



Comberton Primary School

Behaviour & Relationships Policy

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Signed by:

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Headteacher

Date: September 2026

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Chair of governors

Date: September 2026

Our Intent

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern-day Britain.

Our Values

Our core values, supported by the British Values of: <i>democracy; the rule of law; individual liberty; and the mutual respect and tolerance of those with different faiths and beliefs</i> , are:	
Respect	<i>for all members of the school community; for the beliefs and ideas of others and the environment we create.</i>
Responsibility	<i>for our own actions, our own learning, and our pursuit of excellence.</i>
Tolerance	<i>celebrating and understanding differences, and learning from each other.</i>
Collaboration	<i>working together with different people for a common goal.</i>
Perseverance	<i>never, ever giving up. To be the best we can be.</i>
Determination	<i>to do the right thing and wanting to succeed.</i>

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Aims & Rationale

It is a primary aim of our school that every member of the school community feels valued, safe and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour and relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

- The school expects every member of the school community to behave in a considerate, respectful way towards others.
- We aim to treat all children fairly and apply this behaviour and relationships policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, respectful, responsible and increasingly independent members of the school community.
- We will develop the skills of responsibility, perseverance, determination, collaboration, respect and tolerance as part of our curriculum in order to achieve our academic objectives.
- We work together with parents, pupils, staff and outside agencies to achieve our goals.
- We share our behaviour expectations with the pupils and use supportive feedback and corrective actions systems appropriate to the age group.
- We ensure the system of supportive feedback and corrective actions apply to all children regardless of gender, ability, disability, race, religion or sexual orientation.
- We will continually reflect on our procedures to ensure teaching and learning styles are appropriate and match the requirements of the curriculum, teaching behaviour and self-management skills in PSHRE lessons.
- We aim to create a classroom ethos where pupils feel safe, accepted, respected, can focus on learning, and positive relationships are formed.

A Relational Approach

At Comberton, we recognise that relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, and understand themselves, others and the world. We recognise that behaviour is a form of communication, and believe that getting to know children well and understanding their motivations, triggers and needs paves the way to forming positive relationships, and is the best pre-cursor for promoting positive behaviour rooted in intrinsic motivation.

In co-production with staff, this policy recognises that the foundations for positive behaviour and relationships are:



Comberton Primary School staff, September 2023

We set out to achieve this using the Relational Approach:



Our culture & and foundations for positive behaviour

Developing Relationships

Our school commits to the following consistencies to promote a school climate of positive relationships rooted in safety, security and trust:

- Three simple rules which are recognised by all: **Ready, Respectful, Safe**
These are explored in various contexts within classrooms through class discussion, explicit PSHRE teaching and through assemblies. All staff use common language around the school site related to these three rules to both praise and correct behaviour. Consistent display of these rules is implemented across the school. (Appendix 1)
- Explicit teaching and reinforcement of 'Expected and Unexpected Behaviours' which have been developed collaboratively between staff and children. These are noticed, praised and reflected upon in different contexts. Expected and Unexpected Behaviours are displayed in each classroom. (Appendix 2)
- Greeting each child positively each day; demonstrating that each day is a fresh start and making additional effort to greet children who are late or who have previously had a bad day
- The implementation of 'keystone routines' within classrooms and around the school to support children in the predictability and security required to feel safe and ready to learn. Each classroom will develop its own keystone routines at identified points within the day (arrival to school, transitions, work completion, end-of-day routines)
- Teach skills explicitly such as listening skills and social understanding
- Maintaining an organised and well-ordered environment
- Using visual prompts as reminders. This must include:
 - Visual timetables
 - Listening prompts
- Actively building in time to interact, show interest in one another and take time to value each individual in order to foster positive relationships. Staff actively 'notice' and recognise the importance of 'keeping in mind', and the benefits this has for individuals who find forming and maintaining relationships/attachments more difficult.
- Praising the positive: 'first attention for best conduct'. Staff explicitly and consistently acknowledge positive behaviour through words and gestures.

Use of rewards:

Positive behaviour and effort is celebrated individually and through shared achievements:

1. Class points to earn rewards

There will be a target total which, whenever achieved by the class, will result in a reward for the children. The points building then start again.

Y1 & 2: 100 points Y3 & 4: 1000 points Y5 & 6: 1,000,000 points

Points will be awarded in increments relative to the target total.

