



# St Keyna Primary School

## Behaviour Policy

(Positive Behaviour and Serious Incident Policy combined)

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**Statutory: Yes | Website: Yes | Lead Person: Headteacher**

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## **Introduction**

St Keyna Primary School is committed to creating a calm, safe and inclusive environment where all pupils feel valued, supported and able to learn. We actively promote high standards of behaviour in and out of school, with high expectations for all pupils while recognising that some pupils require additional support. Our behaviour expectations are underpinned by the school's Ammonite Code. (Appendix A)

## **2. Rationale and Aims**

This behaviour policy is in place to ensure our school atmosphere is one that allows for all children to thrive, to feel valued and to feel safe at St Keyna Primary. This is essential so that effective learning can take place and children are fully prepared for the next stage of their lives. We actively promote a high standard of behaviour in and out of school and believe it is important to have high expectations for all our children, recognising that some do have specific needs.

This atmosphere is created through a positive, pro-social and problem-solving approach to behaviour which is rooted in the principles of Thrive and Restorative Justice and the secure understanding that behaviour is a form of communication, especially at the primary age range. Our Ammonite Code underpins our high expectations for behaviour, covering all times of the day including when children are representing the school out of hours or off site.

We fully embrace the need to model positive behaviour management where pro-social behaviours are praised and encouraged and everyone takes responsibility for their own actions. We will remember that within an educational setting, consequences are an opportunity to teach, nurture, provide boundaries and problem-solve.

By handling all behavioural incidences in this manner, we will create a community where everyone;

- respects themselves and others
- works hard
- become responsible members of society
- plays a part in making learning an enjoyable and purposeful experience

At St Keyna Primary we understand that strong relationships between children and staff are vital and that this is a crucial factor in our whole community feeling valued and safe. All staff understand the importance of being fair and consistent whilst also acknowledging that this may not look the same for every individual child and individual situation. It is everyone's responsibility to challenge children where our expectations are not met and equally to comment positively when they are.

### **We aim to:**

- create safe relationships between all pupils, staff and the wider school community
- maintain a consistent approach and use shared language for behaviour management across the school, whilst taking into account individual needs
- maintain a positive, welcoming atmosphere based on a strong sense of community and shared values where children can learn and feel safe
- encourage positive behaviours and reduce incidents of bullying.

- encourage all members of the school community to behave considerately and respectfully towards each other
- promote shared values of mutual respect, self-discipline and social responsibility so that all children and staff can reach their full potential socially and academically
- help children reflect on their behaviour, taking responsibility for repairing relationships
- teach children to notice and understand their behaviour in order to make more successful choices
- teach children the tools and language they need to make successful choices
- work in partnership with parents/carers to promote positive behaviour in school and the wider community support the inclusion rather than the exclusion of all children
- help children understand that all actions have consequences, both positive and negative, which impact on others.
- to ensure that every child has a fresh start after any given consequence

### 3. Statutory frameworks

This policy is informed by and must be applied in line with the following legislation and guidance.

Key statutory and non-statutory guidance:

- DfE: Suspensions and permanent exclusions guidance (August 2024) [Suspension and permanent exclusion guidance](#)
- DfE: Behaviour in Schools: advice for headteachers and school staff (February 2024). [Behaviour in Schools Advice for headteachers and school staff February 2024](#).
- DfE: Searching, screening and confiscation: advice for schools (July 2022).
- DfE: Use of reasonable force: advice for headteachers, staff and governing bodies (July 2013; reviewed July 2015).
- Keeping Children Safe in Education (statutory safeguarding guidance; updated annually).
- Working Together to Safeguard Children (statutory guidance).
- Working Together to Improve School Attendance (guidance).

Key legislation:

- Education Act 2002 (as amended by the Education Act 2011).
- Education and Inspections Act 2006.
- Education Act 1996.
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 (as amended).
- Equality Act 2010.
- Children Act 1989 and Children Act 2004.

### 4. Policies to read in conjunction

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy and Information Report

- Anti-Bullying Policy
- Positive Handling Policy.
- Equality and Inclusion Policy
- Attendance Policy
- Online Safety Policy
- PSHE/RSE Education Policy.
- Complaints Procedure
- Health and Safety Policy

## 5. Definitions

- **Suspension:** a temporary removal from school for disciplinary reasons, for a fixed number of school days. A suspension can also be internal.
- **Permanent exclusion:** A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated by the Governing Body).
- **Serious incident:** an incident that significantly impacts safety, wellbeing or the orderly running of the school and may require SLT response and/or consideration of suspension or permanent exclusion.

## 6. Behaviour is everyone's responsibility

The Leadership Team will:

- Ensure that the school behaviour policy is implemented and embedded consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Analyse behaviour records and ensure pupils receiving high numbers of sanctions are supported appropriately to help them improve their behaviour.
- Report to Governors trends of behaviour looking at times of the day occurred as well as occurrence by vulnerable group.
- Record relevant incidents of behaviour using CPOMS when necessary, in line with Appendix C- Consequence Framework
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all the children and staff in the school
- Report to/meet with parents/carers when necessary

Staff will:

- treat adults and children with respect and a non-judgmental approach
- support children through co-regulation
- plan for opportunities within class to develop interpersonal and social skills
- offer a curriculum which enables children to make successful choices
- help children enjoy and feel confident about their learning
- inform parents about their child's welfare and any behaviours of concern

- use praise as a positive approach for successful behaviour
- use class behaviour books to record sanctions and enter these termly into a behaviour monitoring excel sheet.
- use CPOMS to record incidents in line with the behaviour policy where necessary in line with Appendix C Consequence Framework
- ensure that the Ammonite Code is visibly displayed and referred to within their classrooms
- make adaptations to support individual children in their classroom where necessary to ensure they can make successful choices

Children will:

- respect and care for others including children and staff
- follow the Ammonite Code
- take pride in themselves
- listen to others
- learn co-operatively
- be a good role model both in and out of school
- understand the consequences (both positive and negative) of their behaviour
- value and take responsibility for the school environment
- be aware of and understand their rights and responsibilities
- be aware of their own emotions and actions and take responsibility for these

Parents/Carers will:

- support the school's ethos and policy
- treat fellow parents/carers and staff with respect in person and online including social media platforms
- inform the class teacher/school of any changes in circumstances that could have an impact on the child's behaviour
- promote positive behaviour at home to ensure continuity between home and school
- be aware of our school rules and expectations
- encourage independence and self-discipline

## **7. Behaviour as a form of communication**

At St Keyna we strongly believe that all behaviour is a form of communication. Most behaviours experienced within school will be managed by quality first teaching where staff model expected behaviours and provide opportunities for children to share their worries.

Staff will organise their classrooms to support an effective learning environment with the understanding that the quality and content of their teaching will have an effect on behaviour. Teachers have the responsibility to provide learning opportunities that are adapted, meaningful, have clear outcomes and provide appropriate levels of challenge and support. Lessons that are fun will help all children to feel involved and motivated. Less desirable behaviours are more likely to occur when pupils are frustrated or when their self-esteem is impacted by

failure or the fear of failure. Consistent expectations to enable children to make successful choices and trusted adult relationships are the key to ensuring positive behaviours in all areas of school.

Sometimes young children find it challenging to use their words to express their feelings, we understand that we are one of the first settings for children away from home where children need to learn how to communicate their needs with others. Sometimes children use tools of communication that they have used earlier in life that are unacceptable within a school environment. We understand that children need time to learn skills which are appropriate within our school and therefore have lots of strategies to support them when they are finding it difficult to make a successful choice.

## **8. Thrive – a trauma informed approach**

St Keyna Primary is a Thrive school and we embed Thrive principles through all that we do. Thrive is a trauma-informed approach to improving the mental health and well-being of all children. It is a specific way of working with children that helps them to develop their social and emotional wellbeing, enabling them to engage with life and learning. All children engage with the principles of Thrive whether this be through whole class learning, group sessions or 1:1 sessions. The type of support pupils receive is based on need. For more information on Thrive and how Thrive is embedded at St Keyna please see. When supporting children to understand and manage their behaviour, we follow the 4 R': Regulate, relate, reason and repair.

## **9. Individual Behaviour Support Plans**

Whilst consistency of approach is important for children and young people to feel safe and secure, it is also important to differentiate expectations and approach according to a child or young person's abilities, needs and experiences. Whilst the majority of children and young people will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support. (Individual Behaviour Plan Proforma- Appendix E).

## **10. How positive behaviour is taught**

It is important that behaviour expectations are taught. This is done in the following ways:

- Consistent and high-quality modelling from all adults
- Embedding the Thrive approach in all our interactions in school
- Through the PSHE (Personal Social Health Education) Curriculum- please see PSHE Policy for more detail
- Assemblies
- Circle times to address identified common less-desirable behaviours in a non-judgmental and non-child specific manner
- Through consistent implementation of the Ammonite Code
- Nurture interventions for identified pupils
- Use of a common script for behaviour (Reflective Conversation toolkit Appendix F)

## **11. Recognition and Rewards**

At St Keyna Primary School we use a range of positive rewards for behaviour to ensure that there is something to motivate each individual pupil.

These include;

- Class rewards charts to gain a reward afternoon of their choice
- Star of the day certificates (EYFS and KS1) awarded in class
- Student of the week certificate (KS2) awarded in class
- Certificate of Merit awarded in celebration assembly
- Animal skills certificates for learning behaviours awarded in celebration assembly
- Reading challenge certificates awarded in class
- Dojo points

All staff will be quick to praise positive behaviour of all children in school: children who are making positive behaviour choices need to be noticed and to feel that they are being successful. Praise and appreciation promote self-confidence.

## **12. Managing misbehaviour**

The following misbehaviours are unacceptable. This list is illustrative and not exhaustive:

- Low-level disruption: persistent calling out, interrupting, distracting others, ignoring instructions, running indoors, unsafe play.
- Rudeness, unkindness or disrespect towards others; deliberate disruption of learning.
- Refusal to follow reasonable instructions; leaving supervised areas without permission.
- Swearing or offensive language; repeated inappropriate language.
- Damage to property (school or personal), theft or bringing prohibited items.
- Bullying behaviour including online bullying; discriminatory language or behaviour (racist, sexist, homophobic, transphobic, disablist, religious intolerance).
- Child-on-child abuse including sexual harassment or harmful sexual behaviour (always addressed via safeguarding procedures).
- Physical aggression, fighting, threats, intimidation or behaviour that places others at risk.
- Any behaviour that seriously compromises the safety or welfare of pupils or staff.

## **13. Discriminatory behaviour and child-on-child abuse**

At St Keyna Primary School we do not accept any discriminatory behaviour and any child-on-child abuse, including sexual harassment, will not be tolerated. All staff will log on CPOMS any incidents of discriminatory behaviour and pupils will be supported to understand that this behaviour is unacceptable. We recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with The Safeguarding Policy.

Discriminatory behaviour may include any remarks that are sexist, homophobic, transphobic, disparaging to a person's religion, racist, in reference to a disability or special educational need.

At St Keyna Primary School incidences of discriminatory behaviour are viewed as a serious incident however consideration will be given to the pupils age, stage and circumstance when dealing with cases of discriminatory behaviour.

## **14. Sanctions**

Where children are not following the Ammonite Code and do not show respect for staff, visitors, fellow pupils, buildings and property, the 'Consequences Framework' (Appendix C) will be implemented. Learning conversations will only be held with a child when they are regulated (Zone 1 – see Appendix I). If children, or the adults supporting them, recognise that they are in Zones 2, 3 or 4, the first action will be to assist the child in re-regulating before any learning and repair conversations can be held. In this learning and repair conversation the child will be supported to identify their triggers and make the right choices through the strategies outlined in the framework. If they continue to make unsuccessful choices, they will progress through the steps. Some instances of behaviour may be serious enough to lead the Class Teacher or Leadership Team to move a child immediately to a stage higher up within the framework eg. Destruction of property, harm to self or others.

Where possible, consequences will happen immediately after the incident. This allows for the child to understand that their actions have a consequence. At times, this is not possible and the consequence to be the behaviour will be delivered at the next available opportunity within the same day. Wherever possible children are encouraged to collaborate with adults to decide their consequences in order to make them more meaningful.

Serious incidents are recorded on CPOMS and if physical adult intervention has been essential to ensure the safety of pupils and staff then a Positive Handling Report form from our Positive Handling Policy should be completed. Where a child's behaviour is of concern, a review meeting is held regularly to discuss challenges and plan for future support. A member of SLT and a Class Teacher will participate, and children and parents/carers are involved as appropriate.

## **15. Inclusion and barriers to learning**

St Keyna Primary School we recognise our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of protecting pupils with Special Educational Needs and Disability (SEND) and other protected Characteristics. We understand it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably as a result. We actively seek to include all pupils and to remove barriers to learning. The principle of inclusion extends to children who present challenging behaviour and every effort is made to provide support (e.g. through small targets, individual behaviour reward systems, academic and emotional support, bubble time, social skills programmes and our nurture provision) to enable them to develop strategies to manage their behaviour and their ability to participate in the curriculum provision.

We recognise that all children may find it challenging to engage with learning at some point in their life. This may be a short-term temporary barrier or may be due to a significant need, which needs to be addressed through support within school or from external agencies. We believe the earlier that help and support is identified provided for the child and their family the more likely the child will be able to engage with learning. In order to support identification of barriers to engagement we use 'Maslow's Hierarchy of Needs Appendix D'. This enables us to identify if the barrier is medical, circumstances in a child's life or a Special Educational Need or Disability (SEND). There may be occasions when outside agencies are used to develop children's understanding of behaviour and relationships, e.g. Thrive practitioner, School Nurse.

Once the barrier has been identified, we can work with the child and their family to find what will motivate and re-engage them with learning. This will include a meeting with our Inclusion Lead to help everyone understand the barriers to the child making successful choices. We understand that this may mean that individual children need a more tailored approach to the use of our positive behaviour strategies and in those cases, we will use our best endeavours to utilise a graduated response and employ a range of strategies in order to meet the needs of our children whose Social, Emotional and Mental Health, Communication, Interaction and Learning needs or Cognition needs or any form of disability can present as a barrier to achievement and impact on their behaviour.

For more information on how children with additional needs will be supported see Appendix H  
In some situations, the use of sanctions may be appropriate in order to support pupils to behave appropriately enabling them to access the learning environment in a positive way but these will be purposeful, proportionate and with the legitimate aim to protect the whole school community while taking account of a child's SEND. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in [Behaviour in Schools Advice for headteachers and school staff February 2024](#). 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'.

At St Keyna Primary, we will always give cause to consider whether the child's behaviour leads us to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' Safeguarding Policy.

St Keyna Primary School recognises that the behaviour policy may need to be flexible to take into account the needs of pupils who are LAC, PLAC, who have attachment difficulties, or who are on the Inclusion register.

## **16. Graduated response: what staff should do**

Staff will use the staged approach below, giving pupils support and 'take-up time' between steps where appropriate. Some incidents may require an immediate move to a later stage where safety is at risk or the behaviour is a serious breach.

- 1) Prevent & praise →
- 2) Redirect →
- 3) Remind (safe/respectful/ready) →
- 4) Warning + take-up time →
- 5) Sanction (see appendix C) →
- 6) Regulation support (co-regulation / regulation space) →
- 7) Internal referral / SLT support →
- 8) Serious incident procedures →
- 9) Headteacher considers suspension →
- 10) Reintegration & repair

## 17. Removal from class and internal provision

At times a pupil may be removed from the classroom for a short period to restore calm, support regulation or protect learning. This is a supervised, time-limited measure and must not amount to an unofficial or unlawful exclusion (for example, sending a pupil home without a formal suspension decision). Any removal will be recorded in line with school procedures and will be followed by restorative repair and a plan for successful return to learning.

## 18. Investigating incidents and decision-making

Incidents must be investigated fully, by the member of staff who is best placed to gather this evidence.

This information must be shared with a senior leader. In all cases:

- Incidents are investigated promptly, fairly and proportionately.
- Pupils are given the opportunity to give their account (appropriate to age and needs).
- The school considers context, patterns, SEND, trauma and safeguarding information.
- The school considers whether reasonable adjustments are required.
- The school considers alternative strategies and support before deciding on suspension where possible.
- Decisions are based on the balance of probabilities and recorded with rationale.

## 19. Suspensions: process and parental information

Only the Headteacher (or Deputy Headteacher if the headteacher is off-site) can decide to suspend a pupil. Any suspension must be in line with DfE: Suspensions and permanent exclusions guidance (August 2024) [Suspension and permanent exclusion guidance](#)

At St Keyna Primary School we try to ensure that any concerns with behaviour result in an early intervention reducing the need for suspension. However, in exceptional cases, suspension from school is necessary to ensure all children are safe and able to access learning. In the event that a suspension is unavoidable we will take steps to restore and repair the relationship. This will be done by:

- Maintaining contact with the young person and family through the suspension. This may be done by a phone call to the pupil during the suspension to see how the work they have been set is going, a conversation with the family or check ins via dojo.
- Using restorative practice to structure reintegration meetings to problem-solve and remove blame.
- Place the views and voice of the young person at the heart of the suspensions process.

The Headteacher, Senior Leadership Team, Staff and Governors regard the suspension of a child as an exceptional measure and such a decision would not be taken lightly. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Possible reasons for suspension are:

- Physical assault against another pupil or adult
- Verbal abuse or threatening behaviour against a pupil or an adult
- Use or threat of use of an offensive weapon, or prohibited item
- Bullying

- Racist abuse
  - Abuse against sexual orientation or gender reassignment
  - Abuse relating to disability
- Damage to school property
  - Significant compromise to pupil's safety
  - Constant disruption to the education of other pupils

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable adjustments, strategies and professional advice have been implemented and have failed (including internal sanctions and the application of any available support), suspension may be the next option for the school. We understand that to be lawful, the suspension must satisfy the following three conditions;

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. We understand that a punishment must be proportionate. In determining whether a punishment is reasonable we refer to section 91 of the Education and Inspections Act 2006, which states that the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

When a suspension is issued, the school will:

- Inform parents/carers without delay (by phone where possible) and provide written notification in line with B&NES Model Letter. Appendix G
- State the reason(s), the length of suspension (start/end dates), and the expectations for behaviour.
- State that the pupil must not be in a public space, unless authorised.
- Provide work for the pupil and explain arrangements for marking/feedback as appropriate.
- Explain parents' right to make representations to the governing board and how to do so.
- Notify the governing board and local authority as required by statutory guidance.

Education during suspension: the school will ensure appropriate work is set from day 1. Where a pupil is suspended for more than 5 school days in a term, or in cases of permanent exclusion, the local authority has a duty to arrange suitable full-time education from the sixth school day. The school will cooperate fully with the local authority and any alternative provision.

## **20. Reintegration following suspension**

Following a suspension, the school will hold a reintegration meeting with parents/carers and the pupil (where appropriate) to support a successful return. This meeting will: review what happened, restore relationships, agree support and targets, and ensure the pupil understands expectations and next steps.

## **21. Permanent exclusion**

Permanent exclusion is used only as a last resort, for the most serious breaches or persistent breaches where allowing the pupil to remain in school would seriously harm the education or welfare of others. The Headteacher will follow statutory guidance, DfE: Suspensions and permanent exclusions guidance (August 2024) [Suspension and permanent exclusion guidance](#). They will ensure all notifications are made, and provide evidence to the governing board. The governing board will review the decision within statutory timescales and parents will be informed of the right to an Independent Review Panel where applicable.

## **22. Managed moves and Direction Off site**

A managed move may be considered as a supportive alternative to permanent exclusion, where appropriate. Managed moves must be voluntary, agreed with parents/carers, and properly documented, with clear plans, timescales and review points. The school will not pressure parents/carers to remove a child from roll or electively home educate to avoid a suspension or exclusion. Managed moves should only occur when it is in the pupil's best interests. A managed move is an immediate move to another school where the child must be placed immediately on the roll of that school and removed from the sending school roll. A managed move can only take place if the school has a place with no waiting list for that year and can take the child on immediately and they cannot use a managed move to jump a waiting list. Refer to BANES [Managed Move Protocol \(pdf, 50.39 KB\)](#)

Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP. Refer to BANES [Direction Off Site Protocol \(pdf, 47.71 KB\)](#)

## **23. Safeguarding**

Where behaviour indicates a safeguarding concern (including child-on-child abuse), the school's safeguarding procedures take priority. Incidents will be recorded and managed in line with the Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

## **24. Use of reasonable force**

All school staff have the power to use reasonable force to prevent a pupil from committing an offence, injuring themselves or others, or damaging property, and to maintain good order. Force will never be used as a punishment. All staff must be aware of and respond in line with DfE Use of reasonable force: advice for headteachers, staff and governing bodies (July 2013; reviewed July 2015).

Any use of force will be the minimum necessary, proportionate and recorded in line with the school's Positive Handling Policy.

Note: DfE has announced that new guidance on restrictive interventions will come into effect on 1 April 2026; the school will update policies and training accordingly.

## **25. Searching, screening and confiscation**

Staff may confiscate items that are unsafe, prohibited or breach school rules. Headteachers and authorised staff may search without consent for prohibited items as defined in law and DfE guidance: Searching, screening and confiscation: advice for schools (July 2022). Searches and confiscations will be conducted lawfully, proportionately and with due regard to safeguarding and pupil dignity, and recorded as required.

## **26. Mobile Phones**

Pupils in Years 4-6 are permitted to bring a mobile phone to school, once parents have chosen to let them walk home alone. They must hand their phones in to the office upon entry to school in the morning and they will be returned to them at home time.

## **27. Behaviour outside school**

The school may respond to behaviour outside the school site where it has repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Conduct outside the school premises, including online conduct, that the school might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

## **28. Recording, monitoring and reporting**

- Serious incidents are recorded in line with school procedures (including CPOMS where appropriate).
- Suspensions and permanent exclusions are recorded and reported as required.
- Behaviour data is reviewed to identify patterns, evaluate interventions and support inclusion.
- The Headteacher reports to the governing board on behaviour trends and the use of suspension/exclusion.

## **29. Roles and responsibilities**

Headteacher:

- Has sole legal power to suspend or permanently exclude a pupil (or the Deputy headteacher).
- Ensures decisions are lawful, reasonable, fair and proportionate; based on a thorough investigation.

- Ensures the school meets duties to notify parents, the governing board and the local authority as required.
- Ensures arrangements are in place for education during suspension and from the sixth day where required.
- Ensures safeguarding and equality considerations are properly addressed and recorded.

Staff:

- Implement the Positive Behaviour Policy consistently using relational approaches, de-escalation and restorative practice.
- Record serious incidents accurately and promptly in line with school procedures (including CPOMS where applicable).
- Seek support from senior leaders when behaviour escalates or safety is at risk.
- Contribute to reintegration and support planning for pupils following serious incidents or suspension.

Governing Board:

- Supports the school in promoting good behaviour and monitoring the impact of policies.
- Considers parents' representations and reviews suspensions and permanent exclusions in line with statutory guidance and timescales.
- Ensures fair and lawful decision-making and considers equality duties.
- Ensures the policy is reviewed and published where required.

### **30. Staff induction and training**

All staff are inducted at the beginning of their employment and are trained on how to use and implement our Positive Behaviour Policy.

### **31. Review**

This policy will be reviewed at least annually, and sooner if statutory guidance changes. It will be published on the school website.



# THE AMMONITE CODE

We care for ourselves,  
each other and our school.

We are polite to everyone and  
listen to what they have to say.

We work together and follow  
adults instructions first time.

Our words and actions make school  
a safe, happy and friendly place.

We try our best and  
help ourselves and others to learn.

We have good manners,  
are kind and helpful.

We tell the truth and forgive the  
mistakes of others.

## Appendix B – Graduated Approach

- 1) Prevent & praise →
- 2) Redirect →
- 3) Remind (safe/respectful/ready) →
- 4) Warning + take-up time →
- 5) Sanction →
- 6) Regulation support (co-regulation / regulation space) →
- 7) Internal referral / SLT support →
- 8) Serious incident procedures →
- 9) Headteacher considers suspension →
- 10) Reintegration & repair

## Appendix C – Consequences Framework

Verbal reminder

Verbal 'warning' (If persistent and the child is refusing to engage with learning then teacher to hold a restorative conversation with the child using W.I.N – wondering, imagining and noticing.)

Sanction 1 – 5 minutes reflection work\* in the time-in room at breaktime or lunchtime, or if more fitting the consequence can be clearing-up the mess made etc

Sanction 2 – 10 minutes reflection work\* in the time-in room at breaktime or lunchtime

Sanction 3 – 20 minutes reflection work\* in the time-in room at breaktime or lunchtime

Sanction 4 – Internal suspension, see SLT and parents contacted

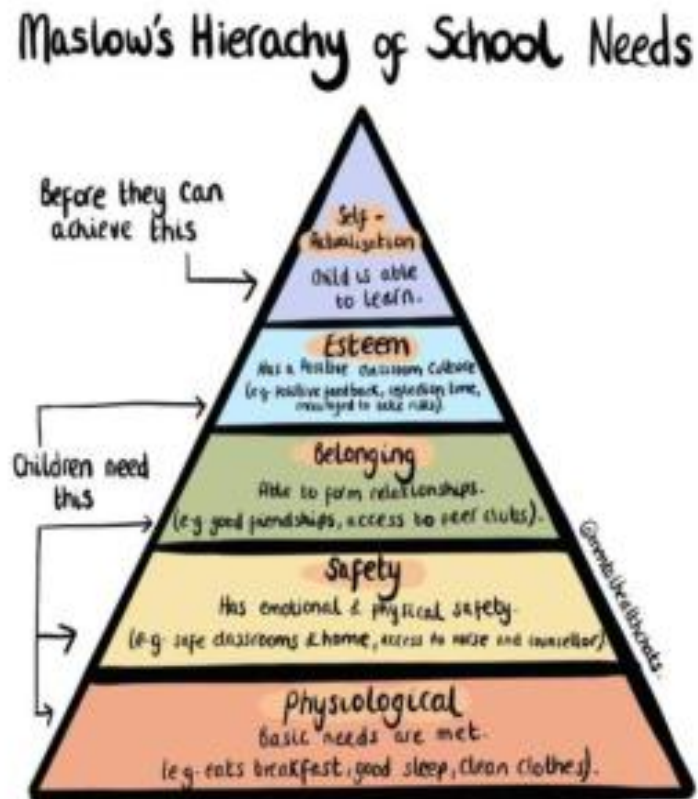
Sanction 5 – External suspension

Note – Try to ensure that the consequence and repair are facilitated on the day of the behaviour unless the child continues to be dysregulated in which case it may need to be the following day.

\*Reflection worksheets see Appendix F

## Appendix D – Maslow’s hierarchy of school needs


The diagram above is used to support identification of barriers to learning and engagement.



We recognise that all children may find it challenging to engage with learning at some point in their life. This may be a short-term temporary barrier or may be due to a significant need, which needs to be addressed through support within school or from external agencies. We believe the earlier that help and support is identified provided for the child and their family the more likely the child will be able to engage with learning. In order to support identification of barriers to engagement we use 'Maslow's Hierarchy of Needs'. This enables us to identify if the barrier is medical, circumstances in a child's life or a Special Educational Need or Disability (SEND). There may be occasions when outside agencies are used to develop children's understanding of behaviour and relationships, e.g. Thrive practitioner, School Nurse.

Once the barrier has been identified, we can work with the child and their family to find what will motivate and re-engage them with learning. This will include a meeting with our Inclusion Lead (Georgia Morris-Boyce) to help everyone understand the barriers to the child making successful choices.

## Appendix E – Individual Behaviour Support Plan

<b>Image of Child</b>	<b>Individual Behaviour Plan (DATE)</b>			
Name:	Class:	Teacher:	Support:	

Behaviour and Level 1= Anxious / Low Level 2= Escalating / Medium Level 3 = Crisis									
Helpful Staff Responses	○	○	○	○ <b>NOTE:</b>					
Unhelpful Staff Responses	•	•	•	•				•	
Recovery: After a Level 3 behaviour				➤					
Depression: This often follows the Recovery				➤					
Follow Up: This needs to be before the end of the day but not necessary immediately			➤	➤				➤	

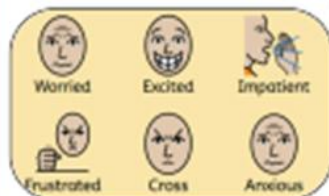
## Appendix F Reflection worksheet for KS1



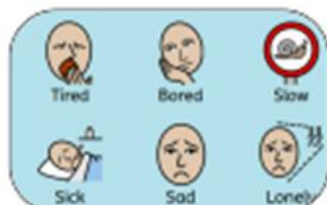
Tell me or show me  
what happened



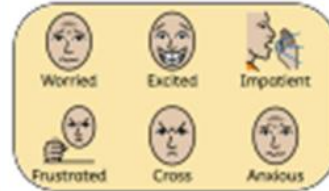
How were you  
feeling?



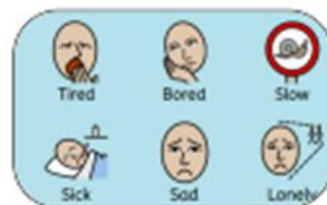
Something  
else?



How did they  
feel?



Something  
else?



How can I make it  
better?



Something  
else?



# Reflection Worksheet for KS2

 Tell me or show me what happened







 How were you feeling?

		? Something else?
		

 What thoughts did you have?



 Who else was affected? How might they have felt?

		? Something else?
		

 How can I make it better?

 Make sure anyone I have hurt is ok	 Say sorry	 Fist bump	? Something else?
 Draw a picture	 Hi 5	 Write a note	

If you could go back in time what would you do differently?





# CONFLICT RESOLUTION

Adapted from the Highscope Approach

- |   |   |
|---|---|
| 1 | <p><u>Do I need to intervene?</u></p> <ul style="list-style-type: none"><li>• Approach calmly and stop any hurtful or unsafe actions</li><li>• Take a neutral stance - avoid taking sides</li><li>• Get down on their level if you can and it feels safe</li><li>• Hold any item that is being disputed. "I'm going to hold this to keep it safe while we work this out."</li></ul> |
| 2 | <p><u>Acknowledge the feelings:</u></p> <ul style="list-style-type: none"><li>• "I can see you look really upset!"</li><li>• "I can see you look really sad"</li></ul>  |
| 3 | <p><u>Gather information:</u></p> <ul style="list-style-type: none"><li>• Tell me what the problem is one at a time. You go first and then you can tell me.</li><li>• Listen to both sides</li><li>• One voice at a time</li></ul>  |
| 4 | <p><u>Restate the problem and draw a line under it:</u></p> <ul style="list-style-type: none"><li>• "It sounds to me like you both really want to play with the same thing" Can you link to the <b>Ammonite Code</b></li><li>• "That's really tricky"</li><li>• "Let's see if we can find a way to get back to playing"</li></ul>   |
| 5 | <p><u>Ask for solutions:</u></p> <ul style="list-style-type: none"><li>• What can we do to solve the problem?</li><li>• What ideas do you have?</li><li>• Ask the audience or offer a solution if they are finding it hard</li><li>• Pick a solution together</li></ul>   |
| 6 | <p><u>Be prepared to follow up and offer more support:</u></p> <ul style="list-style-type: none"><li>• Stay close by and check to make sure everyone is sticking to the agreement</li><li>• Wow, you did it. You solved that problem together</li><li>• Or - maybe we need to try a different solution</li></ul>  |

## Appendix H – Model Suspension Letter to Parents/Carers and Hub link

BANES Hub has all the possible letters which will always be the most up to date versions. [Exclusions: Advice and Guidance \(August 2024\)](#) .

## **Appendix I    Helpful Guidance**

### **Restorative repair prompts**

- I am wondering if...
- I noticed that....
- What were you feeling at the time?
- Who has been affected and how?
- What needs to happen to make things right?
- What will you do next time? What support will help you succeed?

### **Reintegration meeting**

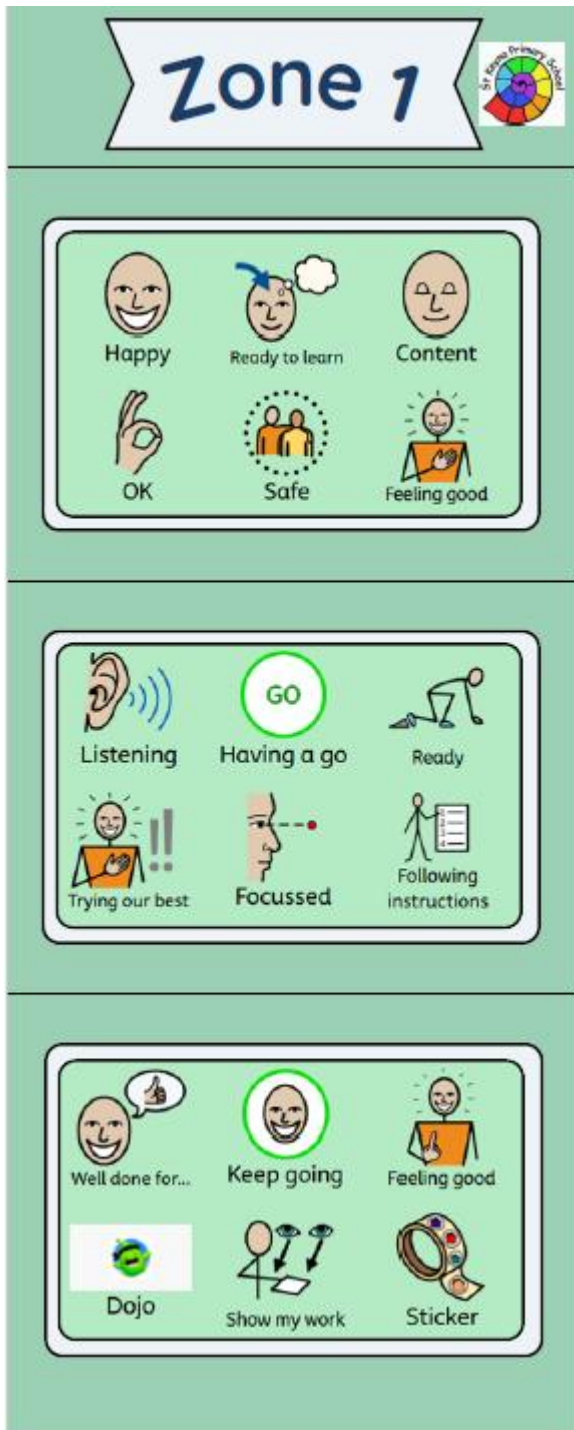
- Welcome and purpose: successful return and repair.
- Pupil voice: what happened / feelings / needs.
- Impact: learning, safety, relationships.
- Support plan: Thrive/IBP strategies, reasonable adjustments, adult check-ins, regulation plan.
- Targets: 2–3 clear, measurable targets; review date.
- Parental partnership: home-school communication plan.
- Confirmation of expectations and next steps.

### **Suspension decision checklist (Headteacher)**

- Have I investigated thoroughly and recorded the evidence?
- Have I considered the pupil's age, SEND, disability, trauma and any safeguarding factors?
- Have I considered reasonable adjustments and alternative strategies/support?
- Is the sanction proportionate and necessary to prevent serious harm to education/welfare of others?
- Have I ensured this is not discriminatory under the Equality Act 2010?
- Have I informed parents without delay and provided written notice with required information?
- Have I notified the governing board and local authority as required?
- Have I ensured work/education arrangements are in place and reintegration planned?

# Appendix J – States of regulation – child friendly display version

## Zone 1



Zone 1 is a green-themed display with a banner at the top and a circular logo on the right. It contains three panels of icons and labels representing various states of regulation.

Happy	Ready to learn	Content
OK	Safe	Feeling good

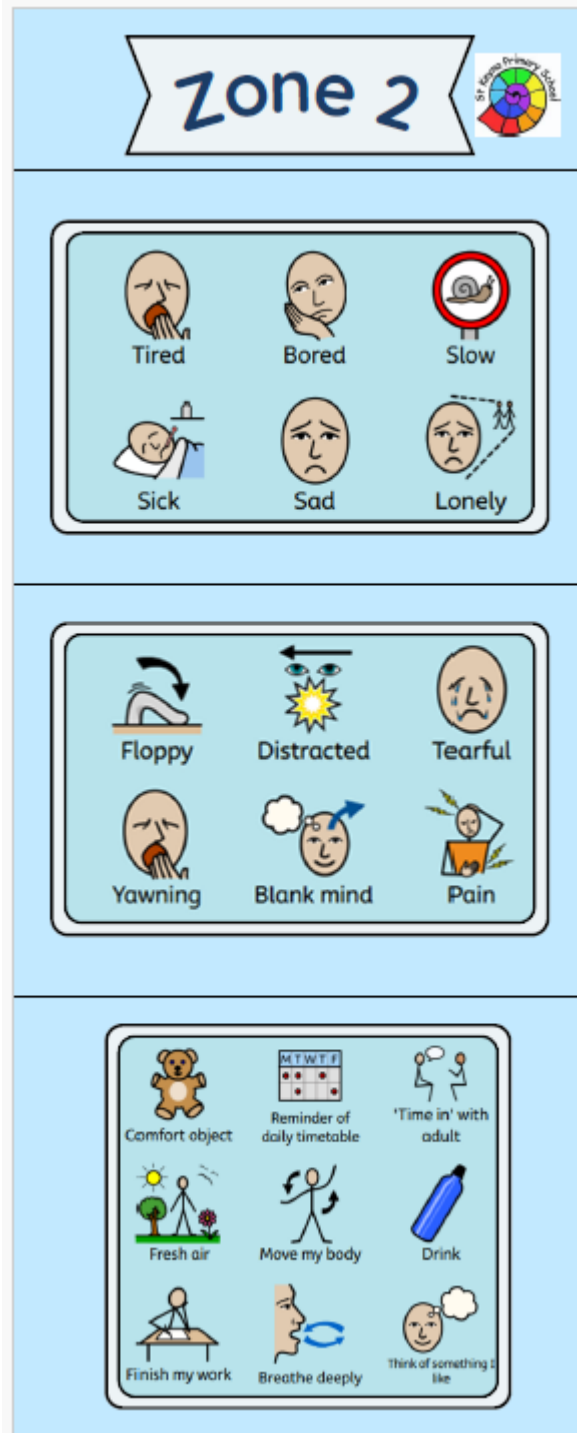
  

Listening	Having a go	Ready
Trying our best	Focussed	Following instructions

Well done for...	Keep going	Feeling good
Dojo	Show my work	Sticker

## Zone 2



Zone 2 is a blue-themed display with a banner at the top and a circular logo on the right. It contains three panels of icons and labels representing various states of regulation.

Tired	Bored	Slow
Sick	Sad	Lonely







Floppy	Distracted	Tearful
Yawning	Blank mind	Pain







  

Comfort object	Reminder of daily timetable	'Time in' with adult
Fresh air	Move my body	Drink
Finish my work	Breathe deeply	Think of something I like

# Zone 3



 Worried	 Excited	 Impatient
 Frustrated	 Cross	 Anxious







 Fiddling with things that aren't for me	 Chatting in learning time	 Being rude
 Distracting others	 Ignoring instructions	 Unkind words





 Reminder from adult	 Reset	 Fresh air
 Drink	 Shake it off	 Movement break
 Fiddle tool	 'Time in' with adult	 Breathe deeply

# Zone 4



 Angry	 Trapped	 Scared
 Out of control	 Unsafe	 Overwhelmed

 Hitting	 Fleeing (trying to get away)	 Shouting
 Kicking	 Spitting	 Throwing

 Adults are in charge	 My classmates will be asked to move
 I may be given space	 Adults may need to help me to a safe space

## What does 'TIME IN' mean?

'Time in' means spending time with an adult thinking about what has happened.

If I have lost learning time, this might be in my own time.



## Adults can help me to:



## If I need to say sorry, there are lots of ways to do it:

