St. Mary's Church of England VC Infant School

'Sharing, Caring, Learning and Loving with God'

St Mary's Way

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Behaviour Policy

Policy Review:

This Policy will be reviewed by the staff annually

Reviewed	**June 2026**
Next Review	**June 2027**

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Our Vision

We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit Jesus' Kingdom comes and everyone can flourish together.

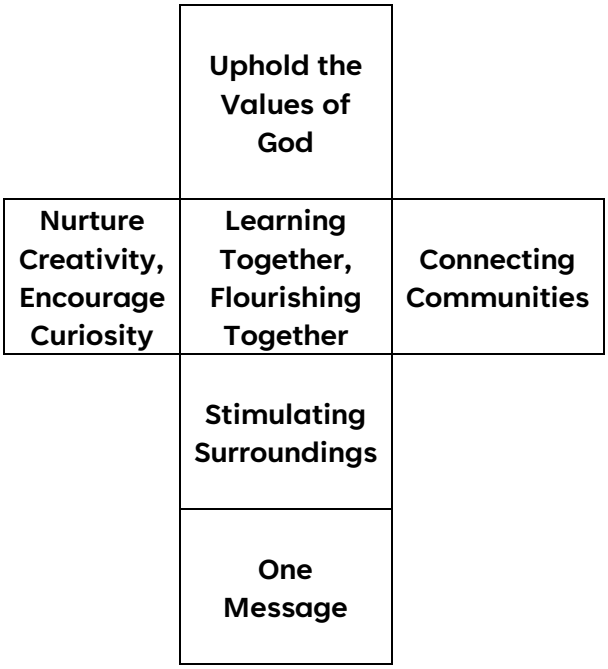
Our Mission

'Sharing, caring, learning and loving with God.'

Our Values

Friendship, Perseverance, Respect, Trust, Thankfulness, Humility, Generosity, Forgiveness, Courage, Peace, Compassion, Responsibility

Our 6 Key ideals that underpin our vision



Understanding our vision

Our 6 key ideals were created through the input of all stakeholders as being important factors in what we want from our school every day.

'We aspire to be a community living life in all its fullness' (John 10:10) Church of England vision for Education

'Sharing, Caring, Learning and Loving with God' (School's mission statement)

'Valuing the dignity and respect of all humanity and all creation' (Reference to Jonah and the Whale and the Church of England vision)

'Through the power of the Holy Spirit' (The importance of the Holy trinity and that we can't do it alone. We must work together.)

'Jesus' kingdom comes.' (Themed verse, Lord 's Prayer and the goal of the school for us to create a peaceful and successful kingdom)

Flourish: Achievement

Together: Community

1.1 Aims and expectations

St Mary's is a happy and caring school. Our behaviour policy reflects the vision and aims of the school. All of our school community have the right to feel welcome, safe and supported. St Mary's is committed to creating an environment where behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We follow a therapeutic approach to developing positive behaviour in a variety of ways, aimed at developing internal discipline so that our children can go on to live successful lives as adults able to regulate their behaviour appropriately. We aim to teach positive behaviour rather than simply managing behaviour. We are committed to providing an inclusive environment in which individuals needs and feelings are understood and supported.

We recognise that all behaviour is a form of communication, and we endeavour to recognise and understand the behaviour that an individual may exhibit. We seek to understand and respond to children on an individual level, ensuring personalised and consistent responses which enable children to learn to effectively manage their own behaviour. We believe that positive, caring and trustworthy relationships are key to the success of our approach. At St Mary's we recognise that experiences, feelings and behaviours are inextricably linked. We believe that positive experiences create positive feelings and positive feelings create positive behaviour. All staff need to know how to promote pro-social behaviour and how to manage difficult or dangerous behaviour. They also need to have an understanding of what behaviour might be communicating. All staff should focus upon preventative strategies and de-escalation rather than upon reactive strategies.

Policy Aim

- To create a culture of exceptionally good behaviour: for learning, for community life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships and
- self-confidence.
- To help learners be in control of their behaviour and responsible for the consequences of it.
- To build a community which values kindness, care and empathy for others
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all

- To establish and promote consistent expectations of behaviour for all pupils.
- To actively promote pro-social behaviour to enable pupils to build positive relationships and develop trust, respect and consideration for others.
- To use shared de-escalation and preventative strategies to manage behaviour.
- To ensure prompt and effective action is taken when managing difficult or dangerous behaviour

2. Legislation and Statutory Requirements

This policy is based on advice from the Department of Education (DfE) on:

- Behaviour and Discipline in Schools
- The Equality Act (2010)
- Restrictive Interventions, including use of reasonable force, in schools
- Supporting pupils with medical conditions in school
- Keeping Children Safe in Education
- Special Education Needs and Disability Code of Practice
- Suspensions and Exclusions Guidance July 2026

3. Definitions

Difficult Behaviours can be defined as:

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

Serious/Dangerous Behaviours can be defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual Assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical Assault/Fighting
- Smoking
- Prejudice related incidents including racist, sexist, homophobic or any other discriminatory behaviour
- Possession of any prohibited items

These lists are not exhaustive and other incidents or situations may be deemed dangerous by the senior leadership team, where the situation is a risk to the pupil and/or others around them.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Involves an imbalance of power

St Mary's Infant School is committed to ensuring all pupils learn in a safe and supportive environment. All children and adults have a right to feel safe and happy at school, bullying unacceptable and will not be tolerated.

Any bullying concerns raised or noted in behaviour analysis are addressed immediately in line with the school's Anti-Bullying Policy. Where needed, a *Risk Management Plan* will be created with parents/carers and relevant professionals to ensure a consistent, needs-led approach.

Please refer to the school's **Anti Bullying Policy** for further information outlining details of the school's approach to preventing and addressing bullying.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, Kicking, Pushing, taking another's belongings, any use of violence
Racial	Racially unkind comments, excluding, graffiti, gestures
Direct or indirect Verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber-Bullying	Bullying that takes place online
Protected Characteristics	Discrimination against race, age, disability, gender, religion, sexual orientation, gender reassignment
Child-on-Child Abuse	Child on child abuse is aggressive, hurtful behaviour that causes pain or embarrassment to others. It may happen once or be repeated over a period of time and it may be difficult for those being hurt or bullied to defend themselves. It can be physical, verbal or indirect and be carried out by individuals or groups. Child on child abuse may include: • physical violence such as hitting, punching, kicking, pushing, spitting. • aggressive, intimidating gestures or intruding into someone's personal space. • interfering with someone's property by stealing, hiding, damaging or destroying it. • making threats, using offensive names or insulting someone or their family. • telling lies, spreading rumours or making up stories about someone. • picking on someone by putting them down, belittling their ability and achievements. • abusive or degrading remarks about someone's race, disability, gender orientation, sexuality, culture, religion or social background. • making sexually suggestive or insulting comments or touching someone inappropriately. • ganging up on someone or hurtfully excluding them from a group or activity, including online chat groups and messaging apps. • Sending hurtful/hateful/sexual messages via text, email and social media. • ridiculing someone's appearance. • forcing a person to do something against their will.

5. Roles and Responsibilities

5.1 Governors

The governing body has the responsibility of setting guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

5.2 Headteacher

The Headteacher is responsible for implementing the behaviour policy consistently and fairly throughout the school.
To report to governors on the effectiveness of the policy.
To to ensure the health, safety and welfare of all children in the school.
To support the staff by implementing the policy as a role model, by setting the standards of behaviour and by supporting staff in the implementation of the policy with consistency and clarity.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5.3 SENCo

To support the staff by implementing the policy as a role model, by setting the standards of behaviour and by supporting staff in the implementation of the policy with consistency and clarity.
To plan for children who find the behavioural expectations particularly challenging to adhere to.

Ensuring children at risk of exclusion due to consistent disruptive behaviour will have an Individual Risk Management Plan (IRMP) written and agreed by the school and, sometimes, external agencies. Parents and pupils are always involved in this process that will clearly set out the school expectations together with agreed rewards and sanctions.

5.4 Class Teacher

To ensure that a positive learning environment is implemented in their class, and that high expectations ensure children behave in a positive and responsible manner during lesson time. Positive and appropriate behaviour is acknowledged, praised and rewarded.
To treat each child fairly and follow the behaviour policy consistently. To treat all children with respect and understanding. Inappropriate behaviour is addressed discretely and privately, avoiding shouting and humiliation.
To report to parents about the progress of each child in their class, in line with the whole school policy. The class teacher will contact a parent at an early stage, if there are concerns about the behaviour or welfare of a child.
With best endeavours follow agreed individual plans for children requiring additional support.

5.5 All other Members of Staff

To treat each child fairly and follow the behaviour policy consistently. To treat all children with respect and understanding. Inappropriate behaviour is addressed discretely and privately, avoiding shouting and humiliation.
To follow the behaviour flow chart for communication and consequences.
To report to class teacher in line with the whole school policy. The class teacher will then contact a parent at an early stage, if there are concerns about the behaviour or welfare of a child.
With best endeavours follow agreed individual plans for children requiring additional support.

5.6 Parents/Carers

To work collaboratively with the school, so children receive consistent messages about how to behave at home and at school.
To abide by the signed home-school agreement.
To support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
If the school has to use consequences with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or phase leader. If the concern remains, they should follow the communication flow chart talking to the Deputy Headteacher and then Headteacher. If all steps of these discussions cannot resolve the problem, a formal grievance or appeal process can be initiated with the Chair of Governors (Please see complaints policy).

6. St Mary's Infant School Rules and Behaviour Routines

At St Mary's Infants School we have consistent expectations of children across the school day, whether they are learning in the classroom, in the corridor, dining room or on the playground.

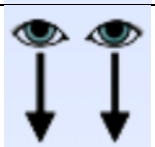
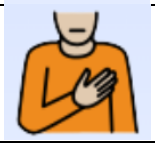
6.1 School Rules

These expectations are easily remembered with the 5 St Mary's Rules that encompass all expected pro-social behaviours.



6.2 Showing 5

At St Mary's Infant School we have consistent expectations of children across the school day, to gain the attention of the children to deliver an instruction or information in any area of the school, staff members will either verbally say "5" while raising a hand to show 5 fingers **or** raise a hand to show 5 fingers and use non-verbal cues to gain attention. This routine is taught and revisited with the children regularly throughout the year. Children understand that when this signal is given, they;

Stop		Children stop what they are doing in that moment.
Look		Children look at the adult giving the instruction.
Listen		Children listen for the instruction or information that will follow.
Posture		Children check their posture to see that they are sitting or standing safely and comfortably.
Respect		Children show respect to the adult sharing instruction or information just as the adult would demonstrate to the child when they are talking.

6.3 Setting Lesson Expectations

Children are reminded at the beginning of each lesson where appropriate of the following expectations, this may be visited at multiple times throughout lessons. This routine is taught and revisited with the children regularly throughout the year.
Some children will need adaptations to this routine, and this will be outlined in their individual plans and shared with relevant staff and families.

Posture		Children check their posture to see that they are sitting or standing safely and comfortably. Children are taught different ways to move their bodies in their chair to encourage comfort and concentration.
Magnet Eyes		Children who are able to look at the adult giving the instruction and track the speaker.
Remember		Children try their best to remember instructions for learning that are regularly revisited.
Joining In		Children take part in learning activities and know that their contributions are valued. The way that children demonstrate they are joining in may vary dependent on need.

6.4 Start of Day Routine

Strategic placement of adults in key zones are utilised to support a calm and purposeful start to the day. These include;

- Main Gate – Whenever possible a member of staff will greet children and families at the school gate, *messages and queries can be raised here*
- Classroom – A member of staff will stand at the classroom door to greet the children and families, *to ensure the behaviour and safety of all children, short messages can be shared here - longer conversations must be part of a booked telephone call or meeting.*
- Classroom – Whenever possible, a second member of staff will be inside the classroom helping children settle into their morning routine - *these adults are not available for short messages to be shared at this time as they are focussing on the learning and behaviour of the children inside the classroom.*
- Children quietly hang their coat at peg, place water bottle in tray, reading book in basket and lunch boxes if applicable into basket and sit down at their table space.
- Children start Read Write Inc Handwriting lesson guided by adult inside the classroom and registration.

6.5 Break Times

- Children will have their snack seated at tables in the classroom in line with safer eating guidelines.
- Class teachers will lead the class to the playground at the start of break time and remain until all adults on duty are present.
- Class teachers or group leads collect class from playground and walk back into the classroom quietly.
- Bell / Whistle is used to signal the end of playtime
- 1st Bell/Whistle – Stop, Tidy
- 2nd Bell/Whistle – Line up
- Playground monitors and adults on duty are responsible for putting resources away
- Adults on duty are spread across zones in the outside area to monitor behaviour and engage children in planned activities or following and supporting children's interests.

6.6 Transitions

There are many transitions throughout the school day. In most instances a verbal pre warning of a transition approaching is used for all children under ordinarily available provision.

6.7 Transitions within the Classroom

We use Read Write Inc signals for transitions within the classroom.

- After gaining the attention of children an adult will show a series of numbers on their fingers
- Children understand that these mean
- 1 – stand up (in spot or behind chair tucked in)
- 2 – Move to directed space in classroom
- 3 – Sit down



6.8 Lunch Times

A rota is in place to enable lunchtimes to remain calm without too many children present in the dining hall at any one time. This allows staff to monitor all children carefully with reference to Safer Eating Guidance. Lunch Time should be a calm, pleasurable social occasion each day.

6.9 Entering the dining hall

- Children wash their hands in their class sink area
- Children walk to the hall silently through the corridors led by the class teacher or member of staff with another at the end of the line wherever possible.
- Children find a seat at their designated table in the dining room.
- A member of staff will invite children to join the school prayer, they may join in with this or sit quietly to reflect on something special to them.

6.10 Eating Lunch

- Children having packed lunch may open their lunches and begin
- Children having school dinners are invited to line up to get their food and cutlery
- Children are encouraged to raise their hand if they need help opening or cutting items and opportunities to teach independence in these skills are utilised.
- We encourage children to say please and thank you to those who help us and a lunch time manners award is given each week in celebration assembly to someone identified as working hard towards this skill.
- *Children who require adaptations to lunch arrangements will have these detailed in their individual plans.*

6.11 Finishing Lunch

- When children have finished their lunch an adult will invite them to empty their tray
- Children wait for a group to finish, they may read a book during this time to promote the love of reading, help with the dustpan and brushes to support a sense of personal and collective responsibility or talk quietly with their friends and build connections.
- Children are invited to quietly line up when they have finished and will be led outside by an adult.

6.12 Outside Lunch Play

- Children will be led outside by an adult either from the dining hall or from their classroom – rota dependent.
- Class teachers or group leads collect class from playground and walk back into the classroom quietly.
- A bell/whistle will be rung alongside a class sign to signal which class need to come inside for lunch.
- The class will be led inside by an adult on duty and start the ‘entering the dining hall’ routine.
- Bell / Whistle is used to signal the end of Lunch Time Play.
- 1st Bell/Whistle – Stop, Tidy

- 2nd Bell/Whistle – Line up
- Playground monitors and adults on duty are responsible for putting resources away
- Adults on duty are spread across zones in the outside area to monitor behaviour and engage children in planned activities or following and supporting children's interests.

6.13 Worship

- Worship is a calm, reflective and inspirational part of the school day. On 4 days of the week this takes place in the school hall.
- A calm environment is established with overhead lights being turned off and Taizé music playing prior to the children entering the hall.
- Children line up in their classrooms and enter the hall silently, led by an adult.
- Children who have been nominated as worship acolytes by their classes will stand along the sides of the dining hall with their items to welcome the children into the hall.
- Children sit down in their class lines with staff on chairs alongside the children.
- Staff sit alongside the children to monitor behaviour and wellbeing, giving nonverbal cues promptly to allow the adult leading worship to focus on delivering this.
- At the end of worship, children are invited to take part in a prayer or to reflect quietly about something special to them.
- The adult leading the worship uses nonverbal gestures to signal standing and sitting throughout the worship as needed.
- Children are led by an adult back to their classrooms quietly whilst Taizé music or other planned music is played.
- *Children who require adaptations to worship arrangements will have these detailed in their individual plans. All children are offered a calm and reflective space during this time.*

6.14 Celebration Assembly Routine

- Celebration Assembly takes place on a Friday afternoon at the end of the day
- Children line up in their classrooms and are signalled by celebration music through the walkie talkies to signal that they may enter the hall.
- Children enter the hall dancing and clapping
- Children sit down in their class lines with staff on chairs alongside the children.
- Staff sit alongside the children to monitor behaviour and wellbeing, giving nonverbal cues promptly to allow the adult leading worship to focus on delivering this.
- Children exit the hall to celebration music dancing and clapping, led by their class teacher

6.15 Home Time Routine

- Children quietly collect their coat at peg, water bottle from tray, reading diary from basket and lunch boxes if applicable and sit down at their table space.
- Main Gate – Whenever possible a member of staff will say goodbye children and families at the school gate, *messages and queries can be raised here*
- Classroom – A member of staff will stand at the classroom door to release the children to parent/carer, children are called individually by the member of staff, not the adult collecting - *to ensure the behaviour and safety of all children, short messages can be shared here when the adult has finished dismissing all children in their care - longer conversations must be part of a booked telephone call or meeting.*
- Classroom – Whenever possible, a second member of staff will be inside the classroom helping children at the end of the day - *these adults are not available for short messages to be shared at this time as they are focussing on the learning and behaviour of the children inside the classroom.*
- Children quietly hang their coat at peg, place water bottle in tray and lunch boxes if applicable into basket and sit down at their table space.

6.16 Reviewing Routines

These routines are accurate at the time of publication; however, routines are regularly reviewed and adapted to meet the evolving needs of all pupils. As a result, amendments may occur throughout the year that may not immediately be reflected in the published policy while ratification is in process. The most current practice in

place will always be the version communicated directly to staff and implemented to ensure pupil safety and wellbeing.

7. Encouraging Pro-Social Behaviour

We recognise that appropriate behaviour and good discipline are necessary for effective teaching and learning. In the first instance, it is the class teacher's responsibility to develop strategies to manage behaviour positively within the classroom. Within the established positive leaning environment, children should expect to receive regular praise from all they come in to contact with. It is the responsibility of all adults who work with children to follow the positive behaviour strategies in order to promote these and support children.
Strategies to acknowledge positive behaviour include:

7.1 Adults in school

Teaching and support staff are responsible for setting the tone and context for behaviour within the classroom. They will;

- Ensure all lessons are accessible and engaging for pupils.
- Ensure there is an appropriate level of challenge for all pupils.
- Recognise that some pupils have different needs and will require different approaches to managing behaviour, using individual approaches where necessary – agreed in consultation with the SENCO
- Actively teach class routines to ensure pupils understand expectations.
- Model the expected behaviour and positively remind pupils of rules and expectations as necessary.
- Adults will, where possible, avoid publicly drawing attention to an individual's behaviour and will speak to them separately if necessary.
- Focus primarily on the behaviour that is appropriate using positive reinforcement.
- Address low level disruption promptly to reduce opportunities for escalation
- Actively build trust and rapport with pupils and encourage respect for all in the class.
- Separate the undesirable behaviour from the child and respond appropriately.
- Follow up difficulties, ensuring that any consequence given is appropriate and in line with policy.
- Work to repair and restore relationships where necessary
- Beginning and ending the day positively with each day being a fresh start

7.2 Environment

- Ensure a clear visual timetable is visible for all children to reduce uncertainty
- Have a clear set of class and school rules displayed which have been agreed by the class at the beginning of the year.
- Maintain a well-cared for, tidy and organised learning environment
- Maintain a well-planned environment so that children can move easily, can find resources and know where property and resources belong
- Ensure a sense of belonging is established with every child being represented in the classroom environment
- Display learning behaviour information
- Have familiar and taught 'zoned' toolkits and resources to support children with regulation and emotional literacy
- Strategic seating arrangements for when children are working on the carpet or at a table
- Strategic lining up order for assemblies, playtimes and for other movement around the school
- Pupils are supported to identify a *network of trusted adults* they can approach for help, reinforced through PSHE activities.

7.3 Additional Resources for Pro-Social Behaviour

Within the established positive leaning environment, children should expect to receive regular praise from all they come in to contact with. We aim to recognise children making positive choices. Strategies to acknowledge positive behaviour include:

- Verbal praise and encouragement, including recognition where the children have demonstrated learning behaviours, values or “shown 5”.
- Non-verbal praise – e.g. thumbs up
- Awarding dojo points
- Nominating pupils for a Headteachers learning behaviours, values achievement certificate or school trophy shared within a weekly Celebration assembly.
- Dojo Milestone certificates with accompanying pin to wear on uniform
- Sharing work or achievement with another member of staff
- Displaying child’s work or achievement
- Sharing work or achievement with a parent or carer at the end of the day
- Opportunities to represent their class as part of pupil voice groups with accompanying pin for uniform
- Class monitors – opportunities to take on a responsibility in the classroom

7.4 Learning Behaviours

Learning behaviours are taught explicitly and referred to throughout the year alongside the National Curriculum with consideration to children’s level of development and understanding.



8 Consequences / Sanctions

All members of staff recognise that there is usually an underlying reason why a pupil displays difficult or dangerous behaviours. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support the pupil.

We model and promote pro-social behaviour in school. However, in some situations, the use of sanctions may be required to help pupils understand the consequences of their behaviour and enable them to access the learning environment in a positive way.

A graduated approach to managing behaviour is understood by pupils and is used throughout the school.

8.1 Strategies to respond to and de-escalate anti-social behaviour

When a pupil's behaviour falls below an acceptable standard, a range of strategies may be used dependent on circumstance:

- Verbal and non-verbal reminders
- Positive reinforcement
- Reminder of class rules
- Discussion with child
- Positive phrasing about the desired behaviour – clear instructions, with repetition. Allowing children processing and 'take up time'.
- Move place of work/cooling off time away from others
- Redirect to another activity
- Redirect to toolkits
- Limited choices – this helps to encourage mutual respect and foster responsibility in the child: they choose from restricted choices and so still have some level of control
- Disempowering the behaviour – this may include tactical "ignoring" of unwanted behaviour, phrases such as "you can listen from there" and praising them "getting it right" at the earliest opportunity
- Time away from the classroom in a partner class
- Removal of stimuli, for example, moving other pupils to a different room.
- Logical consequences linked to incident.
- Ready to Learn Room
- Parental involvement
- Thrive
- Sanctions as in appendix

Where behaviour becomes more problematic, adults will follow the strategies as outlined in the Consequences Ladder (Appendix). The Consequences Ladder gives examples of behaviour and sanctions that might be issued to pupils. These sanctions include fixed term suspensions and permanent exclusions in severe cases

Staff must never chastise a child physically.

8.2 Consequences

Our approach to ensuring the best behaviour for all children is based on developing each child's internal discipline. It is therefore important that they learn the logical consequences of their behaviour.

Following an incident of unacceptable behaviour, a consequence may be given to a child. This may be a protective consequence, aimed at managing the risk of harm, or an educational consequence, focused on teaching so that the incident does not occur again.

8.2a Examples of educational consequences

- Completing work missed due to behaviours at a later time (this may involve missing part of a break time or work being sent home with the child to complete)
- Assisting with repairs caused or tidying mess made by child
- Restorative meetings, writing a reflection or a letter of apology
- Communication with parents

8.2b Examples of protective consequences:

- Time away from the classroom with a different member of staff
- Limiting access to outside space for a set period to ensure safety of child and others
- Suspension – allowing time for adaptations to strategies and plans to be made

Staff are discouraged from using group sanctions, as these are unlikely to follow the approach of a logical consequence.

Through working closely and openly with pupils and their families, it is our aim at St. Mary's to resolve behavioural issues at the earliest possible stage.

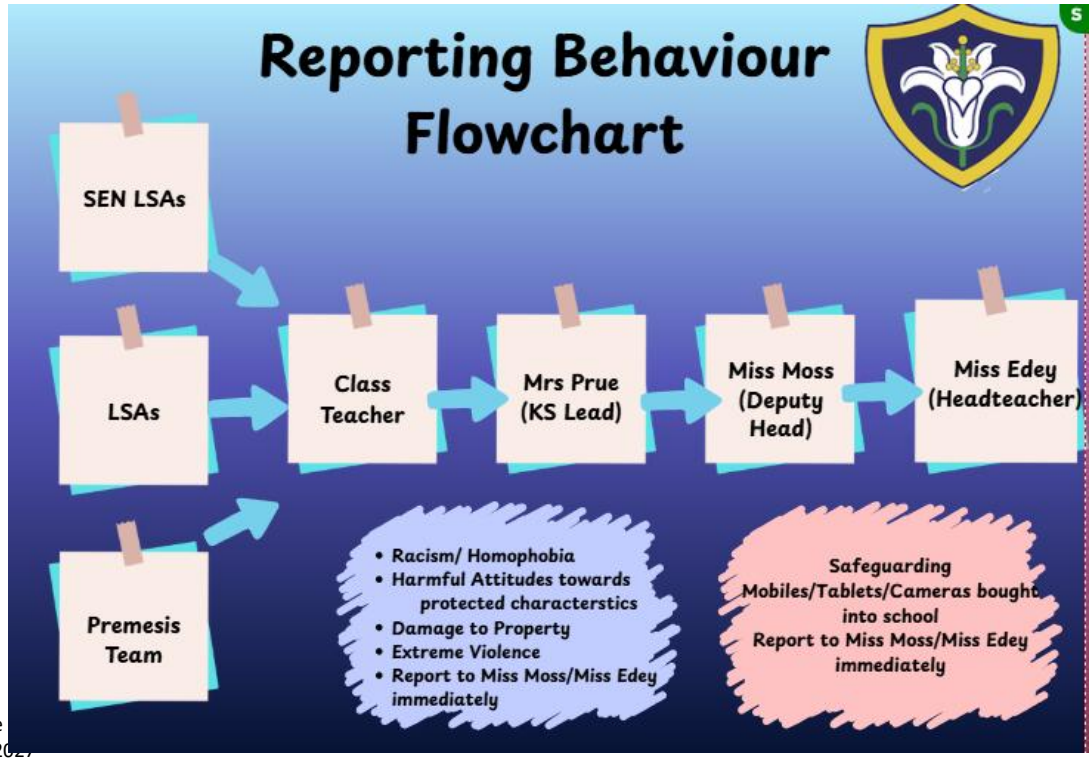
9. Recording of Behaviour Incidents

Any incidents of unacceptable behaviour that have caused concern will be recorded on school's secure internal system - CPOMS. These are reviewed regularly by the SLT and anonymous data shared with governors.
Staff must use this system to record conversations; either face to face, telephone or electronic that occur with any parent or carer.

10. Reporting Behaviour Flow Chart

Staff follow the behaviour flow chart below when escalating behaviour support.
The class teacher remains responsible for sharing information with parent/carers of all children involved in behaviour incidents.
If the incident is serious, wherever possible, a member of SLT will communicate with parent/carer of all children involved.

Parents should raise any behaviour concerns with the class teacher in the first instance and then follow the communication flow chart.



11. Post incident reflection, reparation and restoration

Following an incident of unacceptable behaviour, a member of staff will work with the pupil to reflect, repair and restore relationships as appropriate. The purpose of this is to revisit the experience, once calm, and learn from it. The process may be completed in a variety of ways, appropriate to the child's age and developmental stage.

Restorative conversations involve;

- Telling the story of what happened
- Exploring what people were thinking and feeling at the time
- Exploring who has been affected and how
- Exploring how we can repair relationships
- Summarising what we have learned so we are able to respond differently next time

Zones of regulation One of the tools we use to support children in developing self-regulation skills, responding to and being aware of their emotions and feelings are the Zones of Regulation. Children are encouraged to monitor how they are feeling and apply relevant strategies in their toolkits, with support, to help them get back to the 'Green Zone'.

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



12. SEND

We recognise that some behaviours are more likely to be associated with particular types of SEND. Pupils with SEND needs that include Social, Emotional and Mental Health difficulties that impact their behaviour will have individualised plans on a longer term, graduated approach through the schools assess, plan, do, review cycles with strategies dependent on their individual needs.

Some pupils will require an individual approach that differs from the whole school policy. In this case an assessment of the child's needs is undertaken, with an aim to develop an understanding of the child's behaviour. This may be completed alongside partner agencies following agreed referrals.

A number of tools may be used including:

- Roots and Fruits – to explore the links between experiences, feelings and behaviour
- ABCC charts (antecedent, behaviour, communication and consequence) to look at triggers and patterns of behaviour
- Anxiety maps
- Use of the Ready to Learn Room to regulate prior to learning and establish patterns and triggers

For some children a Risk Management Plan will be put in place, in conjunction with parents/carers and external professionals, for all staff to follow – this will ensure consistency and will be matched to pupil needs. This will be regularly reviewed and amended.

St Mary's is committed to understanding and supporting the individual needs of pupils with SEND. We recognise that some behaviours may arise from a pupil's underlying needs, and we work proactively with families and professionals to provide appropriate support and reasonable adjustments.

However, all pupils have the right to feel safe in school. Dangerous behaviours from any child, including actions that place the pupil or others at risk, will be responded to in line with the school's Consequences Framework to ensure safeguarding for all. This may include immediate protective measures and time for staff to review, adapt, or update support plans.

Where required, staff will work with parents/carers and relevant professionals to adjust existing plans or develop a new *Risk Management Plan* to ensure a consistent, needs-led approach. Plans will be reviewed regularly and amended as needed to maintain safety and support.

13. Reducing the Need for Restrictive Interventions

The use of restrictive intervention should be exceptional and only considered where it is **necessary, proportionate and in the best interests** of the child to prevent harm.

Restrictive interventions must never be used as a punishment, to enforce compliance, or for the convenience of staff.

The school is committed to reducing and, wherever possible, avoiding the use of restrictive interventions through the adoption of proactive, preventative and relationship-based approaches.

Staff will seek to understand and respond to the underlying causes of distress, using de-escalation strategies, reasonable adjustments and individualised support to promote safety, wellbeing and positive behaviour.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others

2. committing a criminal offence (this applies even if they are below the age of criminal responsibility)

3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

In an emergency such as a child running into a road, or a child attacking a member of staff and refusing to stop when asked, then reasonable force may be necessary. This would be an unplanned intervention which: -

- requires professional judgement to be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events or incidents where trained staff may not be on hand.
- will include judgements about the capacity of the child at that moment to make themselves safe.
- requires responses which are reasonable and proportionate and use the minimum force necessary in order to achieve the aim of the decision to restrain.

An unplanned intervention should trigger a multidisciplinary discussion to look at what support is needed to reduce the risk of future incidents. Staff should update and/or implement a new risk reduction plan depending on the circumstances of the unplanned incident.

Staff should not be expected to put themselves in danger and that removing other children and themselves from escalating situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for all children or young persons.

Please see 'Reducing the Need for Restrictive Interventions' Policy for further information.

Staff receive personal safety training alongside behaviour training with regular opportunities to practice safe moving techniques.

Notes on Sanctions and the Safety of Children

• Support from another adult in the case of an emergency can be gained by calling for help using the walkie talkie in the classroom.
• Physical punishment is forbidden at all times and in all circumstances. Only in exceptional circumstances will school staff have to physically intervene with a child – this would only ever be to prevent them from

hurting themselves or others (please see above). This will always be with regard to DfE and LA guidelines and is to be avoided, wherever possible, by getting to know our children well so we can pre-empt and de-escalate such behaviour before it gets to such a level. Parents will always be informed if this becomes necessary and it must be logged on CPOMs.

14. Suspension and Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, we will follow guidance set out in the current LA and DfE Exclusions Guidance.

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. However, permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher (or Acting Headteacher) has the authority to suspend or exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.

The Headteacher could lawfully suspend/exclude a pupil if that pupil:

- repeatedly failed to follow academic instruction; or
- repeatedly and persistently breached the school's behaviour policy

Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of a wider pattern of anti-social behaviour.

When considering whether to exclude, the Headteacher would take account of any contributing factors identified after an incident of anti-social behaviour has occurred – for example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subjected to bullying.

If a child consistently behaves inappropriately at lunchtime, an afternoon suspension may be made, whereby the parent/carer will need to collect their child at 12:00. The procedure for such a suspension takes the same form as a fixed term suspension and parents will be informed in writing, as well as by phone or in person. As this will result in a child missing lessons, in addition to lunchtime, other means of positive behaviour management must be tried before a suspension is imposed. Eg other in-school arrangements at lunchtime for that child. Parents are able to take children home for lunch voluntarily, collecting at 12:00 and returning at 1:00pm.

An 'informal' suspension involves a child being sent off the school premises, without this being officially recorded as suspension (e.g. where a child is sent home for a 'cooling off' period). It is unlawful for a child to be informally excluded from school, even where the child's parent/s or carer/s agree to this.

There are certain groups of pupils with additional needs who are particularly vulnerable to suspension. This includes pupils with an Education, Health & Care Plan (EHCP) and 'looked after' children.

The Headteacher would, as far as possible, avoid permanently excluding any pupil with an EHCP or a 'looked after' child. St Mary's Infants School would engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to 'looked after' children we would co-operate proactively with foster carers or children's home workers and the Local Authority that looks after the child.

7.10 Where St Mary's Infants School has concerns about behaviour, or risk of suspension, of a child in one of these vulnerable groups, the Headteacher would, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve

assessing the suitability of support for a pupil's SEN. Where a pupil has a statement of SEN or EHCP, we would consider requesting an early annual review or interim / emergency review.

In the unfortunate event of suspension/exclusion being necessary the school will let the parent/carer of the pupil know as soon as possible and will follow up with a letter stating why, and for how long, the child is suspended. The parent/carer should also be told how to challenge the suspension if they wanted to. Suspension would start at the discretion of the Headteacher and may start on the same day as the 'offense' but it is unlikely that the school would insist on the pupil being collected straight away.

The Governing Body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The suspension/exclusion may only be for a fixed term, or it may be permanent (expulsion). In all cases parent/carers have the right to appeal and if this is the case they should contact the local education authority.

The Governing Body can select a discipline committee made up of three members; this committee would consider any suspension/exclusion appeals by parent/carers on behalf of the Governors.

When an appeals panel meet to consider a suspension or exclusion they consider the circumstances under which the child was suspended/excluded, consider any representation by parents and the LA and consider whether the child should be reinstated.

The Governing Body has a duty to consider parents' representations and will do so in strict accordance with DfE guidelines on the procedure to be followed. The Department for Education publishes up-to-date guidance on suspension and exclusion and the Governors at St Mary's Infants School would always adhere to this.

If the Governors' appeals panel decide that a child should be reinstated the Headteacher must comply with the ruling.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period.

Following a fixed term suspension, a reintegration meeting is held. During a reintegration meeting, parties work together to establish a plan for moving forwards. Where possible this meeting should include the pupil's parents. It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Separation of pupils for safeguarding purposes

In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example,

due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds.

15. Monitoring

The SLT monitors the effectiveness of this policy on a regular basis, reporting to the governing body on the effectiveness of the policy. Equal opportunities are considered in all aspects of implementation and monitoring.

The school keeps records of incidents of behaviour on CPOMs.

The Headteacher keeps a record of any pupil who receives a fixed term suspension or permanent exclusion. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently and in line with equal opportunities.

16. Review

The staff and governing body review this policy every year. The staff and/or governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. It is reviewed and discussed by staff at the beginning of each academic year and at intervals within, should the need arise.

Appendix 1 – Consequence Flowchart

Learn, Let Others Learn, Be safe, Show 5, Show Values		
	Example of Inappropriate Behaviour	**Action Needed/Consequences (not exhaustive)**
Level 1	Calling out or talking over others Disruption to other children's learning Delaying learning Name Calling Not remaining on task Not following instructions (refusal / defiance) Verbal Retaliation Non compliance with class expectations	• Adult check in verbally or using 'something is wrong' communication board. • Relevant intervention or support offered following check in. • Verbal and/or nonverbal reminder and warnings from adults in classroom. • Moving seating space within the classroom (typically closer to an adult)
Level 2	Continuous Level 1 incidents as outlined above despite interventions	• Time away from class in Ready to Learn Room 5-10 min intervals. (*If Ready to Learn room is not available for any reason, a parallel class should be used)* • Including reflection restorative conversation led by an adult. • Conversation with class teacher to getting back on track. Discussion to consider missed learning and whether this is completed in Ready to Learn Room, in classroom during next available opportunity (including part of playtime) or to take home to finish.

	Swearing	• Adult check in verbally or using 'something is wrong' communication board. • Relevant intervention or support offered following check in. • Time away from class in Ready to Learn Room 5-10 min intervals. (*If Ready to Learn room is not available for any reason, a parallel class should be used)* • Including reflection restorative conversation led by an adult. • If swearing is **persistent** after class team intervention **Internal Exclusion** - time away from class with SLT including social time to reduce exposure of other children to inappropriate language. • Discussion with parents/carers.
	Physically or emotionally hurting another child deliberately / Physical Retaliation	• Adults to ensure safety first using de-escalation strategies and alert first aiders for support if needed. • Reflection restorative conversation with all children involved to understand the situation fully. • Assessment of the situation may include; - giving physical space between the children involved - time away from classroom for a designated period - loss of access to playground as a protective factor for a set period. **Parents of all children to be informed of physical incidents by class teacher.** **Emotionally upsetting towards any protected characteristic must be considered a Level 3 incident and SLT alerted immediately.**

	Persistent rudeness Rudeness in this instance is considered to be not talking to others with respect / following our vision and values.	• Adult check in verbally or using 'something is wrong' communication board. • Relevant intervention or support offered following check in. • Verbal and/or nonverbal reminder and warnings from adults in classroom. • Moving seating space within the classroom (typically closer to an adult) • Time away from class in Ready to Learn Room 5-10 min intervals. (*If Ready to Learn room is not available for any reason, a parallel class should be used)* • Including reflection restorative conversation led by an adult. • If behaviour is **persistent** after class team intervention **Internal Exclusion** - time away from class with member of staff / Key Stage Leader or SLT including social time to reduce exposure of other children to inappropriate language. • Discussion with parents/carers.

	Throwing or tipping items in classroom	• Adult check in verbally or using 'something is wrong' communication board. • Relevant intervention or support offered following check in. • Verbal and/or nonverbal reminder and warnings from adults in classroom. • **When regulated**, child to pick up items during next available opportunity (this can include playtimes), option for adult help to do this. • Time away from class in Ready to Learn Room 5-10 min intervals. (*If Ready to Learn room is not available for any reason, a parallel class should be used)* • Including reflection restorative conversation led by an adult. • If behaviour is **persistent** after class team intervention - time away from class with Key Stage Leader. • If behaviour is **persistent** after class team intervention or has reached dangerous behaviour (Level 3) **Internal Exclusion** - time away from class with SLT

	Damage to school or personal property	• Verbal and/or nonverbal reminder and warnings from adults in classroom Adult check in verbally or using 'something is wrong' communication board. • Relevant intervention or support offered following check in. **When regulated**, child to support fixing of items where appropriate and safe to do so with adult support. • Time away from class in Ready to Learn Room 5-10 min intervals. (*If Ready to Learn room is not available for any reason, a parallel class should be used)* • Including reflection restorative conversation led by an adult. • If behaviour is **persistent** after class team intervention - time away from class with Key Stage Leader. • If behaviour is **persistent** after class team intervention or has reached dangerous behaviour (Level 3) **Internal Exclusion** - time away from class with SLT • Discussion with parent/carer

	Kicking, punching, biting, spitting, fighting	• Adults to ensure safety first using de-escalation strategies and alert first aiders for support if needed. • Reflection restorative conversation with all children involved to understand the situation fully. • Assessment of the situation may include; - giving physical space between the children involved - time away from classroom for a designated period - loss of access to playground as a protective factor for a set period. **Parents of all children to be informed of physical incidents by class teacher.**
	Absconding designated area	Within classroom or adjoining hallway • Adult check in verbally or using 'something is wrong' communication board. • Relevant intervention or support offered following check in. • Verbal and/or nonverbal reminder and warnings from adults in classroom. • Monitor and encourage back to class. • Restorative conversation when regulated to discuss safer alternatives to leaving classroom. Attempts to leave via external doors or absconding school site. - Alert via Radio immediately for assistance. - Police called -

<table>
<tr><td rowspan="8">Level 3</td><td>Continuous and persistent Level 1 or 2 incidents as outlined above despite interventions</td><td>If behaviour is persistent after class team intervention or has reached dangerous behaviour (Level 3) Internal Exclusion - time away from class with SLT
Discussion with parent/carer to review additional or changes to current support.</td></tr>
<tr><td>Serious physical or emotional assault to a member of staff</td><td>Internal Exclusion - time away from class with SLT</td></tr>
<tr><td>Serious physical or emotional assault to a child</td><td>Internal Exclusion - time away from class with SLT</td></tr>
<tr><td>Serious damage to school or personal property</td><td>Internal Exclusion - time away from class with SLT</td></tr>
<tr><td>Consistent breaches of school rules despite intervention from all behaviour reporting flowchart adults and parents</td><td>Internal Exclusion - time away from class with SLT</td></tr>
<tr><td>Serious incident involving child on child abuse of any category.</td><td>Internal Exclusion - time away from class with SLT</td></tr>
<tr><td>Serious incident in regards to protected characteristics (outlined above)</td><td>Internal Exclusion - time away from class with SLT</td></tr>
<tr><td colspan="2">Where any of the above has not had an impact over time or, for an isolated serious incident, the following procedures should be followed;
Isolation (internal suspension) within school on a 1:1 basis
Follow the Hertfordshire Exclusion Guidance
Exclusion – Fixed Term
Exclusion – Permanent</td></tr>
</table>