2. Individual Reward charts

Children can earn their own personal reward points to achieve bronze silver and gold pin badges. Children earn a badge once they have achieved 50 points on their card. Points are awarded for homework completion, conduct and

My Record of Success				
Name: _____				

★ Points achieved! ★

learning-related day-to-day achievements.

3. Golden Tickets

Children can be awarded a Golden Ticket at any time as recognition for something outstanding. This could be work, learning behaviours, conduct around school, manners, or linked to our school values.



Class and individual rewards celebrate effort and positive behaviour. Points systems are qualitative and proportionate: scales must be age-appropriate and consistent across the year group. Staff will ensure rewards are inclusive and reasonable adjustments made for pupils with SEND so that systems recognise small but meaningful progress. Emphasis will remain on specific praise and intrinsic motivators (responsibility roles, certificates, pupil voice) alongside tangible rewards.

We also celebrate pupils' and classes' successes in other ways:

Celebration assemblies: On Thursdays (Y1-3) and Fridays (Y4-6) we award certificates to selected pupils in a celebration assembly.

Attendance Cup: Each week, the highest attending class from each phase wins the attendance cup. If a class wins this for 3 consecutive weeks, they are awarded money to spend on a treat of their choice.

Stickers: We know children burst with pride when awarded stickers in the moment for great work or great choices!

Responding & Calming

At Comberton we recognise as adults that we are the decisive element within the classroom; our relationships, and the relational skills we utilise should be a first port of call in our response to behaviour. Appendix 3 '*Responses for managing challenging behaviour*' further illustrates strategies implemented by staff.

PACE

In interactions with pupils when responding to behaviours, or managing feelings that have influenced behaviours, staff make use of 'PACE' (Playfulness, Acceptance, Curiosity and Empathy) with recognition that connecting with a pupil's emotions promotes a feeling of safety, reduces shame by separating feelings and behaviour, and maintains positive relationships.

Zones of Regulation

Pupils are taught about the Zones of Regulation and practice and identify strategies that can support when they feel they are in different zones. 'Expected' and 'unexpected' behaviours linked to the zones are taught in context to help pupils 'own' their behaviour responses more successfully. Some pupils who find regulating their emotions more difficult may have more explicit teaching related to dealing with different 'sized' problems, and develop their own personalised zones resource outlining their helpful strategies.



Responses to behaviour- Behaviour Recovery

Whilst the highest value is placed on reflection, restoration and utilising responses rooted in maintaining relationships, we recognise that this will need to be done alongside a clear and consistent response that is understood by all staff and pupils. At Comberton, we ensure consequences implemented as part of a response to behaviour hold meaning and facilitate opportunity to 'put right' and learn from the behaviour.

At Comberton we follow 'Behaviour Recovery' as an approach to maintaining on-task behaviour and responding to incidents of unexpected behaviour.

Behaviour Recovery Rationale:

Mental Health Theory

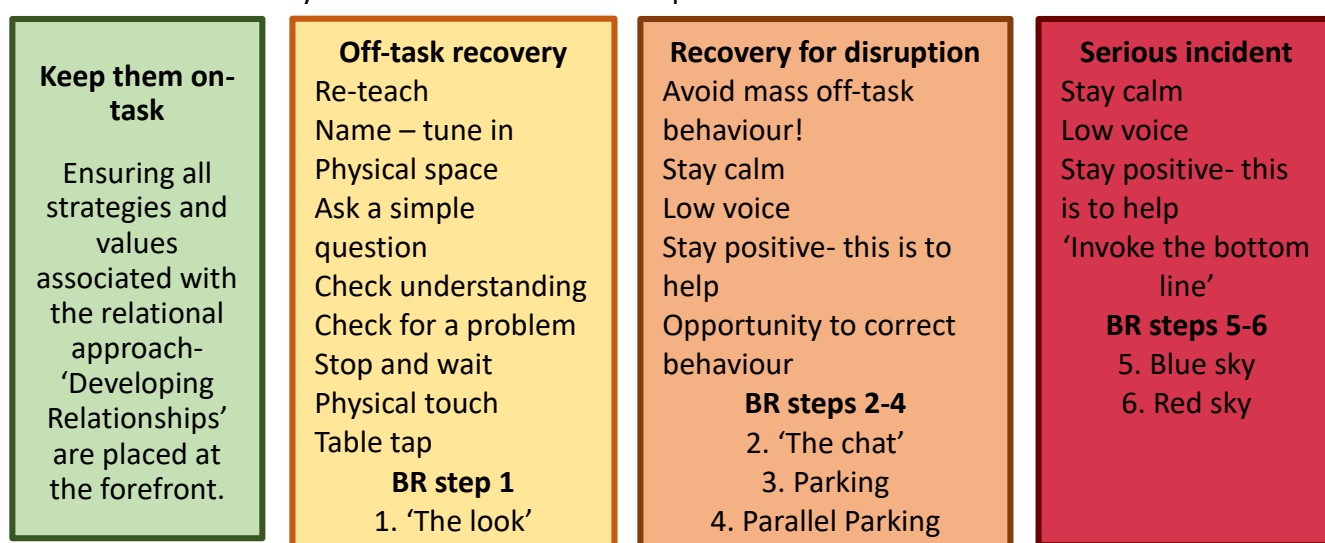
Behaviour Recovery is rooted in therapeutic values and promoting staff wellbeing, whilst having a clear focus on expected behaviours.

Promoting On-Task Behaviour

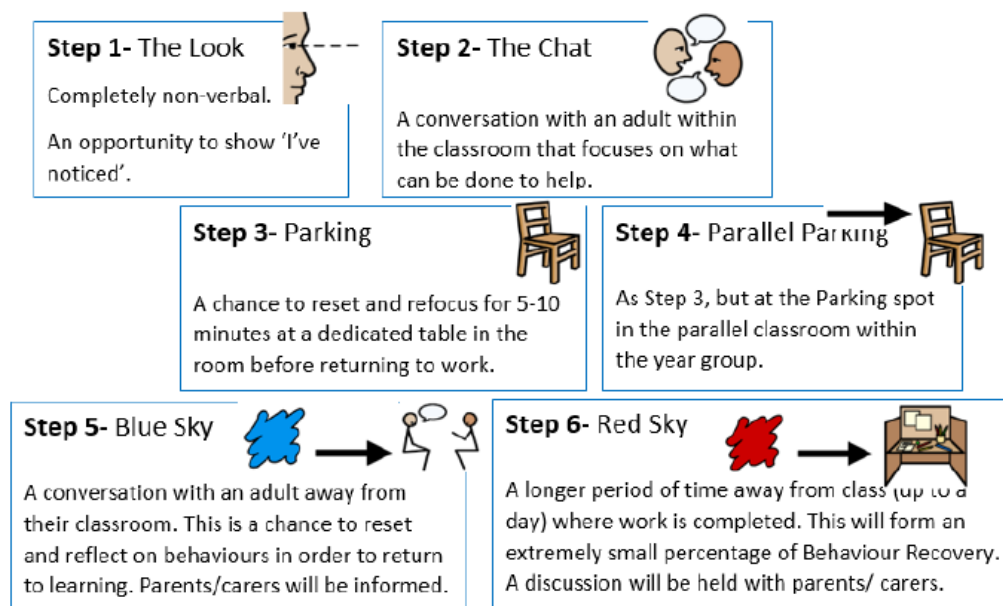
More on-task behaviour = stronger pupil progress.

'Recovery for disruption'- Behaviour Recovery implements a sequence of boundaries, not a punitive tool.

Behaviour Recovery is based on four defined aspects:



The six behaviour recovery steps are taught and revisited with pupils and staff:



Parking may also take place in the form of standing by an adult at breaktime. Lunchtime detentions in a designated classroom do not take place, however it may be deemed that remaining off the playground is an appropriate next step as part of reflection in Blue Sky.

More significant behaviour issues (Blue Sky / Red Sky):

Where behaviour presents significant disruption or falls significantly short of expectations (the '*bottom line*' is met), responses using Blue Sky and Red Sky are implemented in the following way by staff:

- Give clear, firm direction.
- Ask a child to step out of the classroom/away from peers for a direct discussion about what is going wrong
- Ask another adult to support a child outside of the classroom to allow time to calm and reflect (this can include phase leader and SLT dependent on the severity of behaviour) NB If a child has been removed from the classroom they must be welcomed back by classroom staff in a positive way and supported with their re-integration into whatever is happening on their return
- Confiscate items that are causing an issue. If these items belong to the child, they will be returned at the end of the day. If the item is for a medical need an appropriate management plan must be made to ensure the behaviour desists but the child's medical needs are met
- Use of a consequence that gives opportunity to 'put right' whatever has gone wrong and is related to the negative impact of the action. E.g. Use time such as playtime to make up lost learning time, to fix or tidy any damage, to hold a restorative conversation or to complete a reflection sheet. (In missing breaktime activity, consideration must be given to the impact of not allowing time for fresh air and physical activity on behaviour for the rest of the day.)
- Consequences and their reason should be made explicit to the pupil and in feedback to parents/carers.
- Support the child in ensuring that behaviours can't persist following the consequence e.g. sitting somewhere else, providing structured activity for breaktimes.
- Discuss the behaviour as separate to the child (utilise PACE)

Where behaviour issues persist and/or present safety issues

- Plan coordinated support and intervention with SLT (SENDCo/HT) as part of a graduated response (APDR). Conduct a Joint Problem Solving Meeting.
- Explicit strategies will be used to develop children's understanding and ability e.g. social stories, Zones of Regulation specific intervention, tailored work around specific feelings with classroom staff or pupil mentor.
- Personalised behaviour strategies will be developed (age and stage appropriate) e.g. 'notice me' reward charts, now and next boards, task boards, explicit behaviour expectations, changes made to environment / timetable, positive behaviours recognised by SLT, encouraging the child to reflect on and assess own behaviour, adaptations within classroom environment, exit card/identified safe space.
- A behaviour plan or pastoral support plan (appendices 6 & 7) may be developed in exceptional circumstances and wherever a child is at risk of suspension or exclusion. Where appropriate, the child will be involved in developing behaviour strategies, and targets and expectations will be agreed and reviewed regularly in consultation with parents/carers.

- External agencies may become involved to support strategies and next steps.

Supporting pupils in future success

Repairing & Restoring

At Comberton, we recognise that, in the aftermath of a challenging event, (or indeed in the face of persistent challenging behaviour) children need the security of our relationships in order to access the learning process needed to repair harm and be supported to change. They need our empathy, our understanding and our support in order to stay regulated whilst having such challenging conversations.

We recognise that a restorative approach:

- supports children in developing an understanding of their feelings and the feelings of others and how feelings impact on behaviour as well as how behaviour impacts on other people;
- supports children to feel accepted and can help to mitigate the cycles of shame, rejection and exclusion;
- seeks to explore thoughts and feelings (of all affected parties) in order to gain understanding and promote repair and restoration.
- should be appropriate to individual pupils' age, developmental stage and cognitive understanding.

Following behaviours resulting in a wider impact on - or harm to - others or property, staff employ restorative conversations using tools such as shared question prompts, social stories or visual prompts (depending on the individual pupil's needs). Staff recognise that their tone, body language and own behaviour is key to the conversation's success. Staff are provided opportunity to reflect themselves with SLT on the outcome of restorative practices and any further steps to be taken as part of a graduated approach to support the individual.

External Agencies

Where challenging behaviour is persistent and significant, and progress is not sustained using our usual approaches, external agencies may be involved to support staff in taking the most appropriate next steps for the pupil as part of the graduated approach.

Agencies involved may include:

- Unity Academy- behaviour outreach
- Educational Psychologists- Educational Psychology for Everyone (EPE)
- Worcestershire Children First CCN team / Chads Grove CCN Team
- Wellbeing and Emotional Support Team (WEST- NHS)
- Melo
- CAMHS tier 3
- Level 2 Family Support (school led or via Family Hub)
- Level 3 Family Support
- School nurse
- WCC Vulnerable Learners Team
- WCC Exclusions Team
- Virtual School (for CLA)

- Other agencies as recommended by those listed above

Pupils with Special Educational Needs and /or Disability

At Comberton, we recognise that pupils with identified SEND may require a more personalised approach to support building relationships, responding and calming, and restoring and repairing as outlined in the above sections. This will be implemented in line with the assess, plan do, review (APDR) cycle and outlined on an individual provision map (IPM) where the adaptations are additional to or different from that which is ordinarily available.

The APDR cycle and staff knowledge of individual pupils is used to anticipate, as far as possible, likely triggers of unexpected behaviour, and put in place support to prevent these.

At Comberton, we consider behaviour in relation to a pupil's SEND, although also recognise it does not follow that every incident of misbehaviour will be connected to their SEND. As such, we promote high standards of behaviour consistently and fairly in line with all pupils.

Social, Emotional & Mental Health (SEMH) needs

A relational approach supports Comberton's commitment to and awareness of the link between behaviour and SEMH need and other vulnerabilities.

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Mental Health & Wellbeing Strategy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Suspensions & Exclusions

Please refer to our suspensions and exclusions policy

At Comberton we recognise that suspension or exclusion should be taken as a last resort, and where all other responses have been explored but failed to be successful. The extra

support available to vulnerable groups (CLA, pupils eligible for FSM, pupils with SEND, certain ethnic groups) will be considered to reduce the risk of suspension or exclusion. However, in response to a serious breach, or persistent breaches, of this policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, suspension or permanent exclusion may be used.

The most significant breaches of the behaviour & relationship policy which may warrant consideration of suspension or exclusion include:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Bullying
- Use, or threat of use, of an offensive weapon or prohibited item
- Deliberate damage to property
- Persistent disruptive behaviour in class impacting on the efficient education of others
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Only the headteacher has the power to suspend or exclude a pupil from the school, and is able to decide whether either a suspension or exclusion is appropriate.

When suspension or permanent exclusion is being considered, the headteacher will follow the DfE statutory guidance (Suspension and Permanent Exclusion 2026). The headteacher will record reasons, duration and evidence for any suspension, ensure parents receive written notification with information about their right to appeal, and notify the Chair of Governors/disciplinary committee. The DSL and SEN will review the case for any vulnerable groups (CLA, SEND, PP) and consider reasonable adjustments to avoid disproportionate outcomes. Reintegration meetings will be held after any suspension, with a plan to support successful return

Behaviour outside the school

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The school will apply our behaviour and relationships policy to any poor behaviour when the child is:

1. taking part in any school-organised or school-related activity;
2. travelling to or from school;
3. wearing school uniform or in some other way identifiable as a pupil at the school;

or misbehaviour at any time, whether or not the conditions above apply, that:

1. could have repercussions for the orderly running of the school;
2. poses a threat to another pupil or member of the public, or
3. could adversely affect the reputation of the school.

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of

the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow our safeguarding policy.

Such behaviour outside of the school premises can be considered as grounds for suspension or exclusion.

Use of reasonable force

Please refer to our positive handling policy

We recognise there is a need in line with the DoH/DfES RPI (Restricting Physical Intervention) Guidance, to intervene when there is an obvious risk of safety to pupils, staff and property. For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene, as outlined in this policy. However, in exceptional or extreme circumstances, this may involve the use of reasonable force. (Positive Physical Interventions- PPI) It should be emphasised that if used at all, restraint (PPI) should be seen in the context of a further positive action of care and concern. In line with DoH/DfES RPI Guidance, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first. For those pupils where PPI has been implemented, a positive handling plan will be implemented to share learnings and reduce the likelihood of such measures being required again.

Teachers and other persons authorised by the Head Teacher to have charge of pupils, may use reasonable force to prevent pupils:

- Causing injury to themselves or others
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility
- Causing disruption by engaging in behaviour, which is seriously prejudicial to good order and discipline.

At Comberton, most staff are trained and updated on a three-year cycle. The headteacher maintains a list of staff authorised to use PPI; these staff will be identified in the Positive Handling Register. Post-incident procedures: any use of reasonable force must be recorded in the Physical Intervention Log within 24 hours, including description, witnesses, de-escalation steps, injuries and restorative actions. Parents/carers will be informed the same day. The incident will be reviewed with the SENCO/DSL/Headteacher to update the pupil's Positive Handling Plan and consider debrief and support for staff and pupil (including medical check if needed). The Positive Behaviour Team organises and delivers the school's PPI training programmes.

Searching, screening and confiscation

Please refer to our searching, screening and confiscation policy

Comberton Primary School appreciates that pupils have the right to expect a reasonable level of personal privacy and will do its utmost to ensure that, as far as possible, this right is respected. We aim to ensure that members of staff have the confidence to search and screen pupils, and to confiscate items as necessary, and that this is enacted in a calm, safe

and supportive manner.

Nevertheless, the school also takes seriously its obligation under health and safety legislation for searching, screening and confiscation to be managed in a way which does not expose pupils or staff members to unnecessary risks.

The headteacher and authorised staff have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may be in possession of a prohibited item.

Where possible, the authorised member of staff will seek the co-operation of the pupil prior to the commencement of the search without consent. The pupil may be sanctioned in line with this policy if they refuse to co-operate.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a 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 the property of, any person (including themselves)

Banned items include:

- Legal highs
- Aerosol cans
- Paint thinners
- Non-prescribed hypodermic needles

Roles and responsibilities

The Role of ALL Staff

At Comberton, we promote the ethos of 'collective responsibility' and that it is the role of all adults to ensure that the schools' expectations for behaviour are adhered to in the school environment, and that the pupils behave in a responsible manner during lesson time, break and lunch times and whilst moving around the school. In the first instance, the adult who witnesses the behaviour deals with the incident him/herself in the normal manner and if necessary feeds back to the class teacher.

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Staff induction, development and support, including regular training for staff on behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Effective pupil transition including induction into behaviour systems, rules and routines.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Discussing school expectations (Expected and Unexpected Behaviours) with their class and explore the three school rules of **Ready, Respectful, Safe** in context with pupils.
- Implement the Behaviour Recovery Approach in line with this policy and CPD provided.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - SLT (including phase leaders)
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Related policies

This policy operates in conjunction with the following school policies:

- Suspension and Exclusion Policy
- Mental Health & Wellbeing strategy
- Special Educational Needs and Disabilities (SEND) Policy
- Child-on-child abuse policy
- Anti-bullying Policy
- Searching, Screening and Confiscation Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Online Safety policy
- Home-School Agreement
- Staff Code of Conduct
- Complaints Procedures Policy

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2026) 'Restrictive Interventions, including use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

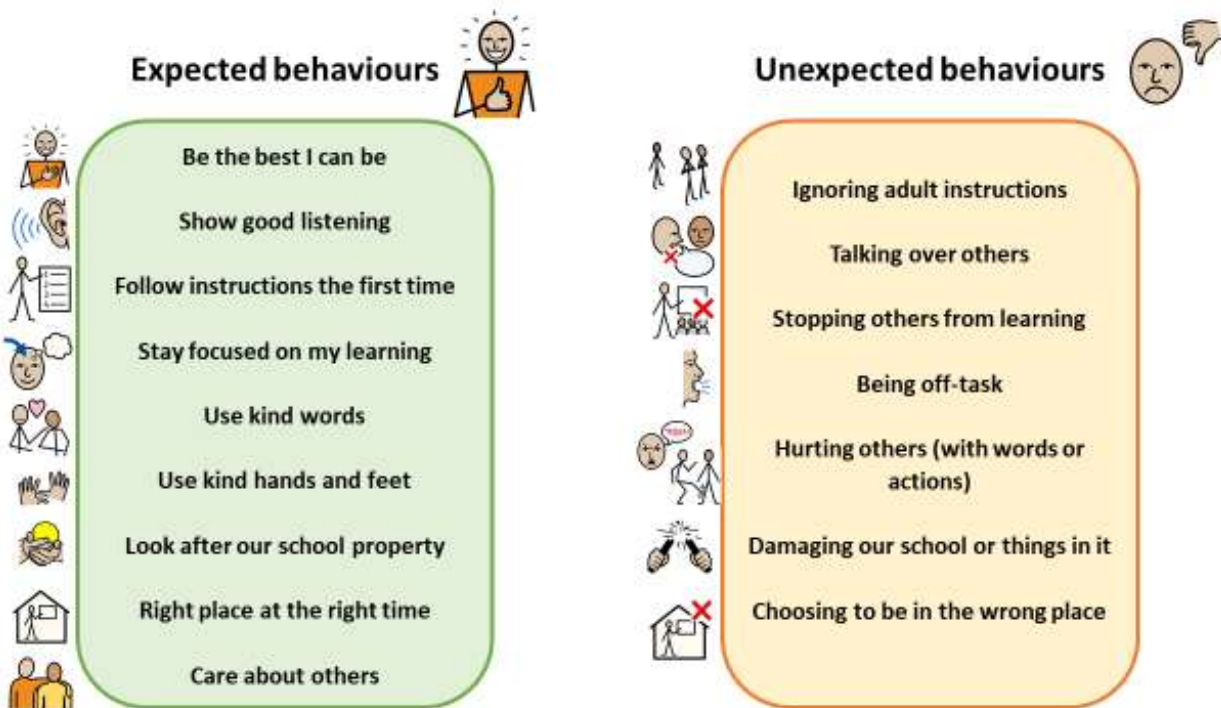
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Our School Rules

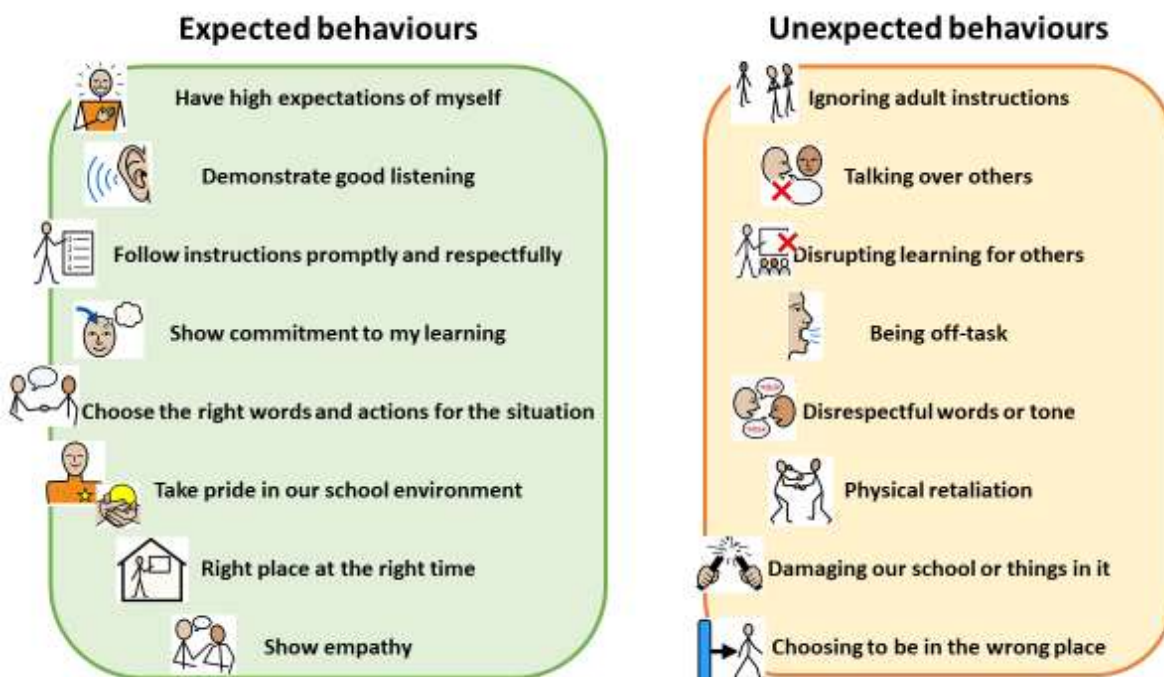


APPENDIX 2

Phase 1 (Y1-3)



Phase 2 (Y4-6)



Responses for managing challenging behaviour in the classroom:

- Plan coordinated support and intervention with Phase Lead/SENDCo as part of a graduated response (APDR). Conduct a Joint Problem Solving Meeting.
- Involve parents/ carers to establish further joined up support
- Further discussions with the pupil & establish individualised agreements. Use report cards/coaching/self-monitoring and provide effective feedback to support change.
- Take supportive action such as individualised start to lessons, adaptations to the curriculum, opportunities for breaks within the lesson, an exit card, an arrangement whereby a child can work with another member of staff for a limited period, a trusted adult to be able to be called to class to support the teacher to regulate the child.
- Implement behaviour/co-regulation plans as well as targeted interventions following further assessments to establish additional needs, such as SEN / social inclusion.
- Involve other professionals as outlined in policy and following cycles of APDR (PRU outreach, EP, CCN Team etc)
- Implement consequences in line with policy- agreement to complete unfinished work/use of reflection frames in own time/work sent home. Implement PSP/risk reduction plan if at risk of suspension/PEX or positive handling has been required.

- Behaviour Recovery Steps 3 & 4- Parking & parallel parking. Give opportunity for pupil to engage in a 'helpful' response to the unexpected behaviour.
- Discuss impact of behaviour, refer back to agreements/school & class rules. Provide guidance, instruction and teaching.
- Take action – consider managing the environment and relationships, supporting learning, providing focused attention, supporting transitions. Consider if targeted interventions are needed?
- Check in and connect regularly, give feedback, encourage reflection and self-monitoring. Consider introducing a report card.
- Behaviour Recovery Step 5- Blue Sky. A longer discussion with the pupil is held using restorative approaches.
- Ask for advice and share good practice. Discuss the child and log concerns with Phase Lead/DHT/SENDCo/HT.
- Implement consequences in line with policy- completion of work/use of reflection frames in own time/work sent home/removal from breaktime activity from safety aspect etc. If disruption/incident is significant, invoke the bottom line and implement Behaviour Recovery Step 6- Red Sky.

- SEA – Safety, Empathy, Agreements. Be mindful of face, voice and body language.
- Get alongside – avoid power battles, ultimatums, give take up time and connect. Use '30-second script.'
- Focus on primary behaviour – avoid getting caught up with secondary behaviour
- Behaviour Recovery Steps 1 & 2- 'The Look' & 'The Chat'

INDIVIDUAL

20

Persistent incidents of disruption

- Plan coordinated action and support with Phase Lead/AHT/DHT/HT
- Hold a class meeting to re-view and re-establish agreements. Make agreements as to how all members of the class will behave with specific and clear areas of focus identified.
- Utilise explicit teaching resources linked to specific areas e.g. anti-bullying, motivation & learning behaviours, respect etc.
- Use a restorative framework to enable the sharing of thoughts and feelings and to discuss action needed to support change.
- Develop a behaviour support plan for the class.

- Hold a class meeting and facilitate discussion as to what is going well and what needs to change.
- Re-establish agreements. Revisit focus of recognition boards.
- Consider whether there are adaptations to teaching that are needed, for example a change in seating, tasks broken down into small chunks, managed transitions, adaptations to the environment?
- Discuss the class with Phase Lead/DHT/HT to gain advice and support. Observations from other staff to support strategies.

- Revisit the class agreements / Expected and Unexpected Behaviours with the whole class - briefly discuss the purpose of the agreements and the implications of not sticking to them.
- Provide feedback as to what is going well and remind the class as to what is needed from them.
- Give clear guidance and instruction, teach and model the behaviours you want to see.

Single incidents of low-level disruption

WHOLE CLASS

Behaviour Reflection Sheet

Name: _____

Detention Date: _____

AM Group: _____

Explain what happened, that led up to you being here today. Describe your *thoughts* and reasons for your actions.

How do you think the other student(s) involved felt at the time?

How do you think the member of staff felt at the time?

What impact could your actions have had on your peers' education or class-work?

Reflective Practice Think Sheet



1) What happened? (Circle all the correct pictures)

wasn't following instructions	talking	wasn't on task	was disrespectful/ally	wasn't ready/late	distracted others	made a mess
was dangerous	bullying	was aggressive	was violent	was inappropriate	persistent negative	other

Want to tell us more?

2. Why did it happen?
How were you feeling? (Circle the correct feelings)

bored / impatient	angry	sad	frustrated	confused	troubled / a lot on my mind	embarrassed
guilty	tired	jealous	stressed	hungry	scared	other

What did you need/want? (Circle the correct needs)

fun / humour entertainment / friendship	more to do / a challenge	respect	to be listened to and understood	justice / fairness / equality	help / support	consistency / stability
self-expression	physical wellbeing food/water / safety	peace / quiet / focus	rest / sleep / a break / space	ease / harmony / comfort	order / control	other



Reflective Practice Think Sheet



3. Is there anything else you could have done to meet your needs?

4. What do you think other people might have needed (teachers/class etc...)

fun / humour entertainment / friendship	more to do / a challenge	freedom / choice	to be listened to and understood	respect	justice / fairness / equality	help / support	consistency / stability
self-expression	physical wellbeing food/water / safety	cooperation / consideration	rest / sleep / a break / space	peace / quiet / focus	ease / harmony / comfort	order / control	other

5. How might they have been feeling after what happened?

bored / impatient	angry	sad	frustrated	confused	troubled / a lot on my mind	embarrassed
guilty	tired	jealous	stressed	hungry	scared	other

5. What have you learnt?



Joint Problem Solving Meeting

Pupil:

DOB:

Date:

Staff involved:

Concerns	Strengths
Current Strategies	Future Change/Next Steps

Behaviour Plan

Pupil: _____
Date created: _____

Staff: _____

	<u>Stage one Anxiety/Mild Stress</u>	<u>Stage two Defensive Escalation (Dysregulation)</u>	<u>Stage three Crisis</u>	<u>Stage four Recovery and Depression</u>
<u>Behaviour indicators</u>				
<u>De-escalation strategies</u>				

Comberton Primary School

Pastoral Support Plan

Name of pupil: DOB:

Year group:

Date plan started:

Purpose of Pastoral Support Programme

-

Name and role of people working with NAME

Specific areas of concern:

-

Support strategies already in place:

-

Strategies following the implementation of this plan:

-

Date of review meeting: