

**ST. MARY'S
CHURCH OF ENGLAND**



PRIMARY SCHOOL

**Relationship and
Behaviour Curriculum Policy**

Authorised for Issue by Governors – September 2026

Review Date – September 2027

St. Mary's Relationship and Behaviour Curriculum Policy

Our School Vision at St Mary's C of E Primary School

“We aspire to be a kind and creative learning community where we support and challenge each other to be the best we can be.”

At St Mary's, we are a warm, inclusive community rooted in strong Christian values. We strive to be an outstanding school where we show greater compassion than expected, embrace challenges with courage, dream boldly, and set high aspirations for ourselves and others.

Inspired by our Christian vision, we are committed to helping every member of our school community experience life in all its fullness. We recognise the inherent dignity and unique value of every individual, ensuring they know they are loved, respected, and supported to fulfil their God-given potential and make a positive contribution to the world around them.

Our School Vision Statement takes as its starting point the following model developed by the Church of England and the Church in Wales:

‘Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.’

The school vision also reflects the Church of England's Vision for Education and supports the promotion of Christian values. Our vision is based around elements of 'The Good Samaritan'

"Love your neighbour as yourself" Luke 10:27

In our school we follow our values to help us to show compassion towards others and our world. When we demonstrate our values, we are helping our school to flourish and enabling our community to live “life in all its fullness” John 10:10

Our Rationale at St Mary's

At St. Mary's CE Primary School, we believe that behaviour is a form of communication, and our approach is built on developing positive, trusting relationships with every member of our school community. Our behaviour policy reflects our vision of nurturing respectful, resilient and emotionally regulated young people who are ready to learn and thrive.

Research demonstrates that positive relationships and emotional security are central to children's learning, wellbeing and development. When children feel safe, valued, understood and supported, they are more likely to engage confidently in learning, embrace challenge, develop resilience and achieve their full potential. This understanding underpins our commitment to fostering a nurturing, inclusive and emotionally secure learning environment for every child.

We are an accredited Nurture school and our behaviour policy is underpinned by the six Principles of Nurture ensuring that every child has equal access to the support they need to thrive.

We all learn in our own way and in our own time

We recognise that every child develops at their own pace and that social and emotional development does not always match chronological age. Through careful observation, assessment and a deep understanding of each child's needs, staff adapt teaching and provide targeted interventions to support both academic progress and the development of positive learning behaviours.

Our school is a safe place to be

We are committed to creating a school environment where every child feels physically and emotionally safe. Our classrooms are calm, predictable and inclusive, with consistent routines, clear expectations and nurturing relationships. Well-organised learning spaces, accessible resources and visual supports help children feel secure, respected and confident to engage in learning and develop socially, emotionally and academically.

We believe in ourselves

Wellbeing is at the heart of everything we do. We know that children who feel valued, supported and emotionally secure are more confident learners and develop greater resilience. Our strong pastoral provision, delivered by skilled and caring adults, ensures every child has a trusted person to turn to. Regular check-ins, mentoring, nurture groups and personalised support help build self-esteem, emotional wellbeing and independence.

We use our words to talk about how we feel

Developing communication skills enables children to express their emotions, build positive relationships and engage fully in learning. We explicitly teach pupils to recognise, understand and communicate their feelings using consistent, age-appropriate language. This helps children regulate their emotions, resolve conflict constructively and make positive choices in school and beyond.

Our behaviour can show how we are feeling

We understand that behaviour communicates an underlying need or emotion. Rather than simply responding to behaviour, staff seek to understand what is driving it, responding with curiosity, empathy and consistency. Through supportive strategies, targeted interventions and restorative conversations, we help children develop the skills they need while addressing any underlying needs.

We can cope with changes in our lives

We recognise that changes and transition can affect children's emotional wellbeing. We therefore provide structured support to help pupils manage both everyday transitions and significant changes, such as moving between classes, year groups or schools, changes in family circumstances and day to day changes. Visual timetables, clear communication, predictable routines, advance preparation and emotional support help children feel secure, confident and ready to embrace a new day and new experiences.

Our Aim at St Mary's

This policy sets out St. Mary's commitment to creating a school community where every child feels valued, respected, and supported to flourish socially, emotionally, and academically. Our approach to behaviour and relationships is built on the belief that positive, trusting relationships help children feel safe, connected, and ready to learn. We encourage children to talk together, listen to one another, reflect on the impact of their actions, and work collaboratively to put things right when relationships need repairing. By fostering empathy, kindness, open communication, and mutual respect, we aim to create a caring and inclusive environment where everyone can thrive.

Build strong, positive relationships with all pupils

Positive relationships are at the heart of our school community. We prioritise connection, consistency and care in every interaction, taking time to understand each child as an individual. By using relational approaches, we help pupils feel safe, valued and emotionally secure. These trusting relationships enable children to engage confidently in learning, express themselves effectively, and develop positive relationships with both peers and adults.

Ensure all children are fully included by removing barriers to participation

Inclusion is a core principle of our school. We are committed to identifying and removing barriers—whether emotional, behavioural, sensory or social—that may prevent pupils from accessing learning or participating fully in school life. Through high-quality teaching, targeted support, nurture provision and a strong pastoral support, we ensure every child has the opportunity to learn, thrive and build meaningful relationships alongside their peers.

Maintain high expectations and clear standards of behaviour

At St Mary's, we promote high standards of behaviour based on respect, kindness, empathy and consistency. Our expectations are taught explicitly through our behaviour curriculum, with clear routines and consistent approaches that help pupils understand both what is expected and why it matters. We are committed to providing a calm, structured and supportive environment where every child feels safe, respected and able to learn without disruption.

Provide targeted support through a graduated response

We recognise that some pupils require additional support to regulate their emotions and meet behavioural expectations. Our graduated approach ensures that support is tailored to individual needs, ranging from classroom strategies and targeted interventions to personalised Pastoral Support Plans (PSPs) and individual behaviour plans. Staff work collaboratively to monitor progress, review provision and adapt strategies to ensure support remains effective and responsive.

Work in partnership with parents, carers and professionals

We recognise the vital role that parents and carers play in supporting children's behaviour and wellbeing. We are committed to open communication, collaborative problem-solving and shared decision-making. Where appropriate, we work closely with external professionals to provide a co-ordinated and holistic approach that meets each child's needs.

Through this policy, we are committed to fostering a safe, inclusive and nurturing school community where every child feels valued, supported and able to succeed both academically and emotionally. At St Mary's, we believe behaviour is best understood, developed and sustained through strong relationships, empathy, consistency and a genuine sense of belonging.

Behaviour Expectations and Core Rules at St. Mary's

At St. Mary's, our behaviour expectations are carefully designed to create a respectful, safe, and engaging learning environment, allowing every child to thrive. Our expectations are underpinned by three core rules, which are explicitly taught, modelled, and consistently reinforced as an integral part of our whole-school behaviour curriculum.

Be Ready

Pupils are taught explicitly how to be prepared, both practically and emotionally, for every learning opportunity. This includes clear routines for transitions, developing attentive listening skills, and adopting a mindset focused on learning. We support pupils in taking personal responsibility and ownership of their choices and actions, encouraging reflective thinking to promote readiness for learning.

Be Respectful

At St. Mary's, respect is explicitly taught as a core value integral to our school culture. Pupils engage in activities and lessons designed to help them understand what respectful behaviour looks like and why it matters. They learn to treat others with kindness and empathy, follow adult instructions promptly and respectfully, and celebrate and value differences among peers and the wider community. Staff consistently model respectful interactions, actively teaching children how to manage disagreements and resolve conflicts positively and constructively.

Be Responsible

Pupils learn clear routines and procedures to ensure safety across all school contexts, including classrooms, shared spaces, playgrounds, and during extra-curricular activities. Safety expectations, such as moving calmly around the building, using equipment appropriately, and managing personal space responsibly, are explicitly taught and regularly revisited. Pupils are encouraged to take responsibility for their own wellbeing as well as that of others, promoting a connected school community.

These expectations are more than just rules! They form the foundation of our behaviour curriculum. Staff explicitly teach and reinforce them through clear modelling, role-play, visual prompts, and regular discussion, embedding them into everyday school life supported through visible consistencies to ensure clear understanding and fairness for all pupils. By consistently revisiting and celebrating these behaviours, we help pupils internalise the attitudes, habits, and skills they need to become positive, productive, and powerful learners, as well as responsible and respectful members of our school community.

How do we support our pupils at St Mary's?

At St Mary's, everything we do is rooted in positive relationships, high expectations, and a genuine curiosity about each child's experiences. By taking the time to understand the reasons behind behaviour, we are better able to respond with empathy, consistency, and appropriate support. We are committed to consistently *catching the positive* by recognising and celebrating desirable behaviours, helping to create a nurturing, respectful, and supportive school environment.

Creating a Safe and Supportive Classroom Environment at St Mary's

We ensure every classroom provides a safe and secure base by:

- Establishing clear routines and predictable structures so that children feel safe, confident, and ready to learn.
- Consistently using positive reinforcement strategies, including:
 - frequent verbal praise and specific, immediate feedback;
 - recognition of our school values through weekly certificates
 - Behaviour Cards to recognise and celebrate positive role models in the 3 Rs
 - celebrating success through initiatives such as *Star of the Week*
- Explicitly teaching our behaviour curriculum, helping pupils develop emotional regulation, resilience, self-awareness, and positive relationships with others through high-quality modelling and visible consistency.
- Using a consistent whole-school Behaviour Toolkit, including:
 - non-verbal cues and signals to address behaviour calmly and discreetly;
 - agreed scripted language to promote consistency
 - proximal praise to reinforce positive behaviours through the recognition of peers;
 - consistent whole-school signals and routines that reinforce behavioural expectations.
- Delivering high-quality teaching through pedagogy, ensuring pupils remain engaged, minimal disruption, and positive classroom relationships flourish.

Working in partnership with Parents and Carers

At St Mary's, we believe children achieve their greatest success when school and home work together in genuine partnership. Strong, open communication between families and school is central to this approach.

Parents and carers will receive regular updates about their child's learning and behaviour through check-ins if and when needed, parents' evenings, end-of-year reports. These provide information about both academic progress and the learning behaviours that contribute to success.

Our professional curiosity extends beyond the classroom. If we notice any significant changes in a child's behaviour, we will communicate with families promptly to explore possible reasons and work together to identify the most appropriate support.

Equally, we encourage parents and carers to let us know about any changes or circumstances at home that may affect their child's wellbeing or behaviour. By sharing information openly, we can work collaboratively to provide timely, personalised support and help every child thrive.

Zones of Regulation

At St. Mary's, we are committed to helping every child understand and manage their emotions so they can thrive both academically and socially. As part of this commitment, we use the **Zones of Regulation** framework to teach children the skills they need to recognise their feelings, regulate their emotions, and make positive behavioural choices.

The Zones of Regulation provides children with a simple, shared language for identifying how they are feeling. By learning to recognise their emotions and understand how these affect their thoughts, behaviours and interactions with others, pupils become more confident in managing everyday challenges and developing positive relationships.

The framework is organised into four colour-coded zones:

- **Blue Zone** - Children may feel tired, sad, unwell or bored. Their energy levels are low, and they may need support or strategies to become more alert and engaged.
- **Green Zone** - This is the ideal zone for learning. Children feel calm, happy, focused and in control, allowing them to participate fully in lessons and social situations.
- **Yellow Zone** - Emotions become heightened, such as feeling worried, frustrated, anxious, excited or overwhelmed. Children learn that these feelings are normal but may require strategies to prevent them from escalating.
- **Red Zone** - This zone represents very strong emotions, including anger, panic or extreme excitement. During these moments, it can be difficult to think clearly or make positive choices, so children are taught safe and effective ways to regain control.

A key message throughout the programme is that **every emotion is acceptable, but not every behaviour is**. Children are supported to understand that while they cannot always control how they feel, they can learn strategies to manage their responses. They are encouraged to reflect on whether their behaviour is *expected* - helping themselves and others feel safe, respected and ready to learn or *unexpected*, where their actions may negatively affect those around them.

Children are also introduced to the concept of the '**Size of the Problem**', helping them consider whether the strength of their emotional response matches the situation they are facing. This encourages resilience, perspective-taking and problem-solving, while also supporting restorative conversations that help children reflect on their actions and repair relationships when needed.

Zones of Regulation lessons are taught regularly as part of our wider personal development and behaviour curriculum each year alongside our PHSE Curriculum, ensuring that all pupils develop a shared understanding of emotional wellbeing and self-regulation.

Each classroom includes a regulation area, providing children with a calm space and a range of familiar resources to help them use the strategies they have been taught. These spaces encourage children to independently regulate their emotions and return to a calm, focused state, ready for learning.

We recognise that some children benefit from additional support. Where appropriate, personalised regulation plans, individual calm boxes and targeted interventions are provided to help pupils develop the skills and confidence needed to regulate successfully.

We believe that emotional regulation is most effective when school and homework together. By sharing the language and principles of the Zones of Regulation with parents and carers, we promote a consistent approach that supports children in recognising, understanding and managing their emotions wherever they are.

We offer parent support sessions to help families understand and use the Zones of Regulation approach at home. By developing a shared understanding and consistent strategies between home and school, we can better support our pupils to recognise, manage and regulate their emotions, promoting positive outcomes across all environments.

Restorative Approaches

At St Mary's, our approach to consequences is based on fairness, consistency, and restoration. Consequences are intended not simply to address inappropriate behaviour but to help pupils reflect on their choices, repair relationships and learn from their experiences. Responses are applied consistently in line with our Behaviour Flowchart (Appendix 1) ensuring expectations are clear and proportionate for all pupils.

Through our use of the *Zones of Regulation*, pupils develop an understanding of the difference between **expected behaviours**, which promote a safe, respectful, and productive learning environment, and **unexpected behaviours**, which can disrupt learning or negatively affect others. When unexpected behaviours occur, staff support pupils to recognise the impact of their actions and guide them towards making more positive choices.

Restorative practice is central to our behaviour approach. Following an incident, pupils are supported through restorative conversations that encourage them to reflect on what happened, take responsibility for their actions, understand the perspectives of others, and consider how any harm can be repaired. These conversations reinforce the understanding that while all emotions are valid, individuals remain responsible for the choices they make in response to those emotions.

Staff also use Emotion Coaching to develop pupils' emotional awareness and self-regulation. By helping children recognise, name, and understand their emotions, adults support them to make links between their feelings, behaviour, and decision-making. This enables pupils to develop increasingly effective strategies for managing emotions and responding appropriately in challenging situations.

Restorative conversations provide opportunities for pupils to consider:

- what happened, focusing on the facts rather than assigning blame;
- the emotions they experienced, using the *Zones of Regulation* to understand how they became dysregulated;
- the impact of their actions on themselves, others, and the wider school community;
- how they can repair relationships and restore trust; and
- what strategies or different choices they can use in future to achieve a more positive outcome.

By embedding restorative practice and explicit teaching of emotional regulation within our behaviour curriculum, we support pupils to develop self-awareness, emotional literacy, empathy, resilience, and accountability. This approach empowers children to learn from mistakes, strengthen relationships, and make sustained positive changes to their behaviour, enabling them to flourish both within school and beyond.

How do we respond to behaviour at St Mary's?

To ensure a consistent, relational approach to behaviour management across the school, we follow a clear and supportive process set out in our Behaviour Flowchart. The flowchart reflects our belief that behaviour is a form of communication and that children benefit from opportunities to regulate, reflect, and repair when needed. Every stage of the process is grounded in positive relationships, consistency, and high expectations.

While most behaviour incidents are managed using this stepped approach, we recognise that some situations such as bullying, aggression, or behaviour that compromises safety, require an immediate and individualised response. These incidents are addressed sensitively, fairly, and proportionately, with appropriate support provided to everyone involved.

Social, Emotional and Mental Health

We understand that at different times in a pupil's life, they may require varying levels of support for emotional regulation based on their individual needs and circumstances. At St. Mary's, we tailor support according to a graduated response, examples of each wave of support include:

- **Wave 1 (Universal):** High-quality teaching, PSHE curriculum including Jigsaw, motivational incentives, Zones of Regulation curriculum
- **Wave 2 (Targeted):** Small group interventions including emotional literacy groups, resilience labs, movement breaks, and learning mentor support.
- **Wave 3 (Specialist):** Individualised support such as EHCP provision, personalised behaviour support plans, access to break/lunch clubs, 1:1 Learning Mentor support and external, specialist professional support

Responding to Behaviour

To promote a consistent, relational approach to behaviour across the school, we follow a clear and supportive Behaviour Chart - please see Appendix 1. This reflects our belief that behaviour is a form of communication and that children benefit from opportunities to regulate, reflect, and make positive choices. Every stage of the process is rooted in strong relationships, clear expectations, and a commitment to supporting children to succeed.

While most behaviour incidents are managed using this stepped approach, we recognise that some situations, such as bullying, physical aggression, or behaviours that place others at risk, require an immediate and individualised response. In these cases, staff respond promptly, sensitively, and proportionately, ensuring that appropriate support is provided to everyone involved.

Additional Support and Adaptations for Pupils with SEND

At St Mary's, we recognise that some pupils with Special Educational Needs and Disabilities (SEND) may require additional, personalised support to access our behaviour curriculum successfully. Whilst we have high expectations for all pupils, we understand that these expectations may need to be taught, reinforced, and supported in different ways to ensure every child can succeed. Through reasonable adjustments and individualised support, we aim to remove barriers, promote positive behaviour, and enable all pupils to flourish.

To ensure our behaviour systems are inclusive and responsive to individual needs, pupils with SEND may benefit from a range of tailored strategies, including:

Personalised Behaviour Plans

Created in partnership with pupils, families, and staff, these plans identify individual strengths, areas of need, potential triggers, and effective support strategies. They provide a consistent approach to promoting positive behaviour, developing self-regulation, and helping pupils meet behaviour expectations.

Adapted Reflection Opportunities

We recognise that traditional reflection activities may not be appropriate for every pupil. Where required, staff use alternative approaches such as visual prompts, social stories, sensory strategies, or adapted restorative conversations to support pupils in understanding and reflecting on their behaviour in a way that is meaningful and appropriate to their developmental stage.

Supportive Spaces

Some pupils may benefit from access to dedicated nurture provision – our Cosy Couch in the library. This calm, supportive environment provides an opportunity to regulate emotions, access sensory resources, receive pastoral support, and reflect before returning to learning when they feel ready.

By embedding flexibility within a consistent whole-school approach, we maintain high expectations while recognising and responding to individual needs. This ensures that every pupil feels safe, valued, and included, and is supported to develop the self-regulation, relationships, and behaviours that enable them to thrive as members of the St Mary's community.

Identifying Needs

At our school, we recognise that behaviour is a form of communication. It can provide valuable insight into a child's emotions, unmet needs, or underlying difficulties. Rather than focusing solely on the behaviour itself, staff adopt a curious and reflective approach, seeking to understand the reasons behind it in order to provide appropriate support.

Building positive relationships is central to this process. Staff actively listen, demonstrate genuine empathy, and acknowledge children's thoughts and feelings without judgement. By validating their experiences, they create a safe and trusting environment in which children feel understood and supported.

While maintaining this compassionate approach, we also uphold consistently high expectations for behaviour. Children are supported to recognise that they are responsible for their actions and to understand how their behaviour affects those around them. Staff reinforce clear boundaries and consistent expectations, using restorative approaches to encourage accountability, repair relationships, and promote positive choices.

We recognise that some children need additional guidance and structured support to achieve these expectations. To inform our practice, we use a range of assessment and diagnostic tools, including the Boxall Profile, to gain a deeper understanding of each child's social, emotional and behavioural development. These assessments help us identify patterns, recognise potential triggers, and understand each child's individual strengths and areas for development.

This holistic understanding enables staff to plan targeted interventions, implement personalised support strategies, and provide the scaffolding children need to develop self-regulation, strengthen resilience, take increasing responsibility for their behaviour, and engage positively within the school community.

Record Keeping and Monitoring

Behaviour – Daily Record

Day-to-day behaviours are recorded, allowing staff to monitor both positive behaviour and incidents requiring intervention and these are shared weekly with SLT. More serious or persistent incidents, along with any safeguarding or wellbeing concerns, are recorded on **CPOMS** to ensure that relevant information is shared promptly and appropriately with key staff. These records are reviewed regularly by senior leaders, enabling the early identification of emerging concerns, timely intervention, and a consistent, coordinated approach to support.

ABC Charts:

For pupils requiring more focused monitoring, ABC (Antecedent, Behaviour, Consequence) charts are used to record and analyse specific behaviours. This structured process enables staff to identify patterns over time, recognise potential emotional or environmental triggers, and make informed decisions about targeted strategies and reasonable adjustments to support the pupil's individual needs and promote positive outcomes.

Boxall Profiles and Universal Monitoring

As part of our universal provision, all pupils complete a **Boxall Profile** on an annual basis. The profile provides a comprehensive assessment of each pupil's social, emotional and behavioural development, enabling teachers and support staff to identify individual strengths, emerging needs and cohort-wide trends. This information informs the development of **whole-class action plans**, ensuring that teaching and classroom practice proactively address identified areas of need while promoting the development of social and emotional competencies across the cohort.

For pupils identified as requiring additional SEMH support, the **Boxall Profile** is completed at more frequent intervals alongside academic assessment data as part of the school's **graduated approach**. Regular review enables staff to monitor progress over time, evaluate the effectiveness of interventions and make informed decisions regarding the adaptation or refinement of provision. These pupils may also access a range of targeted SEMH interventions, including individual support plans, pastoral provision and other evidence-informed strategies tailored to their assessed needs. This will be monitored through check ins with class teacherS – PPMs – Pupil Progress Meetings.

This graduated approach to assessment, monitoring and record-keeping ensures that behaviour is considered within the context of each pupil's social, emotional and developmental profile. The systematic use of assessment information enables staff to implement timely, proportionate and responsive support, promoting positive outcomes, emotional wellbeing and engagement with learning, while maintaining clear expectations, consistent boundaries and high standards of behaviour across the school.

Serious Behaviour Incidents

The school is committed to providing a safe, calm, orderly and inclusive environment in which all members of the school community are treated with dignity and respect. Serious behaviour incidents will be addressed promptly, fairly and consistently in accordance with the school's behaviour policy, safeguarding responsibilities and relevant legislation.

A serious behaviour incident is any behaviour that significantly compromises the safety, wellbeing, learning or rights of others or seriously disrupts the orderly running of the school.

Examples include, but are not limited to:

- Physical assault or violence towards pupils, staff or visitors.
- Serious threats, intimidation or aggressive behaviour.
- Bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying.
- Racist, sexist, homophobic, biphobic, transphobic, disability-related or other discriminatory abuse or harassment.
- Sexual harassment, sexual violence or harmful sexual behaviour.
- Possession, use or supply of illegal drugs, alcohol or other prohibited substances.
- Possession or use of weapons or prohibited items.
- Serious damage to school or personal property.
- Theft or attempted theft.
- Deliberate acts that endanger the health, safety or welfare of others.
- Serious misuse of technology, including sharing harmful, indecent or abusive online content.
- Behaviour that may constitute a criminal offence.

- Persistent serious breaches of the school's behaviour expectations despite appropriate support and intervention.

How do we respond to Serious Behaviour Incidents at St Mary's?

We are committed to providing a safe, caring, respectful and inclusive environment where all pupils, staff and visitors feel safe and valued. Serious behaviour incidents are rare but will always be taken seriously and managed promptly, fairly and consistently in line with this Behaviour Policy, our safeguarding procedures and current statutory guidance.

A serious behaviour incident is any behaviour that places the safety, wellbeing or rights of others at risk, significantly disrupts learning, or damages the orderly running of the school.

Examples include, but are not limited to:

- Physical assault or deliberate violence.
- Serious aggressive, threatening or intimidating behaviour.
- Bullying, including cyberbullying and prejudice-based bullying.
- Racist, sexist, disability-related, homophobic, bi-phobic or transphobic language or behaviour.
- Sexual harassment or harmful sexual behaviour.
- Possession or use of prohibited items, including weapons, illegal drugs or alcohol.
- Deliberate damage to school property or the property of others.
- Theft.
- Serious misuse of technology, including sending or sharing harmful, threatening or inappropriate content.
- Behaviour that may constitute a criminal offence.
- Repeated serious breaches of the school's behaviour expectations despite appropriate support and intervention

Responding to Serious Behaviour Incidents

The immediate safety and wellbeing of pupils, staff and visitors will always be the school's first priority.

Following a serious behaviour incident, the school will:

- ensure everyone involved is safe;
- investigate the incident fairly, considering the views of all those involved;
- record the incident and actions taken;
- inform parents or carers as appropriate;
- consider whether the incident raises safeguarding concerns and follow the school's Child Protection and Safeguarding Policy where necessary;
- consider whether additional support is required, including for pupils with Special Educational Needs and Disabilities (SEND), disabilities, social, emotional or mental health needs, or other vulnerabilities;
- make reasonable adjustments where required under the Equality Act 2010;
- provide support for any pupil who has been harmed by the incident; and
- apply appropriate consequences and supportive interventions that are reasonable, proportionate and age-appropriate.

The Head of School, or a delegated senior leader, will consider all relevant information before determining the appropriate response, including the pupil's age and stage of development, individual circumstances, any identified SEND or disabilities, safeguarding information, previous behaviour and the impact on those affected.

Depending on the nature and seriousness of the incident, the school's response may include restorative conversations, loss of privileges, removal from a classroom, internal suspension, suspension, permanent exclusion (where the legal threshold is met), referral to external agencies and, where appropriate, involvement of the Police.

The school recognises that suspension and permanent exclusion are serious sanctions and will only be used in accordance with statutory guidance. Wherever appropriate, pupils will be supported to understand the impact of their behaviour, repair relationships and successfully reintegrate into school.

Legislative Framework

This section should be read alongside the school's Child Protection and Safeguarding Policy and reflects the school's duties under:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Department for Education guidance *Behaviour in Schools 2024*
- *Keeping Children Safe in Education (KCSIE)*
- Department for Education statutory guidance *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England*. Updated June 2026, effective from 26th July 2026

The school will ensure that all responses to serious behaviour incidents are lawful, fair, proportionate, consistent and centred on safeguarding, supporting pupils and maintaining a safe learning environment for the whole school community.

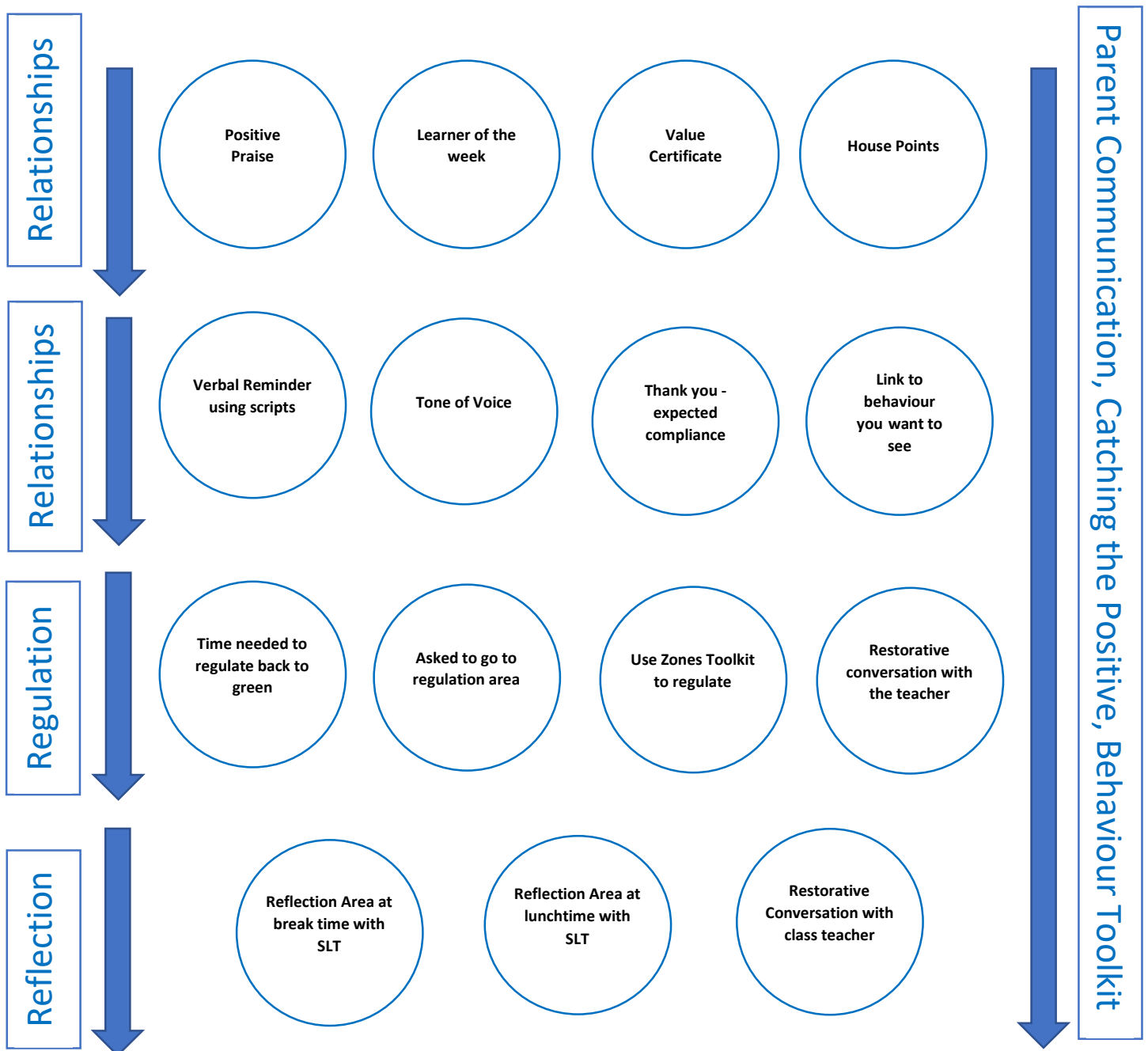
Evidence Based Approach/Pedagogy

We have used evidence and guidance from a number of publications, with particular reference to:

- Now you see us Report on Boxall Profile. (Nurture UK Executive summary 2019)
- Mental Health and Behaviour in Schools (DfE, 2018)
- Improving Behaviour in Schools (EEF, 2019)
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- SEND code of practice. 2014

Appendix 1.

St Mary's CE Primary School - Behaviour Flow chart



Some behaviours will require steps to be missed e.g. straight to reflection room or day/s with break and lunchtime reflection.

Examples would include unsafe behaviour (i.e. physical altercations, damage to school property, bullying, continued repeated behaviours etc.)

These will need to be reviewed on an individual basis.

Some children will have personalised behaviour plans/strategies to support with identified needs.

