms the basis of our approach to behaviour. We believe that when difficulties arise, the most meaningful learning comes from repairing harm, restoring relationships, and rebuilding trust. This approach supports children in taking responsibility for their actions while recognising their capacity for growth, forgiveness, and positive change.

We recognise that learning how to navigate emotions is an essential part of a child's development. Therefore, we place great importance on teaching pupils to recognise, understand and regulate their feelings in positive and constructive ways. By equipping children with these skills, we enable them to build healthy relationships, make thoughtful choices, and develop resilience in the face of challenges.

Through faith, learning, and shared values, we work together to create a safe, caring and joyful school community—one where every child can flourish.

This policy aims to promote high expectations of behaviour for all pupils by:

- Promoting good behaviour both in the classroom and online, rooted in our core values of kindness, respect and resilience.
- Providing a common language around behaviour
- Engaging parents with the principles and processes of this policy
- Ensuring consistency in the way all staff, pupils, parents and carers promote learning behaviours, playground behaviours and online behaviours.
- Communicating and explaining our processes and principles

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024](#)
- [Use of reasonable force in schools 2025](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour may be defined as (not limited to):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour may be defined as (not limited to)::

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Please see the Anti-Bullying Policy.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing board

The Pupil Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Pupil Committee
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour and consistently
- Monitoring that the policy is implemented by staff consistently with 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 that logged behaviour incidents are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Members of staff are responsible for:

- Creating a calm and safe environment for pupils
- Creating, maintaining and modelling positive relationships
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- 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, whilst 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.

5.5 Pupils

We expect pupils to:

- Be polite and courteous
- Be honest
- Move around the school sensibly
- Model our school values
- Take responsibility for their actions and words
- Try their best
- Play kindly, fairly and inclusively
- Contribute to school life

6. School behaviour curriculum

Grounded in the understanding that behaviour is a form of communication, we recognise that challenging behaviour often signals an unmet need. We guide, support and teach children the skills they need to make positive choices, regulate their emotions, and succeed socially and academically.

To support this, all children are explicitly taught how to identify, understand and manage their emotions through our whole-school Zones of Regulation approach. This shared language helps pupils recognise their feelings, understand the impact of their actions, and choose tools and strategies that enable them to return to a calm, ready-to-learn state. Staff model this language consistently.

Across all key stages, children and adults share a clear and consistent understanding of what constitutes 'green, red, or serious red' behaviours—describing positive, unhelpful, or extremely challenging choices (see Appendix 1). Our response system (see Appendix 2) is designed to be fair, supportive and rooted in opportunities for reflection, growth and restoration.

When a child receives a red card, a supportive adult will hold a restorative conversation during a brief time-out. These reflective discussions begin with open, compassionate questions that help the child think about what happened, how others may have been affected, and what they can do to put things right (see Appendix 3). Restorative practice aligns closely with our Christian values—especially kindness, forgiveness, reconciliation and understanding. A written record of this conversation will be shared with families to read, sign and return the following day..

To prevent behaviours from escalating, staff take a proactive and positive approach. Pupils are invited into a dedicated calming space within the classroom or playground when needed, allowing them time to regulate their emotions using research-informed tools and strategies (see Appendix 4). Restorative dialogue is integrated into these moments, encouraging children to reflect and reset before a situation becomes more challenging.

Every member of the All Saints' team shares responsibility for implementing this policy. The examples of behaviour and associated responses have been developed together with staff and pupils, ensuring a shared understanding and a shared commitment.

At All Saints' we expect the highest standard of behaviour and good conduct. We believe that poor behaviour is a sign

Procedures

At the beginning of the year, and each new term, behaviour expectations are shared with pupils and staff. Class teachers are expected to discuss wanted and unwanted behaviour and their consequences. School rules are shared. They embody our school values and our Christian ethos.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. Adjustments such as these will be agreed with parents and carers and SLT. Appropriate adults will be consulted, if the expectation is that they enforce consequences.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules & school values
- Develop a positive relationship with pupils, which may include:
 - Using praise at every opportunity
 - Greeting pupils in the morning/at the start of lessons
 - Daily 'check-ins' for emotional regulation
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise/ non-verbal cues e.g. Thumbs up
- Communicating praise to parents/ carers via a phone call or written correspondence
- Certificates
- House points
- Merits
- Top table
- Recognition in whole school Celebration Worship

Praise and Rewards: we believe that positive praise is highly effective in promoting good behaviour. Success is praised and positively reinforced.

Children know that effort and good behaviour are highly valued, praised and indeed expected. Rewards and consequences are clearly set out in child which are displayed visibly around the school.

Positive behaviour is referred to as a 'green choice' and undesirable/ very challenging behaviours as either a 'red choice' or a 'serious red choice.' Children have a range of opportunities to be celebrated for making 'green choices'; many of which are publicly shared in our weekly Celebration Assembly. Team Points, ranging from 1 to 5, are awarded by all staff across the week, for a variety of different reasons, both academic and behaviour. These are recorded in the classroom and collected weekly by Year 6 and added to the running total during the Celebration Assembly; the winning House is presented with the House Cup at the end of each term, with an overall winner celebrated in the summer.

Additionally, two pupils from each class are selected by teachers each week to receive a 'Well Done' certificate; these are awarded for a range of reasons including: positive attitudes to learning; a notable piece of work; good thinking skills; good participation; demonstration of our core values in action or good manners and polite behaviour. Class teachers award merits for **exceptional** work and effort. Children are sent, with their work and completed merit card, to a member of the SLT for praise and a stamp. Ten stamps trigger a gold merit certificate, which also contributes to the team point tally.

To maintain the focus on good behaviour, we also award team points to two children each week who have shown the highest standards of behaviour. These children are chosen by the '**Good Conduct Detective**'; a member of staff who is responsible, on a rota basis, for looking out for children demonstrating these high standards. The children are also presented good conduct stickers in the Celebration Assembly.

7.4 Responding to 'red choices'

When a pupil's behaviour does not meet the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

To ensure a consistent behaviour approach, all staff members will adhere to agreed steps in appendix 2. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

'Red choices' will be addressed each time. We remind a child that it is their action that we disprove of and not them as individuals. Where a sanction is awarded, the reason is carefully explained. After a child has accepted and had their consequence, a 'reset' can begin. Red choices and consequences are recorded on CPOMs..

When a 'serious red choice' has been made. Children will complete a Red Reflection Form which will later that day be shared with their parents. This sheet reflects principles of restorative justice and gives the pupil a chance to consider the impact of their actions, how to make things right and what to do next time. Copies of all Red Reflection Forms are sent home and parents are expected to sign these and return them to school. A courtesy phone call to parents is often helpful to give context to the sanction. This will also be uploaded onto CPOMs

If a child makes two 'serious red choices' in a week or more than five in a half term, staff and the SLT will invite parents in for a meeting to discuss how their child can be supported to regulate their emotions and make 'green choices' through a behaviour support plan (see Appendix 8 for Escalation Flowchart).

A record is kept of any serious incidents and parents are informed and involved at an early stage. The Headteacher has the authority to exclude a pupil should it become necessary. In such a case, the Headteacher would follow the Department for Education guidance.

All significant and serious behaviour incidents, including online incidents, will be recorded online in CPOMs.

In the Early Years (Nursery and Reception) incidents are dealt with as they occur. For misbehaviour children will be given up to three warnings before they are invited to have some thinking time in a calming space. No more than 5 minutes will be spent on reflection for a child in early years. After this time, children will discuss the incident with the adult that asked them to reflect in the quiet area. Such information is fed back to parents at the end of the day as and when appropriate. A great emphasis exists around positive praise and reinforcement to meet the developmental needs of young children.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, 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.

Please see the Positive Handling Policy.

7.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

7.7 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).

7.8 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.

7.9 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 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.

7.10 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.

7.11 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.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the SLT.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils may be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed immediately that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 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:

- Training for staff in understanding conditions of SEN
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during moments of sensory overload
- Use of fidget toys to support focus and concentration

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

9.2 Adapting sanctions for pupils with SEND

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 in a manner as a result of their SEN

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.

9.3 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.

9.4 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.

The local authority is contactable via Wandsworth SNAS on 020 8871 8061 or EDSNAS@wandsworth.gov.uk

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school:

Strategies for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension.

This could include measures like:

- Reintegration meetings
- Daily contact with an agreed member of staff
- A card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. A summary of this document

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

Our staff are provided with regular training on managing behaviour, including training on:

- How SEND and mental health needs impact behaviour
- The needs of the pupils at the school
- The proper use of restraint
- Zones of Regulation
- Education Well-Being
- Positive Handling
-

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders

The data will be analysed every year by the SLT.

The data will be analysed from a variety of perspectives The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Pupil Committee with input from the School Council at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Pupil Committee

14. Links with other policies

This behaviour policy is linked to the following policies














- Suspensions and Permanent Exclusions policy
- Child protection and safeguarding policy
- Positive Handling policy
- Acceptable Use Policy

Appendix 1: Examples of behaviour choices- devised by All Saints adults and children

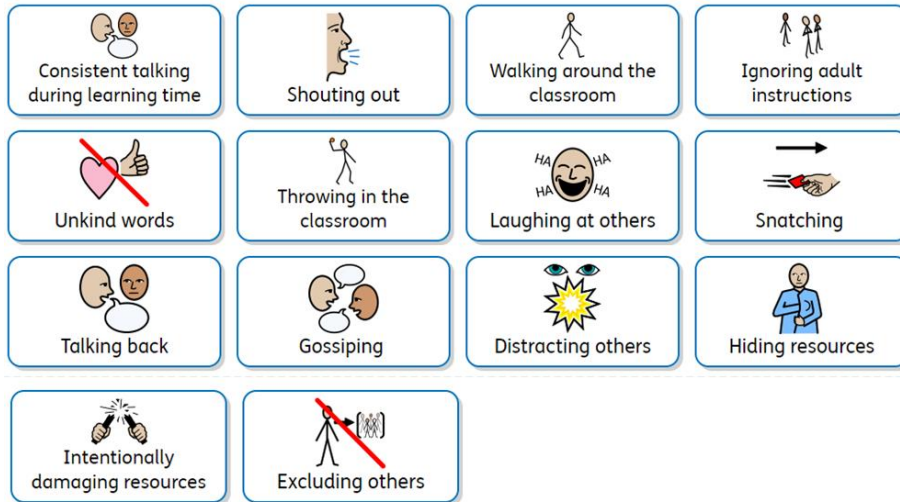
Examples of Green Choices

 Sharing	 Turn taking	 Good Sitting	 Active listening
 Gentle voices	 Kind hands	 Taking responsibility	 Trying your best
 Honesty	 Integrity	 Asking for help	 Independent learning
 Looking after property	 Celebrating others	 Being resilient	 Positive thinking

Examples of Red Choices

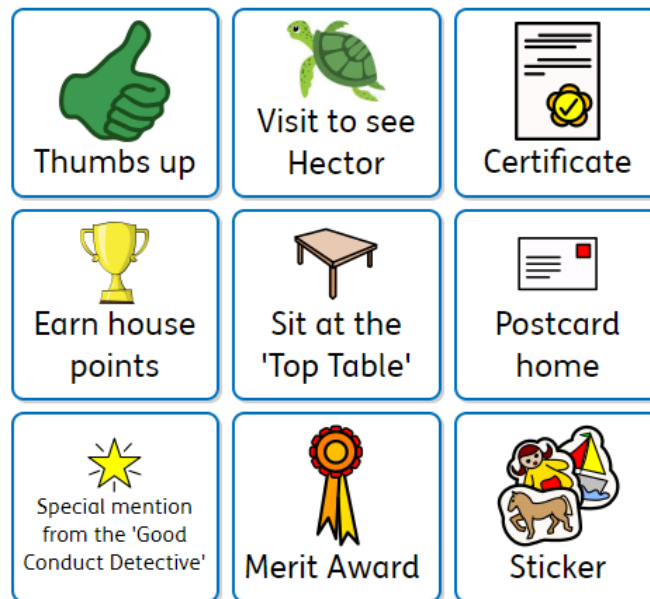
 Consistent talking during learning time	 Shouting out	 Walking around the classroom	 Ignoring adult instructions
 Unkind words	 Throwing in the classroom	 Laughing at others	 Snatching
 Talking back	 Gossiping	 Distracting others	 Hiding resources
 Intentionally damaging resources	 Excluding others		

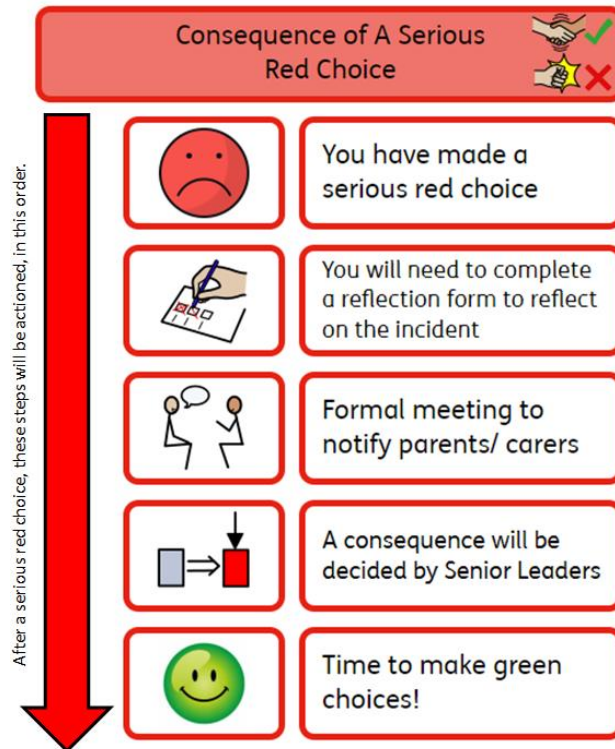
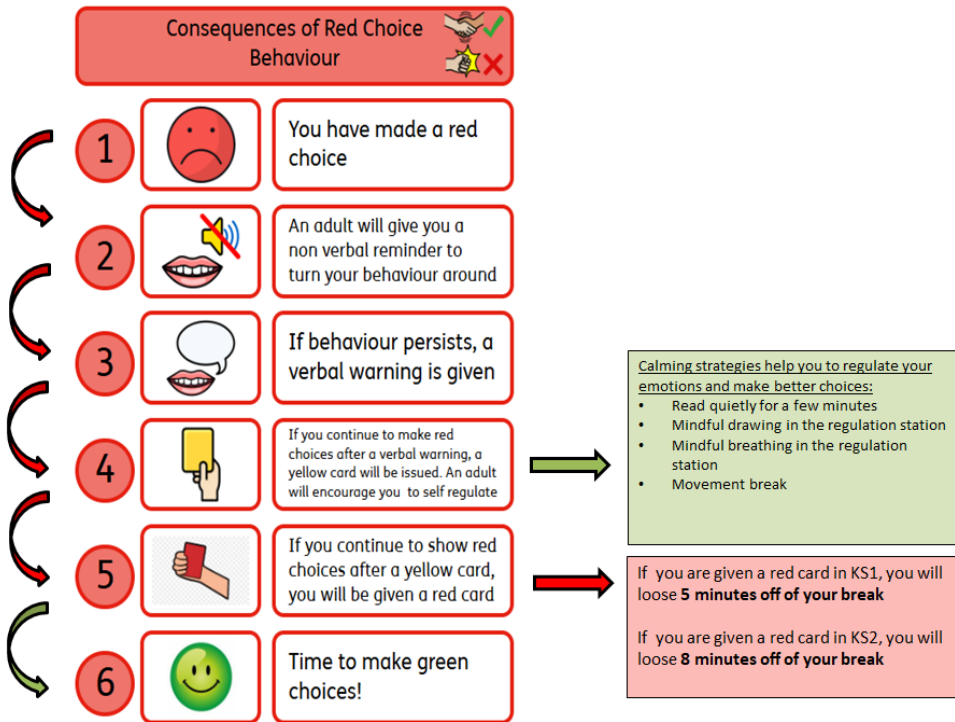
Examples of Red Choices




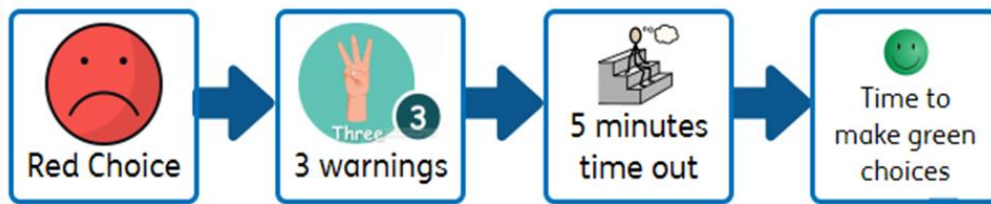
Appendix 2- How we respond to the behaviour we see


Consequences of Green Behaviour Choices

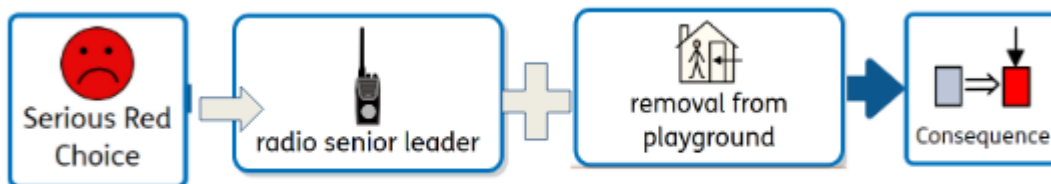
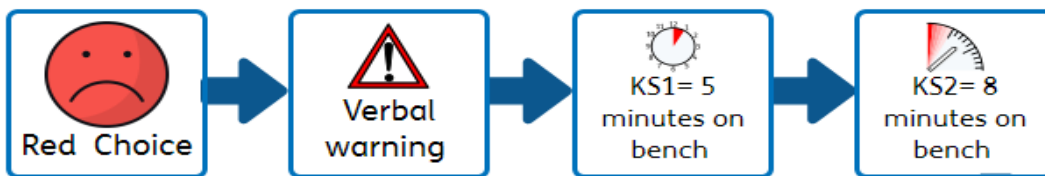




 Behaviour choice EYFS



 Playground Behaviour Choices and Consequences



Appendix 3: A Red Reflection Form informs the discussion after a serious red. This is shared with parents and carers

NAME: _____ DATE: _____ CLASS: _____

All Saints' Red Reflection Form

Can you tell me what happened?
What were you thinking/ feeling at the time?
How have you been feeling since it happened?
Who do you think has been affected by your actions? <i>How were they affected?</i>
Think about our school values. What can you do to make things better? (kindness, respect resilience)
How could we prevent this from happening in the future?

Signed by Parent/Carer: _____

*The feelings chart supports the Red Reflection conversation. It supports children to articulate their feelings and those of others

Appendix 4: Below is a 'Regulation Station'- this is a dedicated quiet area within the classroom. Pupils are encouraged to use these spaces and the 'tools' that accompany it, if they are displaying behaviours that could possibly escalate in a negative way.



Appendix 5: Lanyards worn by All Saints' teaching and support staff. These question prompts support constructive conversations after a red card is issued

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

Appendix 6: School Rules

- We are kind, always
- We have integrity
- We work reciprocally
- We celebrate our achievements and those of others
- We strive for excellence, in all that we do
- We learn from our mistakes
- We are respectful



All Saints' C. of E. Primary School

Positive Behaviour Support Plan

XXX

Autumn 2025

The objectives of this support plan for XXX are:

1. To ensure that XXX is happy and safe in school
2. To provide XXX with strategies to help him self-regulate
3. To provide all staff with a consistent approach to support XXX's behaviour, well-being and academic achievement

XXX's strengths and interests:

•

XXX's views of school:

XXX enjoys..... XXX likes.....

Parent's views:

--

<u>What I look like when I am in the Green Zone</u>	<u>How to help me stay in the Green Zone</u>
<ul style="list-style-type: none"> ● Happy and smiley ● Engaging in activities ● Following instructions (with a low demand approach) ● Working independently ● Keen to share and talk about my interests ● Asking questions ● Managing transitions well ● Happily engaging with my peers eg, playing together outside 	<ul style="list-style-type: none"> ● POSITIVE INTERACTIONS - opportunities to build positive relationships with key adults and talk to them about my interests. ● MOVEMENT BREAKS – regular movement breaks either inside or outside the classroom help me with my attention and concentration and help me manage overwhelming situations. ● POSITIVE LANGUAGE AND REINFORCEMENT- I enjoy being praised and rewarded for my efforts and I like when people take an interest in what I like (eg, Science). ● ZONES OF REGULATION – regular check-ins on how I am feeling, what zone I am in and why. This is used to determine whether I need more movement breaks or whether learning activities, expectations and demands need to be adapted. ● VISUALS – the whole class visual timetable helps me understand what my day looks like and what activities I need to complete. I have previously preferred to build my own daily timetable. ● A SENSE OF AUTONOMY – using a low demand approach and adapting the way you give me instructions or lay out your expectations helps me feel a sense of control over what I am doing and decreases the anxiety I feel about completing tasks.

<u>Triggers</u>	<u>How to help me get back into the Green Zone when I am in the RED ZONE</u>
<ul style="list-style-type: none"> ● Anxiety ● Demands - PDA profile ● Feeling unwell or tired ● Seeking autonomy ● Transitions ● Changes to Harry's usual routine/timetable – where a new activity may appear demanding ● Conflicts with peers ● <i>Sometimes the trigger isn't visible</i> 	<ul style="list-style-type: none"> ● ENVIRONMENT - help me get into a calm, quiet space with limited distractions and no demands, for example the junior library. Drawing can sometimes help me self-regulate. ● REST – a safe space to rest helps me, particularly when I am feeling unwell. ● PHYSICAL PROXIMITY/SPACE – give me space so I don't feel 'trapped' and so you don't get hurt. The closer you are to me, the more anxious I become and then the harder it is for me to regulate my emotions. ● LIMITED VERBAL LANGUAGE - the more you talk to me, the harder it is for me to regulate my emotions and the more overwhelmed I become. I will communicate with you once I feel calm and ready (see script below). ● CONSISTENT ADULT – When I am dysregulated and being physical towards others, there may need to be two adults present to keep me and the adults helping me safe (see script below). Otherwise, I should be left to spend time with Mr Dwyer who I trust, have a good relationship with and who understands my PDA profile.
<p><u>What might happen when I am in the Red Zone</u></p>	
<ul style="list-style-type: none"> ● Refusal to engage in activities ● Refusal to speak to adults ● Not following instructions ● Leaving the classroom ● Growling ● Shouting ● Lashing out at others (hitting, kicking) ● Biting – when in role-play mode <p>If I leave the classroom, calmly follow me and ensure I remain safe. Say, "Harry, I'm here to help when you are ready".</p>	

Adult Script during times of dysregulation

"XXX, I can see something has happened, I am here when you are ready to talk".

"XXX, I am here to help when you are ready".

"Shall we go to/do X or Y?" (low demand approach, PDA guidance)

"Maybe we could do X or Y". (low demand approach, PDA guidance)

To the adults supporting:

"Help is available".

*Adults to have a walkie talkie with them and follow Positive Handling Policy.

Rewards and Consequences













XXX is working with an adapted version of school behaviour policy:













Consequences of Green Behaviour Choices

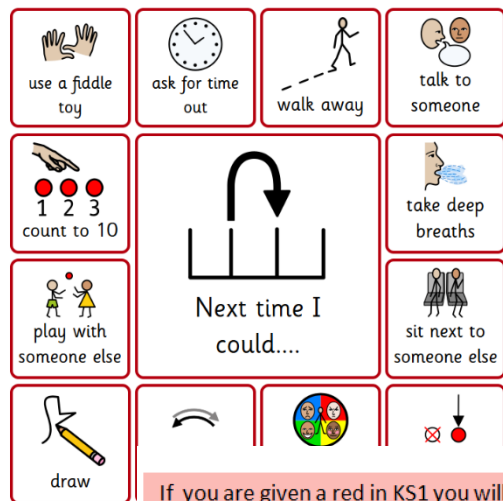
 Thumbs up	 Visit to see Hector	 Certificate
 Earn house points	 Sit at the 'Top Table'	 Postcard home
 Special mention from the 'Good Conduct Detective'	 Merit Award	 Sticker

Reflective Conversation prompts

These visuals are designed to help Harry reflect on a red choice and link to the Zones of Regulation. He will think about what happened, how he was feeling, who was affected and what he could do next time. This should be completed when he is regulated.

 made silly noises	 shouted at someone	 rude to someone	 walked off
 scribbled on my work	 What happened?	 tore my work	
 threw something		 broke something	
 ran away		 used unkind words	 hurt someone

 sad	 bored	 ill	 frightened
 tired	 How were you feeling?	 angry	
 worried		 unsafe	
 frustrated		 confused	 excited



If you are given a red in KS1 you will loose **5 minutes off of your break**

If you are given a red in KS2 you will loose **8 minutes off of your break**

Sanctions

These are to be completed after a reflection and when regulated.

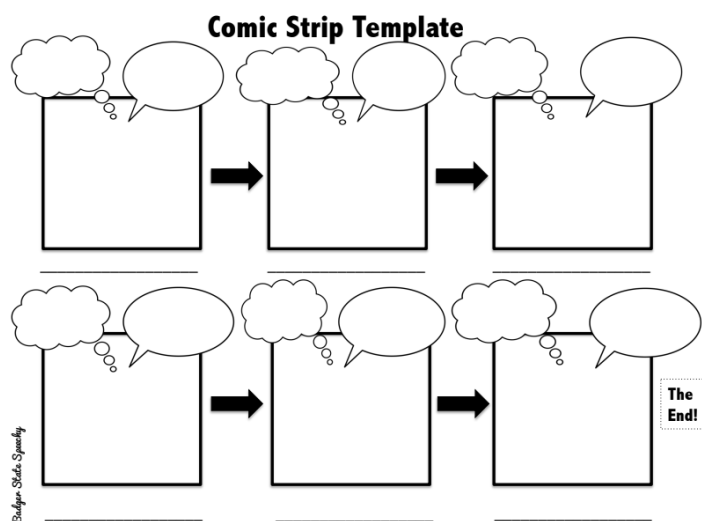
Sanctions and consequences should be tailored to the situation and Harry's needs. For example, 'time off play' may not always be appropriate. As much as possible, the sanction should take place on the same day as the incident although on some occasions this may need to be flexible.

There may also be times where Harry has been given a consequence at home rather than in school. This is to be communicated with school/parents so additional sanctions aren't given when not necessary.

Reflective Conversation Record

Comic Strip Conversations (WAAS Guidance)

As part of Harry's reflective conversation, he may be encouraged to complete a comic strip drawing to show what behaviour took place, who was involved, what was said and how those involved were feeling. It is designed to help Harry better understand social situations by breaking down the events and making them more visual. Links can also be made to the Zones of Regulation.



Communication

This plan was communicated with XXX’s parents on

Signed:

..... Parents/Carers

..... Class Teacher

..... SENCO/Behaviour Lead

Appendix 8: Escalation Flow Chart

