St Columba C of E Primary School
Behaviour Policy

Growing futures rooted in Love, Hope and Respect

Revision Record

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Rationale

With our values of Ready, Respectful and Safe at the heart of all we do, we strive to be a 'relational' school. This centres heavily on the need for positive relationships and on the impact and importance of the role of the adult, and adult interactions. Research shows that spending more time on building relationships, will consequently result in less time having to 'repair' situations.

This policy is underpinned by a whole school Thrive approach, the use of Restorative Practice, and educational research and reading for example Paul Dix (2017), as well as threading through our core Cristian values of Love, Respect and Hope.

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We aim to continually deepen our understanding of how social and emotional learning develops and the impact that trauma and Adverse Childhood Experiences (ACE's) can have on children- supporting our capacity and availability for wider academic learning. Through our professional development, research and reading we have engaged in relating to neuroscience and child development, we are aware that unless pupils feel safe, feel special and to have their needs met, they will be unable to access learning.

Although the emphasis of this policy will be on relationships, we do reserve the right to ensure there is a consequence for unacceptable misbehaviour where appropriate. This is because we also believe that it is our responsibility as educators, to teach children that in society, there is a consequence for unacceptable behaviour. Thrive states that children need 'clear, consistent boundaries' ('containment') and we therefore ensure that an individual's need and learning does not adversely impact on another's.

Rather than focussing on punishment of pupils for their actions, which makes a child suffer retribution for having a problem, we work with children to help them solve their problems and use their experience as a learning opportunity, whilst at the same time ensuring there is a natural or logical consequence. We use restorative approaches to achieve this, the underlying premise being that people will make positive changes when those in positions of authority so things WITH them, rather than TO them or FOR them (Watchel & Costello 2009). We believe that by using a Restorative Approach, we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again.

At St Columba., we want all our children to develop and learn to the best of their ability. We believe, as in Maslow's Hierarchy of Needs, that children learn best when their basic (physiological requirements and feeling safe) and their psychological needs (their sense of belonging and accomplishment) are met before we address

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their cognitive needs. This includes learning about their behaviour and emotions. We need to ensure that we have an effective approach to securing high quality personal development and well-being through:

- being taught to understand, regulate and manage emotions;
- to apply thinking between feeling (sensation and emotion) and action;
- to increasingly show empathy and understanding to others;
- being taught the skills to develop resilience and responsibility in readiness for them taking their place in society.
- Being encouraged to take a sense of pride in themselves and to build self-awareness

We hope by having a focus on praise and positive reinforcement within our classrooms, children will strive to be recognised for the good that they do rather that connection seek in negative ways.

Expectations:

We expect children to demonstrate our expectations in line with our READY, RESPECTFUL AND SAFE Values

- Walk quietly round school at all times. (Respect/ Safe)
- Keep hands/feet to yourself. (Respect)
- Be kind to others. (Respect)
- Use good manners. (Respect)
- Be a good listener (Ready/ Respect
- Allow others to learn. (Respect/ Ready)
- Respect others/property. (Respect)
- Complete assigned work. (Ready)
- Keep spaces neat and tidy. (Respect)
- Always do your best. (Ready)
- Be mindful of our behaviours and the impact they have on others and yourself (Safe)
- Take responsibility of our own actions (Safe)
- Look after the school and the environment (Safe)

These expectations remain both on and off site. The school behaviour policy applies at all school events, even if off school grounds.

Approaches to developing positive relationships

Using the PACE approach when working with children can help to build a positive relationship and create a sense of safety and security. By incorporating playfulness, acceptance, curiosity, and empathy into interactions with children, adults can create a supportive environment where children feel heard, understood, and valued. This can lead to improved behaviour and well-being for children. Further information on PACE is in Appendix C (Scripts for dealing with unacceptable behaviour).

In addition:

- Social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day.

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- To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in development appropriate ways
- For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all.
- By reinforcing positive behaviour choices based on clear and consistent responses within boundaries that offer safe containment.
- By rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Understanding that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- Ensuring that expectations around behaviour, rewards and consequences are understood and reviewed and revisited regularly.

Responding to positive behaviour:

The school will always look to reward positive behaviour in children against the school's Code of Conduct through:

- Public praise – this is our easiest and most effective tool in maintaining a positive ethos and encouraging good behaviour
- Name moved on the in-class praise system – 3 Tiers, if you reach the rainbow, you will have a rainbow shout out on Facebook page and in Celebration worship. Class teachers will email parents to notify them when their child has reached the Rainbow.
- Stickers to highlight good behaviour, good work and a positive ethos
- House points - given out readily in conjunction with praise for effort and achievement
- Star of the Week Awards – awarded to children each week in Worship with a focus on our values.
- In class reward systems such as marble Jar (Teacher's discretion)

We hope, through our public praise system, children will learn to be intrinsically motivated to present with exceptional behaviour, and we will be able to celebrate success with parents and carers also.

Unacceptable Behaviour

At St Columba, we aim to make our lessons active, stimulating and high-quality experiences which engage and interest the children and effectively meet their individual needs. We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults. From time to time however, some children exhibit behaviour which is disrespectful to others around them or disruptive to learning. Behaviour which is disrespectful or disruptive to learning will be considered unacceptable behaviour.

Unacceptable behaviour includes the following:

- Calling out in class
- Making rude or inappropriate comments to adults or other children
- Refusing to get on with a learning task
- Persistently disturbing other children who are working
- Persistently getting up and wandering about the classroom

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- Not using learning resources appropriately
- Leaving the classroom without permission

This is not an exhaustive list and there may be other situations where the class teacher makes a judgement that a child's behaviour is unacceptable. A discussion may be had around our values to allow the child to make the best choice, thrive and feel confident about themselves (Guidance from SEND, Individual Education or Individual THRIVE plans should be considered here).

Consequences and dealing with unacceptable behaviour:

The school employs a stepped consequence process to support positive behaviour within the school, and to ensure a safe and positive learning environment. This stepped consequence process will be employed to support and manage low level disruptions:

1. Reminder – of the desired behaviour is

2. Warning – to what the consequences could be – Teacher to note the warning. Adults to explore the why behind the behaviour

3. Level 1 - Last chance to reflect – final reminder of the desired behaviour – Level 1 log – Consequence may be needed here

4. Time out/Consequence – (Level 2) The child will be moved away from the other children to ensure that learning is not disrupted. This space and length of the time out or consequence will be at the discretion of the Teacher or adult. The time out will be conducted in a safe space for individuals.

5. Level 3 – Regulation away from peers. Parental contact. Explore consequences with Thrive Practitioner.

5. Repair - Restorative Meeting – this will be conducted by the adult who issued the consequence. It must happen within 24 hours of the behaviour occurring.

All adults will use the micro-scripts and guidance provided contained within the Behaviour Blueprint and restorative conversations advice sheet to support them when dealing with inappropriate behaviour.

Stage 2 and above Behaviours:

Teachers and other staff members will seek support from the Family Liaison Officer to regulate and repair the situation. They will then notify the Headteacher or Assistant Headteacher of any behaviour that is classified as Stage 2 or above. The Teacher and adult will then work in conjunction with the Headteacher, SENDCO or Assistant Headteacher to resolve the behaviour to avoid future occurrences. Any behaviour above stage 2 could result in the consequences as set out in guidance of this policy.

Children who consistently display behaviour above stage 2 will be given an individual behaviour support plan to ensure consistency amongst all adults when dealing with challenging behaviour. This plan will be written by the class teacher and will be approved by the SENDCO and Headteacher.

If a child behaviour is a threat to the safety of themselves or others restrictive physical intervention will be used. This guiding factor for this is that it must be 'reasonable proportionate and justified' and it will only ever be used as a last resort. See Restrictive Physical Intervention details withing this policy for more information.

Behaviour as communication

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At St Columba C of E Primary School, we believe that all behaviour is communication and that a child's inappropriate behaviour is a sign that they are upset or that something is not right. As adults, we should be assisting the child to appropriately deal with these behaviours. Inappropriate consequences can often lead to a worsening of the situation or create a sense of shame for the child who may be unable to regulate the way they are behaving.

Three Rs- regulate, reason, repair

In order to deal with a child's inappropriate behaviour, we use the Three Rs- Regulate, Reason and Repair as described by Dr Bruce Perry:

- Regulate: While a child is dysregulated, they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how calm down and take them out of flight/fight mode.
- Reason: The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.
- Repair: Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act.

Consequence system

Despite all of the measures taken to ensure positive behaviour, sometimes children display behaviours which are not in line with our expectations and staff will need to refer to the Consequence section of the Policy. 'Consequences' work in conjunction with our school values, the THRIVE principles and our behaviour guidelines. In order for children to experience consistency in expectations and consequences the school has an agreed set of the thresholds which outline which types of behaviours may be displayed and the appropriate level of consequence. These thresholds are guidelines and when applying them staff should take account of children's individual needs and chronological and/or developmental age. This is not an exhaustive list and any staff members who are in doubt of the Threshold level should seek guidance from a member of the Senior Leadership Team.

	Behaviours Seen	Adult Role	Consequence
Polite Reminder	calling out, talking at inappropriate times, not completing work set or not completing it to the expected standard, not adhering to the school rules of safety in all areas of the school. · Talking out of turn during class/group discussion time, or when a teacher or other adult is talking · Raised voices from a group or individual child · Off task behaviour · Not responding to an instruction	Verbal reminder or other signal of our school values will be used. Where a child has a socio communicative difficulty, visual prompts may be beneficial. Any child with an individual THRIVE Plan or EHCP may have a personalised approach as documented. At this point there will be a discussion between the teacher and child about our school values to uncover any triggers underlying the behaviour choices. Whole class reminder of the learning behaviours expected in class or	

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		in the playground. Praise for those demonstrating desired behaviour	
Warning	Second example of negative behaviour after the first warning. Or additional behaviours listed above	Child's name will be noted (not publicly) by the class teacher in the log sheet, along with date/time, lesson and the actions taken. This is to determine any behavioural patterns. E.g. Does the negative behaviour occur at particular times of the day/ week, or in certain lessons or with certain adults? Does this reveal an underlying anxiety for the child that makes it difficult for them to access their learning? A staff member will discuss the situation with the child, once they are regulated to unpick any underlying causes and explain clearly what will happen at this stage and why. Depending on the individual child and where age/developmentally appropriate, the staff member will clearly explain that their behaviour has reached a warning. The staff member will help them identify what they can do so that it does not escalate to Stage 1.	Completion of work during own time – either home or play. Child dependent. Restorative conversation at break or lunchtime (if regulated) If multiple warnings are given in the day/week, class teacher to make a call to parent, or inform at the end of the day. Then log on Arbor (Stage 1)
Stage 1 – Last Chance to reflect	Constant repetition of behaviour demonstrated at previous level · This may include • calling out, • talking at inappropriate times, • not completing work set or not completing it to the expected standard, • not adhering to the school rules of safety in all areas of the school. • Taking or hiding property · • Rudeness to peers or adults – name calling, not respecting others,	**Moving seats -** independent learning space as appropriate. **Time in** - child is invited to sit somewhere, near by a staff member to help with regulation. **Time Scale** - Setting an agreed expectation with the child completing task in order for consequences to stop progressing. E.g. "You will have 10 minutes to complete up to question 5" **Adaptation of task** - teacher will use their knowledge of the child, especially in the case of SEN or individual THRIVE profile to adapt a task if this is causing	Completion of work during own time – either home or play. Child dependent. Time out - Play or lunch (Child dependent) See adult role. Class teacher to make a call to parent or inform at the end of the day. Log behaviour on Arbor If repeated stage 1 twice in a week, meeting with parent and class teacher arranged.

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	• Not using equipment safely	the contention. This list is not exhaustive and other strategies that involve the Three R's may be used	
Stage 2 –	Repeated previous stages Or Instantaneous Stage 2 would be given for behaviour that causes concern for health and safety on the child, other pupils staff and school property, such as: • Destroying school or other children's property or work · • swearing, • unkind behaviour • Leaving the classroom without permission • disruption to the classroom or classroom environment where other children or staff are not at risk of harm e.g., throwing a book towards an open area. • Threat To injure or damage	A member of the SLT will escort the child from the classroom and give them time to regulate and reflect on their behaviour. They will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (e.g., a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate. They may miss some playtime on that day (as deemed appropriate by the teacher). On their return to class, the final stage of the three Rs (repair) will be discussed, and a 'fresh start' approach will be used from that moment. Parents will be informed at the end of the day. Incident is logged as a Stage 2 on the logging spreadsheet.	Internal suspension If a child has received an internal suspension and continues to exhibit stage 2 behaviours during the same half-term then fixed term suspension of at least one day will be considered. Missed playtime Call to parent from SLT If repeated stage 2 is occuring, meeting with parent SLT and class teacher arranged.
Stage 3	Repeated negative behaviour or immediate due to Health and Safety concerns which may result in a fixed term Suspension Continued behaviour, following receipt of a Stage 2 consequence on the same day. OR Regular receipt of a Stage 2 (e.g., daily over the course of a week) Instantaneous where health or safety is of concern: • Bullying	Regulate – the child will not be working in a thinking brain at this stage – they will need to regulate before any action is taken. Use Script. remove children from the area if you cannot move that child. Call for SLT support. Parents to come into school immediately to meet to discuss behaviour.	The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs. They will not be able to access lunchtime or playtime, whichever is first, and the SLT member has the discretion to keep them off the playground if this puts other children at risk.

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	• Discriminatory or prejudiced behaviour, including derogatory language: Racist, Sexist, Disability, sexual orientation. • Putting themselves and others at risk (e.g., climbing up on school equipment or property), • running away from a member of staff or adult when requested, • Putting others at risk • Threat or actual destruction of school property. • Assault causing injury	Incident is logged as a Stage 3 on the logging spreadsheet and on Arbor. Suspensions and exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).	A meeting with parents will be held with class teacher and member of SLT in order to discuss the triggers as noted in the behaviour map and to seek a positive solution to avoid further negative behaviours from happening. The Head has the discretion to apply a suspension at this stage if it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed.
The Headteacher reserves the right, if the behaviour is significant/ persistent, to issue a fixed term suspension or exclusion.			

Steps to Regulate and Repair – Restorative conversation.

Ready, Respectful, Safe

1. Attune	Adult gets down to the child's Level and 'catches and matches' their emotions. it is important to mirror their behaviour, speaking calmly and slowly, using positive touch – a hand on the shoulder, or holding hand. Try and keep eye contact as this release's happy hormones.
2. Validate	Let the child speak. If they are reluctant, use WIN (I am wondering if...., I imagine..... I notice you are....) This will encourage them to explore the incident themselves. Use adult speak to repeat what they have said to make it clear and give them a voice, so they know they have been heard. VALIDATE their feelings – it is ok to have those emotions, I feel like that when.... the emotion is not the problem, it is how we are dealing with it.
3. Contain and regulate	This is where we demonstrate that we understand their feeling or mood and that we can bear it. This is where we show that we can take their deep distress, raging anger or painful sorrow and make it a survivable experience. Catch it, match it and digest it by thinking

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	about it and offering it back, named, in small digestible pieces. This builds trust for the child: in adults and in the world. Regulate by offering known regulation activities – e.g., sensory tools. demonstrate emotional regulation by soothing and calming their distress. Catch it, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves.
4. 'Shine the light' restorative conversation.	When Ready explore: 1. What happened? 2. What were you thinking and feeling at the time 3. What do you think/ feel about it now? 4. Who has been affected? How has this affected them? 5. What is needed to make things right? 6. How can things be done differently in the future? What support do you need to do this?
7. Making amends	After the restorative conversation, it is important the child makes amends. This is for the benefit of all involved. not just the child showing behaviours. This could be Tidying up (with support as this can be overwhelming and cause further spikes), Writing an apology, verbal apology. Positive touch through a handshake for example.

Banned items:

Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: St Columba staff will access the DfE 'Searching, screening and confiscation at school' and ChildNet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully). Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed as a prohibited item, or any other item that the school rules identify as an item which may be searched for.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Mobile Phones:

Pupils are not to bring mobile phones into school. In exceptional circumstances, e.g. if children are walking home alone, they may bring the mobile to the office, and it will be locked in a drawer and collected at the end of the day. This is with prior agreement between the school and the parent/carer. lease note school do not take responsibility for the phones if they are sent into school and we are not insured if there are any losses or damages. Phones are sent into school at your own risk.

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Searching, Screening and Confiscating:

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations: tobacco and cigarette papers; fireworks; and adult images.

For more information, please see https://www.gov.uk/government/publications/searching-screening-and-confiscation

Bullying:

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our school, we act immediately to stop any further occurrences of such incidents. Then work hard to restore any strained relationships between peers, where appropriate. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Cyber Bullying:

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in this behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained and will notify the police. For more information, please refer to our Online Safety Policy.

Responding to bullying:

i. The following steps may be taken when dealing with all incidents of bullying reported to the school:

ii. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

iii. The School will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.

iv. The Headteacher/Designated Safeguarding Lead's (DSL) will interview all parties involved.

v. The DSL will be informed of all bullying issues before entering it onto My Concern/ Arbor.

vi. The school will speak with and inform other staff members, where appropriate.

vii. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.

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viii. Consequences, as identified within the school's behaviour policy, and support will be implemented in consultation with all parties concerned.

ix. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

x. Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other settings. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with this policy and the school's behaviour policy.

xi. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

When responding to cyberbullying concerns, the school will:

i. Act as soon as an incident has been reported or identified within the KCSIE 2023 Guidance

ii. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

iii. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

iv. Take all available steps where possible to identify the person responsible.

a. This may include:

i. looking at use of the school systems;

ii. identifying and interviewing possible witnesses;

iii. Contacting the service provider and the police, if necessary.

iv. Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

Responding to child-on-child abuse: How to support the pupils involved

The victim

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

We will reassure them that they'll be supported and kept safe, and that the law is there to protect children. We will keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities

How we support the victim will depend on:

- The needs and wishes of the victim
- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse

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- Victims may not disclose the whole picture immediately, so dialogue will be kept open and encouraged

See more in paragraphs 530 to 539 of KCSIE

We will support the alleged perpetrator(s) by considering support (and consequences) on a case-by-case basis. This includes considering:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have

Further guidance is found in paragraphs 540 to 542 of KCSIE.

We will support other children by:

- making sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed
- Be aware that social media is very likely to play a role in the fall-out from any incident/alleged incident, including in potential contact between the victim, alleged perpetrator(s) and friends from either side
- Considering school transport as part of our risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s)
- Keep our policies, processes and curriculum constantly under review to protect all children

Pupils who have been bullied or through inappropriate behaviour will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CAMHS)

The role of the class teacher and other adults:

It is the responsibility of class teachers and other adults to ensure that the school's Behaviour Policy is always followed anywhere in the school.

The class teachers and other adults in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the school values consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher and other adult will record all such incidents on Arbor. This will be in the form of ABCC:

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1. What happened in the lead up to the behaviour?
2. What was the behaviour seen? Where was this? What time of day?
3. What was the consequence to the behaviour – in line with the policy. Were there any actions completed, e.g., call to parent?

In the first instance, the class teacher deals with incidents him/herself in the normal manner up to stage 2. However, if misbehaviour continues or escalates above Stage 2, the class teacher or other adult seeks help or advice from the Headteacher or Assistant Headteacher. This may involve the support of the school SENDCO, ELSA and FLO following further discussion as to the best way to unpick and support the child's behaviour.

The class teacher other adult liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Primary Behaviour Service, who provide ongoing support to the school.

Staff will reflect on their practice and seek training or take offered training opportunities where necessary. Staff all engage in regular training.

The role of the Headteacher and SLT:

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Governing Board members, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

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. Governing Board members will be informed of this action and involved in the process.

Staff induction, development and support

All staff, at their point of induction, will receive training from a senior leader on:

- The Behaviour Policy
- Consistent adult behaviour
- The 3 school rules
- Rewards – how to grow positive behaviour
- Restorative conversations, PACE and VRF
- Recording and reporting expectations and duties.

Staff support:

- All staff will be expected to support each other, and support can be requested by any member of staff at any time.

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- The senior leadership are on call, using telephones to support staff if needed
- Staff are encouraged to use the mental health support provided by the Trust and the school's mental health practitioner if this so needed.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We make clear the school rules on the school website and throughout our communications, such as the newsletter. We expect parents and carers to support them and demonstrate them to one another. Parents are expected to sign the home-school agreement.

We expect parents and carers to support their child's learning, and to cooperate 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 and carers as soon as reasonably possible, if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences as a response to undesirable behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The FGB supports the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour.

Uniform and appearance

Wearing the correct school uniform instils a sense of belonging to the school community. Maslow's Hierarchy of need identifies the need for belonging. Without these basic needs met, children find it difficult to thrive. Wearing school uniform helps promote this sense of belonging, raises self-esteem and pride in their appearance. It has been proven that if children come to school in uniform, they are less likely to show challenging behaviours.

Details of uniform expectations can be found on the school's website which included rules on shoes, hair and jewellery.

The uniform should be worn by all students. Students who come in not wearing the correct school uniform will be provided with an appropriate uniform to wear. If you are having difficulty with uniform, please contact the school so we can support you with this.

Reasonable adjustments will be made for children with SEND.

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Restrictive Interventions, Use of Reasonable Force and Physical Intervention

At St Columba C of E Primary School, we are committed to maintaining a safe, respectful and relational environment where all pupils and staff are protected from harm. Our primary approach is always prevention, co-regulation, de-escalation, relational practice, Thrive, PACE, and restorative approaches. Restrictive intervention is always a last resort and is only used when necessary, lawful, reasonable, proportionate, and in the best interests of safety.

In line with Section 93 of the Education and Inspections Act 2006, the Department for Education guidance *Restrictive interventions, including the use of reasonable force, in schools* (2026), and the DCAT Restrictive Intervention Protocol (2026), school staff may use reasonable force only to prevent a pupil from:

- causing injury to themselves or others;
- committing an offence;
- causing serious damage to property;
- causing serious disorder that compromises the safety or wellbeing of others.

Definitions

Reasonable Force: The minimum force necessary to prevent harm, serious disruption, or damage, used for the shortest time possible.
Restrictive Intervention: Any intervention that restricts a pupil's movement, liberty, or freedom to act independently.
Seclusion: The supervised separation of a pupil where they are prevented from leaving, used only in exceptional circumstances where lawful, necessary and proportionate.
Guiding/Shepherding: Brief, low-level physical guidance, such as body positioning or light touch, which is not usually restrictive unless the child resists, movement is restricted, or escalation occurs.

Restrictive intervention must never be used:

- as punishment;
- to inflict pain, humiliation, or distress;
- as a response to non-compliance alone where there is no risk of harm;
- in a way that is discriminatory or fails to account for SEND, trauma, medical need, or protected characteristics.

Preventative and De-escalation Approach

Before any physical intervention is considered, staff will, wherever safely possible:

- use relational and verbal de-escalation strategies;
- apply Thrive, PACE and VRF approaches;
- consider environmental adaptations;

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- provide regulation support;
- use distraction, withdrawal of audience, or movement to a safer space;
- follow individual Behaviour Support Plans, Risk Assessments, EHCPs, or SEND support plans.

Staff must always consider the child's developmental stage, communication profile, sensory needs, trauma history, disability, and known triggers.

Use of Restrictive Intervention

Restrictive intervention may only be used when:

- there is an immediate risk of injury;
- there is a serious risk to the safety of pupils, staff, or others;
- serious property damage is likely;
- serious disorder cannot be managed through less restrictive means.

Any intervention must:

- use the least restrictive option;
- be proportionate to the risk;
- be time limited;
- cease immediately once the risk reduces;
- preserve dignity and safety;
- avoid pain compliance except where legally justified in extreme safety emergencies.

Immediate Post-Incident Actions

Following any significant restrictive intervention:

1. The safety and wellbeing of the pupil, staff involved, and witnesses must be checked immediately.
2. First aid or medical assessment must be provided where required.
3. Emotional support and regulation time must be offered.
4. A restorative and reflective conversation should take place when the child is regulated.
5. The incident must be reviewed to identify triggers, lessons learned, and future preventative strategies.

Recording and Documentation

All significant restrictive interventions must be recorded as soon as possible on the same day, in line with DCAT protocol, using MyConcern and/or the Trust Restrictive Intervention recording systems.

Records must include:

- antecedents, triggers, and de-escalation attempts;
- date, time, location, and duration;
- staff and pupils involved;

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- category of intervention used (reasonable force, restrictive intervention, seclusion);
- reason intervention was necessary;
- description of intervention;
- injuries or harm;
- pupil voice;
- witness statements;
- SEND, disability, or protected characteristics considerations;
- post-incident support actions.

Guiding or shepherding does not routinely require recording unless resistance, distress, injury, or escalation occurs.

Parent and Carer Notification

Parents/carers must be informed as soon as practicable, and always on the same day, following any significant restrictive intervention unless doing so would place the child at risk. Communication will be factual, supportive, and in line with Trust procedures.

Investigation and Review

All incidents will be reviewed by the Headteacher or designated senior leader, in consultation with the DSL where appropriate, to determine whether further investigation is required.

A formal investigation may be required where:

- injury has occurred;
- repeated interventions are evident;
- concerns or complaints are raised;
- force may not have been proportionate;
- safeguarding concerns exist.

A formal investigation must be undertaken where:

- there is an allegation of misconduct or harm;
- force appears punitive or avoidable;
- significant injury occurred;
- Trust protocol or statutory guidance may have been breached.

SEND, Vulnerability and Equality

We recognise that some pupils, particularly those with SEND, SEMH needs, trauma backgrounds, or disabilities, may require highly individualised approaches. The school will make reasonable adjustments and ensure restrictive intervention is never used in a discriminatory manner. Repeated incidents will trigger review of:

- Behaviour Support Plans;

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- Risk Assessments;
- EHCP or SEND plans;
- staff training needs;
- external agency involvement where appropriate.

Staff Training

Staff will receive regular induction and ongoing training in:

- Relational behaviour management;
- de-escalation;
- lawful use of force;
- safeguarding;
- trauma-informed practice;
- recording and reporting requirements.

While any member of staff may lawfully use reasonable force under Section 93, the school prioritises trained staff wherever possible.

Governance and Monitoring

All significant restrictive interventions are monitored by senior leaders, reviewed for patterns and disproportionality, and reported through safeguarding and governance structures in line with DCAT expectations. This includes oversight of frequency, pupil groups affected, staff training needs, and policy effectiveness.

Suspension, Exclusion and Alternative Provision:

Managed Transfer

We follow best practice examples for 'School to School placements' in order to help in preventing fixed-term and permanent exclusions. Therefore, the school will sometimes work with other local mainstream schools to provide a package of support for an individual, and in some instances, to enable the pupil to successfully integrate into another mainstream school setting instead of having a permanent exclusion on their record.

A permanent move to another mainstream, co-setting within the local area, which would take place after a review period of 6 weeks following a long-term School to School placement.

Part Time Timetables:

On occasions, children may be overwhelmed with the school day and be displaying unsafe behaviours to communicate this. On occasions, if a child has received suspensions and numerous consequences due to their unacceptable behaviours, the school, along with parents/ carers, may decide the best course of action would be to place the child on a part time timetable for a limited period of time. This will be reviewed a minimum of 6 weekly and school will notify the local authority of the decision. The amount of time in school will be made in agreement of the Headteacher, Class teacher and parents, and often under the support and guidance of the Primary Behaviour Service. The decision is always made in the best interest of the child.

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Parents are responsible for the safety and well-being of their child when they are not in school.

After each period of reduced hours provision a review/reintegration meeting will be held.

Powers of Direction

In some circumstances these placements may not necessarily have been agreed in advance with parents/carers, or indeed the parents/carers may not be supportive and therefore powers of direction may be needed; DFE 'Alternative Provision – Guidance for Local Authorities' January 2013 provides details on the powers and responsibilities-maintained schools have in using off-site provision to improve pupils' behaviour. These powers come from 'Section 29A of the Education Act 2002', introduced by the 'Education and Skills Act 2008'; as required by this Act, the Secretary of State then made regulations in 'The Education (Educational Provision for Improving Behaviour) Regulations 2010'. This legislation does not apply to Academies; Academies can arrange off-site provision for similar purposes under their general powers as set out in the School Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice. Maintained schools and Academies should ensure that their Behaviour Policies reflect the different types and purposes of placements, along with the possible use of 'Powers of Direction'. As an alternative to permanent exclusion, the school will seek, as part of this behaviour policy, to utilise the agreed local partnership protocol involving directing a pupil to a supported placement at another school.

Alternative provision

We, as an inclusive setting, aim to meet the needs of individual pupils through appropriate effective strategies regarding teaching and learning and learning resources. Pupils will also have needs met through a well-structured curriculum, which in some instances may be personalised to meet their specific individual needs. In some instances, it is identified that alternative, off site provision is the most appropriate way of meeting a pupil 's needs. This can be either on a part-time or full-time basis.

In line with the Department for Education's Non-school Alternative Provision Voluntary National Standards (August 2025), we ensure that any commissioned alternative provision follows robust expectations around safeguarding, health and safety, admissions, and the quality of education. We remain responsible for the safeguarding and welfare of our pupils and work closely with providers to monitor attendance, behaviour, and progress. Written assurance is sought from providers confirming that all statutory checks and safeguarding procedures are in place, and regular reviews are carried out to ensure placements are safe, supportive, and aligned with each child's individual needs and our school's relational behaviour approach. Non-school alternative provision: voluntary national standards - GOV.UK 2025,

Suspensions and permanent exclusions

We do not wish to suspend or exclude any child from the school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for suspension and exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfE, September 2022).

Only the Headteacher has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a child, the parents or carers are informed immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish,

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appeal against the decision to the Governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the Chair of the FGB about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term.

The FGB itself cannot either exclude a child or extend the suspension period made by the Headteacher.

The FGB has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of FGB members.

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

If the FGB appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Reintegration Meetings:

Following a suspension, the Headteacher meets with the parent and pupils before reintegration. The purpose of this is to allow the pupils to:

- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with your school's culture
- Foster a renewed sense of belonging within the school community
- Build engagement with learning
- Consider support that may be beneficial

Use of disciplinary consequences (other than exclusion)

School staff have a statutory power to impose consequences; these consequences must be reasonable and proportionate to the circumstances of the case. The use of consequences is monitored by age, ethnicity, gender, special educational needs (SEN) and disability.

Disciplinary consequences have three main purposes, namely to:

- Impress on the perpetrator that what he or she has done is unacceptable deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from repeating it.

We always try to ensure that children see any consequence imposed on them as fair. To achieve this, staff will:

- Make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe consequences, reserving them for the most serious or persistent unacceptable behaviour;
- avoid whole group consequences that punish the innocent as well as the guilty;
- wherever possible, use consequences that are a logical consequence of the pupil’s inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);

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- use consequences to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e., to have a restorative conversation); when appropriate, use consequences to put right the harm caused;
- never issue a consequence that is humiliating or degrading;
- use consequences in a calm and controlled manner;
- ensure that consequences are seen as inevitable and consistent (pupils should know that a consequence, when mentioned, will be used)

Reasonable adjustments for SEND

At St Columba, we believe in creating a positive and inclusive environment that allows all students to thrive, regardless of their background or abilities. As part of this ethos, we have developed a behaviour policy that follows a Thrive approach, which already includes reasonable adjustments for students with special educational needs and disabilities (SEND). That said all children are unique and some made need further consideration to this policy to ensure the provision they receive in school best meets their needs.

Our behaviour policy recognises that students with SEND may require additional support to meet the same expectations as their peers. We aim to identify and meet these needs proactively, in partnership with parents and external professionals where appropriate, and make adjustments where necessary. We hope that parents and children alike are able to develop an understanding that some children need additional support or adaptations to the policy to allow them to be successful.

Reasonable adjustments may include modifications to the curriculum, classroom environment, or teaching methods. For example, a student with dyslexia may require additional time to complete written assignments, or a student with ADHD may benefit from a visual timetable to help with organization and focus. Some children may need individual rewards to remain motivated and focused, or different expectations and boundaries around rewards.

We also acknowledge the importance of positive reinforcement and praise in promoting good behaviour. Our policy emphasizes the use of praise and rewards to encourage positive behaviour and reinforce the school's values and expectations.

Overall, our behaviour policy is rooted in the principles of the Thrive approach, which prioritises the emotional and social wellbeing of our students. We are committed to creating a safe and inclusive environment where all students can thrive, grow, and achieve their God Given potential.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the FGB on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to them on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on My Concern. Information will be given to the class teacher at the end of the break/lunch time.

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The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the FGB to monitor the rate of suspensions and exclusions, and to ensure that the academy policy is administered fairly and consistently. The FGB will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

The FGB reviews this policy every two years. The FGB members may, however, review the policy earlier than this if the government introduces new regulations, or if the Trust Community Partnership receives recommendations on how the policy might be improved.

Possible Scripts for VRF language used to respond to unacceptable behaviours.

Behaviour	Possible Script/ actions.
Refusal to engage in Learning	Ask the question, is the task too difficult/ needs adaptation? Use WIN (Wonder Imagine Notice) I notice you are not completing the work. I imagine you are feeling worried/sad/anxious (describe the sensation in the body), I wonder if you would like to..... (go for a walk, have some help, use some resources etc) Teacher alpha - Mrs X has asked you to complete 3 calculations, then you can have a brain break.
Physical Violence	Catch and match the level of emotion. I can see you are very frustrated, tell me what has happened to you? I can see that's really upsetting, let's do xxx to regulate then we can talk about it when you are ready. Physical touch on the shoulder will help to get the child back to their thinking brain. When regulated see restorative approach sheet.
Leaving the classroom	Correct me if I'm wrong (children love to do this), I and wondering if you are leaving the classroom because of …... I imagine that is really had to deal with. How can I help you next time? Now let's go back and complete this work... or You can complete this in the classroom or the intervention room, completely up to you.
Disruptive behaviours in class, e.g., banging the table	Shine a light on the behaviour (when regulated): "I noticed earlier that you were banging the table, isn't it interesting that you seem to do that every time I ask you to get your work out. I've noticed that link, I wonder if you have noticed? I wonder what we could do different?"

PACE Approach

Communicate as adults that while we do not accept the behaviours, we do accept the validity of the child's feelings and that they need to be taught new ways to communicate these.

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P - Playfulness: This involves being light-hearted, having fun, and using humour to build relationships with children. Playfulness helps to create a safe and enjoyable environment where children feel comfortable expressing themselves. This needs to be at an appropriate time and knowing your child – when this will be acceptable.

A - Acceptance: This involves being non-judgmental and accepting of children's emotions and behaviours, even if they may be challenging or difficult to understand. Acceptance helps to build trust and create a sense of safety and security for children.

C - Curiosity: This involves being curious about the child's thoughts, feelings, and behaviours, and exploring them in a non-threatening way. Curiosity helps to build a deeper understanding of the child's needs and experiences, which can inform how to best support them.

E - Empathy: This involves understanding and sharing in the child's emotions and communicating this understanding to the child. Empathy helps children to feel heard, understood, and validated.

Policy Links:

- Child Protection and Safeguarding Policy
- Anti-bullying policy
- Adult Code of conduct
- Teaching and Learning policy
- Suspension and Exclusion policy

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