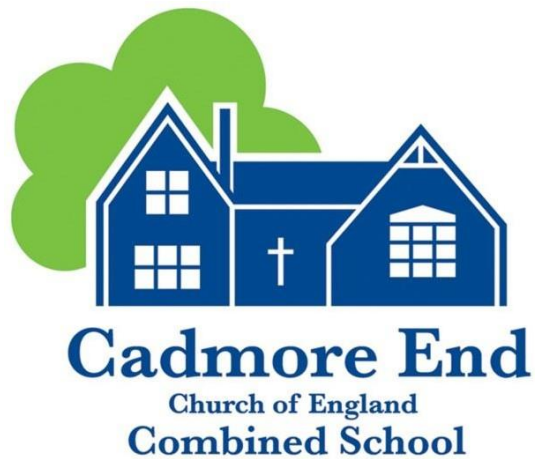




Behaviour Policy and Statement of Behaviour Principles

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Member of staff responsible: Headteacher and SEMH Lead

Governor responsible: FGB

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Behaviour Policy

School Year 2025-2026

From Small beginnings come great things.

The parable of The Mustard Seed. Matthew 13:31-32

At Cadmore End Church of England Combined School and Nursery, we recognise that strong, positive relationships are central to effective education. While having a Behaviour Policy is a statutory requirement, at our school it must always be read alongside our Relational Policy. This ensures that our approach to behaviour is firmly rooted in relational practice and reflects our commitment to being trauma-informed, attachment-aware, and inclusive. We uphold high expectations while providing compassionate, relational support, guided by our Christian values of respect, honesty, faith, empathy, courage and love.

1. Aims and Objectives

This policy aims to:

- Use our vision – From small beginnings come great things – to create a positive culture that promotes excellent behaviour, ensuring all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach that is consistent, relational and trauma-informed.
- Outline expectations and relational consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils, while recognising individual need.
- Ensure that all behaviour is understood as a form of communication, and that responses will be guided by empathy, curiosity and consistency.

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on: ➤

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

➤ [Behaviour in schools: advice for headteachers and school staff 2022](#) ➤

[Searching, screening and confiscation at school 2018](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

For the purposes of this policy, Cadmore End Church of England Combined School and Nursery will define "*serious unacceptable behaviour*" as any behaviour which may cause harm to oneself or others, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending intimidating or threatening messages
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Sexting, sexual abuse and harassment
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

For the purposes of this policy, the school will define "*low-level unacceptable behaviour*" as any behaviour which may disrupt the education of the pupil or others, including, but not limited to:

- Low-level disruption and talking in class
- Failure to complete classwork, after support has been given
- Rudeness
- Use of mobile phones and other internet-enabled devices without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

At Cadmore End, we are an attachment-aware, trauma-informed school. We recognise that behaviour is a form of communication. For some children who present with “serious” or “low-level” behaviours, there are often underlying needs or experiences behind what we are seeing. In all situations, staff use PACE (Playfulness, Acceptance, Curiosity, Empathy) as a way of being, in line with our Relational Policy. This supports us in understanding the meaning behind behaviour, considering both adult and child nervous system states, and responding with developmentally appropriate interventions. We know the importance of connecting before correcting and prioritise relational repair after any incident, ensuring that children feel safe, valued, and reintegrated into the school community.

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Types of Bullying

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our Approach at Cadmore End

At Cadmore End, we adopt a zero-tolerance approach to bullying, but always respond in ways that are relational, restorative, and supportive. We recognise that bullying can be both a behaviour choice and a communication of unmet need. Therefore, we respond with both accountability and relational repair.

We do this through:

- Embedding our Christian vision and values in all we do.
- Teaching about respect, diversity and relationships through our PSHE curriculum.
- Addressing issues openly in assemblies and circle times.
- Setting and maintaining high expectations of staff and pupils.
- A proactive and reactive approach to issues as they arise.
- Staff and governor CPD in preventing, responding to and repairing after bullying.

Relational Response to Bullying

When bullying incidents occur, we respond in a way that ensures safety, accountability, repair and reconnection:

1. **Recognise** – adults listen carefully and acknowledge the impact on the child harmed.
2. **Regulate** – children affected are supported to feel safe and calm before any discussion takes place.
3. **Reflect** – restorative conversations help both the harmed child and the child displaying bullying behaviour to reflect on feelings, impact and choices.
4. **Repair** – guided by staff, children work towards putting things right (this may include an apology, an act of kindness, or other restorative action).
5. **Reconnect** – the harmed child is supported back into a sense of safety and belonging; the child who displayed the behaviour is supported to reconnect positively with the school community.

Reporting and Follow-Up

- Pupils are actively encouraged to report bullying to an adult.
- Adults will take all concerns seriously, evaluate the seriousness, and report them to the class teacher.
- The class teacher will liaise with the headteacher/senior leader and the SEMH Lead to determine next steps and follow-up actions.
- All incidents will be fully investigated, and parents informed where appropriate.
- All incidents and follow-up actions will be recorded on CPOMS.
- Staff will ensure that restorative conversations take place to rebuild trust and safety.
- The headteacher will determine any sanction required (see section 6), alongside relational support to prevent reoccurrence.
- Parents are encouraged, through our open-door policy, to raise any concerns directly with the school so that matters can be addressed promptly and collaboratively.

5 Roles and responsibilities

5.1 The governing body

The Governing Board is responsible for writing, reviewing, and approving the school's Statement of Behaviour Principles (Appendix 1). In doing so, the governors ensure that Cadmore End Church of England Combined School and Nursery remains a safe, nurturing, and inclusive community.

- Establishing clear behaviour principles that reflect the school's relational and trauma-informed ethos.
- Ensuring that the policy protects every member of the community equally, with no discrimination based on age, disability, gender identity or reassignment, marriage or civil partnership, race, religion or belief, sex, or sexual orientation.
- Championing a whole-school culture where relationships are prioritised, and the 5Rs (Recognise, Regulate, Reflect, Repair, Reconnect) underpin everyday practice.
- Listening carefully to concerns or complaints raised in relation to this policy and responding in line with the school's Complaints Procedure.
- Publishing this policy on the school website so that families and the wider community can see the school's commitment to relational practice.

5.2 The headteacher

The Headteacher (also SENDCo and Deputy SEMH Lead) plays a central role in embedding relational approaches throughout the school. Their responsibilities include:

- Leading the consistent application of both the Relational and Behaviour Policies, making sure that staff are supported to use the 5Rs in their daily practice.
- Modelling trauma-informed leadership by recognising children's individual needs, regulating responses with calm consistency, reflecting on what strategies work best, and encouraging staff and pupils to repair and reconnect after times of challenge.

- Setting out clear, fair school rules (Appendix 2) that help children feel safe and able to learn.
- Ensuring all staff, pupils, and families are fully informed about the Relational and Behaviour Policies so that expectations are transparent and consistent.
- Reporting regularly to the Governing Board on the impact of relational practice, particularly how it strengthens wellbeing, behaviour, and learning outcomes.

5.3 SEMH Lead

The SEMH Lead plays a key role in ensuring children feel seen, understood, and supported. Their responsibilities include:

- Working closely with the Headteacher to oversee the day-to-day application of the Relational and Behaviour Policies, especially for children with SEND or SEMH needs, in line with the SEND Policy.
- Helping staff to recognise the signs of dysregulation and understand the underlying needs of each child.
- Supporting staff in strategies that enable children to regulate their emotions safely and appropriately.
- Encouraging opportunities for pupils and staff to reflect on experiences, learning from what works and what doesn't.
- Guiding staff in approaches that help children to repair relationships when things go wrong and reconnect so that trust and belonging are restored.
- Promoting a culture of empathy, consistency, and nurture so that every child feels they matter and are part of the Cadmore community.

5.4 Staff Members

All staff play an important role in creating a safe, consistent, and nurturing environment. They are responsible for:

- Building strong, positive relationships with pupils and families, using relational approaches as the foundation of daily interactions.
- Applying the 5Rs in practice:
 - Recognise when a child is showing signs of dysregulation or distress.
 - Regulate by offering calm, consistent responses that help children feel safe.
 - Reflect on their own practice and with colleagues to consider what strategies are most effective.
 - Repair by supporting pupils to rebuild trust and understanding when difficulties arise.
 - Reconnect by ensuring children feel a sense of belonging after a rupture.
- Modelling respectful communication and positive behaviours so pupils experience consistency and predictability.
- Working closely with colleagues, the SEMH Lead, and families to identify needs and provide tailored support.
- Maintaining professional curiosity — always asking “What does this child need?” rather than “What’s wrong with this child?”
- Recognising the importance of their own self-regulation and seeking support when needed.

5.5 Parents and Carers

Parents and carers are valued partners in the relational approach at Cadmore End. They are responsible for:

- Supporting the school’s Relational and Behaviour Policies by encouraging respectful behaviour and relational values at home.
- Working in partnership with the school to share important information about their child’s needs, circumstances, or challenges, so staff can respond appropriately.
- Engaging with the 5Rs by:
 - Recognising when their child may need extra emotional support.
 - Helping their child to regulate through routines and reassurance at home.
 - Reflecting with staff when difficulties arise, exploring together what might help.
 - Supporting opportunities to repair after conflict or difficulty, both at home and in school.
 - Reconnecting with the school community so their child continues to feel included and supported.
- Attending meetings, workshops, or discussions when invited, to work collaboratively in the best interests of their child.

5.6 Pupils

At Cadmore End, pupils are encouraged to take responsibility for their own behaviour and relationships, with guidance and support from adults. Pupils are expected to:

- Show kindness, respect, and fairness to others, reflecting the values of our school.
- Use the 5Rs in ways that match their age and stage of development:
 - Recognise their own feelings and tell a trusted adult if they need support.
 - Regulate emotions by practising calming strategies taught in school.
 - Reflect on their choices and consider how their actions affect others.
 - Repair relationships when difficulties arise by listening, apologising, or finding ways to make things right.
 - Reconnect with peers and staff to restore trust and move forward positively.
- Do their best to follow school rules so that everyone feels safe, respected, and ready to learn.
- Ask for help whenever they feel worried, unsure, or overwhelmed.
- Welcome new children into the school community. Extra support will be given to pupils who join mid-phase, and they will be paired with a 'buddy' to help them settle and feel included.

6 Staff Induction, Development and Support

At Cadmore End, all new staff are introduced to our Relational Policy as part of their induction. They receive training that reflects our trauma-informed and attachment-aware approach, ensuring alignment with the school's wider Staff CPD programme (see Section 10 within the Relational Policy).

New staff are expected to demonstrate unconditional positive regard and to prioritise building kind, caring and respectful relationships with pupils. Where necessary, additional individualised training will be provided to support the specific needs of pupils in their care.

To help embed practice, each new member of staff will be assigned a mentor. Mentors, alongside the SENDCo and Headteacher, provide guidance on relational strategies and offer support with challenges as they arise. We actively encourage staff to seek advice when needed, recognising that reflective teamwork strengthens outcomes for children.

Staff induction is not a one-off event but the first step in ongoing professional development. All staff continue to engage in trauma-informed CPD (see Section 10 within the Relational Policy), ensuring that knowledge and practice are continuously deepened and refined.

All members of our school community are consulted when reviewing changes to the Relational Policy or Behaviour Policy, promoting consistency and shared responsibility.

The Headteacher and Leadership Team review induction and training needs regularly—both as part of the annual CPD cycle and in response to emerging issues or incidents—to ensure professional learning remains current and responsive.

7 Classroom Management

At Cadmore End, we know that children flourish academically, socially, and emotionally when they feel safe, valued, and part of a community. Every child matters and deserves our time, care, and patience. A calm, structured classroom, with clear routines and boundaries, creates the security children need to take risks in their learning and develop positive relationships.

The staff at Cadmore End support this by:

- Taking time to get to know each child, understanding their interests, learning styles, strengths, and challenges so they feel seen and understood.
- Using team-building and class-building activities to create a culture of cooperation, trust, and belonging, where children support one another.
- Co-creating class rules with pupils, embedding consistent routines, and promoting the whole-school values and expectations.

- Ensuring resources are well-organised and accessible so children can learn independently and with confidence.
- Planning and adapting lessons so that every child's needs are met, ensuring learning is inclusive and engaging.
- Provide opportunities for Sensory Circuits where needed and the use of the Calm and Reflective space within their classroom.
- Arranging seating thoughtfully so that children feel comfortable, supported, and able to focus — with flexibility for those who benefit from a consistent place.
- Using relational language to support self-awareness, reflection, and self-regulation.
- Offering responsibilities within the classroom (e.g. monitors and helpers) so that children feel trusted, capable, and part of the Cadmore End community.

7.1 State-Dependent Interventions and Consequences

At Cadmore End, we recognise that all behaviour is influenced by a child's emotional state. Children's experiences, feelings, and nervous system responses affect how they behave and engage with learning. Our aim is for children to spend most of the day in a calm, alert state where they feel safe, regulated, and ready to learn.

We support children to understand the connection between their bodies, emotions, and behaviours, teaching strategies to help them move from dysregulation to calm and focus. This is part of our PSHE curriculum, including Zones of Regulation.

Our approach uses Louise Bomber's 5Rs as a framework for supporting children's behaviour and relationships:

- **Recognise** – noticing a child's emotions, triggers, and early signs of distress.
- **Regulate** – helping the child to calm their nervous system and regain control of their emotions.
- **Reflect** – supporting the child to think about their choices, actions, and the impact on themselves and others.
- **Repair** – guiding the child to make amends and restore relationships when things go wrong.
- **Reconnect** – helping the child reintegrate positively with peers and adults, restoring trust and belonging.

Some children may become dysregulated quickly, and it is the responsibility of adults to notice, respond calmly, and adapt approaches to support re-regulation. For some pupils, we create a Wellbeing Plan which sets out:

- The behaviours of concern, including triggers.
- The positive, connecting behaviours we want to encourage.
- The strategies, language, and actions staff will use when responding to distress, positive, or harmful behaviours.

We also use reward systems, such as house points, certificates and stickers to recognise and reinforce positive behaviours attitudes and effort.

While our focus is on promoting positive behaviour through relational approaches, there are times when consequences are necessary. Any consequence will consider:

- The child's emotional state.
- The context and circumstances of the behaviour.
- The child's developmental stage and capacity.
- Their intentions and underlying needs.

Examples of consequences may include:

- Spending time inside during break or lunch.
- Writing or offering an apology.
- Temporary withdrawal from a lesson.

In rare cases, where a child's behaviour significantly impacts the learning or wellbeing of others and cannot be managed within the classroom or school environment, formal consequences may be applied in line with our Suspension and Exclusion Policy.

Crucially, after any consequence is applied, with the support of the SEMH lead, staff will always use the 5Rs to ensure the child has the opportunity to:

- Be supported to regulate and return to a calm state.
- Reflect on what happened and understand its impact.
- Take steps to repair relationships or trust.
- Reconnect with peers and staff so they feel valued, safe, and ready to move forward positively.

This ensures that consequences are never used in isolation, but are always part of a relational process that supports long-term change and emotional growth.

All incidents, follow-up actions, and outcomes will be recorded on CPOMS to ensure consistency, accountability and effective monitoring of patterns over time.

8 Use of Reasonable Force

In line with the DfE's "Use of Reasonable Force in Schools" (2013) and Behaviour in Schools Guidance (2022), staff at Cadmore End may use reasonable force to prevent pupils from:

- Hurting themselves or others,
- Damaging property, or
- Seriously disrupting learning or school order.

Reasonable force is defined as the minimum level of physical intervention required to prevent harm, proportionate to the circumstances and always in the best interests of the child. Staff are not required to seek parental consent before using reasonable force; however, parents will always be informed if such action has been taken.

Examples of Reasonable Force may include:

- Guiding a pupil safely by the arm out of a situation,
- Standing between pupils to prevent a fight,
- Physically removing a dangerous object from a child's hand,
- Preventing a child from running into a busy road.

Our Relational Approach

At Cadmore End, the use of reasonable force is viewed as a last resort, after all other de-escalation and relational strategies have been exhausted. In line with our Relational Policy and the 5Rs (Recognise, Regulate, Reflect, Repair, Reconnect), staff will:

1. **Recognise** the child's emotional state and triggers.
2. Seek to **Regulate** through calming and co-regulation strategies before physical intervention.
3. After the incident, support the child to **Reflect** on what happened in a safe, non-shaming way.
4. Enable opportunities to **Repair** any harm or relationships affected.
5. Ensure the child is supported to **Reconnect** with their learning and the school community.

Recording and Oversight

All uses of reasonable force will be:

- Recorded promptly on **CPOMS**
- Reported to the Headteacher (and DSL where safeguarding concerns arise),
- Shared with parents/carers as soon as possible,
- Reflected upon with the child to support recovery and learning.

The Headteacher and governors will monitor the use of reasonable force to ensure it is used lawfully, proportionately, and in line with statutory guidance, safeguarding duties under **KCSIE (2025)**, and Cadmore End's ethos of **nurture and relational practice**.

9 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection and safeguarding policy for more information](#)

10 Sexual Abuse and Harassment

At Cadmore End, we have a zero-tolerance approach to all forms of sexual abuse and harassment, including gender-based bullying and sexual violence. Our PSHE curriculum plays a key role in teaching children about respectful relationships, personal boundaries, and how to speak out if they feel unsafe.

Any concerns or reports of sexual abuse or harassment between pupils will be managed in line with our Child Protection Policy. When responding to reports of sexual violence, the school will act immediately to protect the child affected, and the Designated Safeguarding Lead (DSL) will work closely with the police and other relevant agencies to ensure the right actions are taken. Any school-based responses, including possible sanctions, will always be carefully managed so that they do not compromise wider investigations.

11 Smoking and Controlled Substances

Cadmore End is a smoke-free site in line with the Health Act 2006. Smoking is not permitted anywhere on school grounds by pupils, staff, parents, or visitors. Pupils must not bring smoking materials or nicotine products into school.

The school has a zero-tolerance approach to alcohol, illegal drugs, "legal highs," or any controlled substances. If any incident arises relating to these substances, the school will take swift action, following safeguarding procedures and seeking advice from external agencies where appropriate.

12 Prohibited Items, Searching and Confiscation

In line with statutory guidance, the Headteacher and authorised staff have the right to search pupils and their belongings without consent if there are reasonable grounds to suspect a pupil is carrying a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs and controlled substances
- Psychoactive substances ("legal highs")
- Prescription or non-prescription medication not belonging to the pupil
- Stolen items
- Tobacco, cigarette papers, e-cigarettes, or vapes
- Fireworks
- Pornographic images
- Any item that could be used to commit an offence, cause harm to others (or themselves), or damage property

Mobile Phones and Devices

Pupils are not permitted to bring mobile phones or other electronic devices into school. If such items are brought in, they will be confiscated and returned directly to the parent or carer at the end of the school day.

Where a pupil has a genuine need to bring a device to school (e.g. due to travel or safeguarding reasons), the device must be handed in to the school office at the start of the day, stored securely, and collected by the parent or carer at the end of the day.

This approach ensures that learning is not disrupted, pupils remain safe online during the school day, and that the school environment reflects our values of respect, responsibility and trust.

Other Prohibited Items

The following items are also not permitted in school and may be confiscated if found, though reasonable force will never be used:

- Lighters
- Aerosols
- Energy drinks

Searching pupils will always be a last resort and carried out with the approval of a member of the Leadership Team. Parents will be contacted following any search, and all searches will be carried out with dignity, care, and sensitivity in line with [DFE Searching, Screening and Confiscation Advice for Schools 2022](#).

13 Recognising the Impact of SEND on Behaviour

At Cadmore End, we recognise that some pupils' behaviour may be influenced by a special educational need or disability (SEND). We understand that behaviour is a form of communication, and for many children with SEND, difficulties with regulation, communication, or sensory processing may underlie their actions.

When incidents of misbehaviour occur, staff will carefully consider whether a pupil's SEND may have contributed to the behaviour. We acknowledge that not every incident will be linked to a child's needs, and each situation will be assessed on a case-by-case basis.

Our response is guided by our Relational Policy and trauma-informed approaches, which research shows are particularly effective in supporting children with SEND. Strategies such as Recognise, Regulate, Reflect, Repair and Reconnect (the 5Rs) help staff to meet children's needs with understanding and consistency, while also reducing the likelihood of further incidents. These approaches are especially powerful in supporting pupils with autism, ADHD, social communication difficulties, or developmental trauma, who may struggle to manage emotions or behaviour in traditional settings.

To ensure consistency and support:

- Pupils with SEND will have an Individual Learning Plan (ILP) that sets out academic and learning targets.
- In addition, they will also have a Wellbeing Plan, designed to support their emotional regulation and behaviour. This will outline:
 - Key triggers and behaviours of concern.
 - Positive, connecting behaviours we want to encourage.
 - The relational strategies, language, and actions staff will use when responding to distress, dysregulation, or harmful behaviour.
 - How the 5Rs will be applied to support repair and reconnection after incidents.

In all decisions, the school will balance its legal duties, including:

- **Equality Act 2010** – taking reasonable steps to avoid any substantial disadvantage to pupils with disabilities caused by school policies or practices.
- **Children and Families Act 2014** – using our best endeavours to meet the needs of pupils with SEND.
- **SEND Code of Practice** – ensuring that if a pupil has an Education, Health and Care (EHC) plan, the provision set out is delivered, and working in close partnership with the local authority and other agencies.

By embedding trauma-informed and relational strategies, we not only meet our statutory responsibilities but also provide the most effective and compassionate support for children with SEND, helping them to thrive both academically and socially.

14 External Partners and Specialist Agencies

At Cadmore End, we recognise that some children may need additional provision or specialist support to help them succeed. Where children struggle with behaviour or have specific needs, our priority is to help them reintegrate successfully into their classroom environment.

Our SENDCo and SEMH lead works with external partners and specialist agencies when required, ensuring that children and families access the right support. By drawing on this wider expertise, we strengthen our capacity to support pupils through the 5Rs approach – **Recognise, Regulate, Reflect, Repair, and Reconnect** – ensuring consistency across all areas of their school life.

15 Behaviour Outside of School

We encourage our pupils to demonstrate the same respect, kindness, and consideration outside of school that they show within our community.

- Any bullying, including cyberbullying, reported outside of school will be addressed in line with this policy and our Relational policy
- Where concerns arise about a child's behaviour beyond the school gates, we will Recognise the factors influencing their actions, Reflect with the child and their family, and support them to Repair and Reconnect relationships, while helping them learn to Regulate their responses in future.
- Complaints from the public about pupil behaviour are taken seriously and investigated thoroughly.

16 Measuring Effectiveness

We evaluate the effectiveness of our behaviour and relational approaches by:

- Tracking behaviour and safeguarding records (stored securely on CPOMS)
- Monitoring attendance, suspensions, and exclusions
- Analysing data in light of the protected characteristics within the Equality Act 2010 to ensure fairness and inclusion

In addition, we review how effectively the 5Rs are embedded in practice:

- **Recognise** – Are staff attuned to signs of dysregulation?
- **Regulate** – Are strategies supporting children to return to a calm, alert state?
- **Reflect** – Are children developing insight into their behaviour and emotions?
- **Repair** – Are restorative approaches rebuilding relationships after conflict?
- **Reconnect** – Are pupils able to rejoin learning and social groups successfully?

This information is shared in the Headteacher's termly report to Governors, ensuring oversight and accountability.

17 Monitoring and Review

This policy will be reviewed annually by the Headteacher and Leadership Team, alongside our Relational Policy, to ensure it remains trauma-informed and effective.

The review will specifically consider how well the 5Rs are being lived out across the school, with feedback gathered from pupils, staff, parents, and governors. Updates will be shared with all stakeholders to ensure continued consistency and clarity.

Appendix 1: Written Statement of Behaviour Principles

- Through our vision and Christian values, every pupil is supported to feel safe, valued and respected, and to learn in an environment where they are free from disruption.
- All pupils, staff and visitors have the right to be treated with dignity and are protected from any form of discrimination.
- Staff and volunteers act as positive role models, demonstrating respect, empathy and consistency in all interactions with pupils.
- Rewards and relational consequences are used fairly and consistently by staff and volunteers, in line with the Behaviour Policy, with an emphasis on repair and reconnection.
- The Behaviour Policy is co-owned and understood by pupils, staff, governors and volunteers, ensuring consistency across our community.
- Exclusions are considered only as a last resort, when all other relational and supportive strategies have been exhausted, and the Exclusions Policy sets out the processes involved in suspensions and exclusions clearly.

- Pupils are supported to take responsibility for their actions through restorative and reflective approaches, rather than through punitive measures alone.
- Families are engaged in supporting pupils, particularly in cases of serious or persistent behaviour, to ensure home and school work in partnership for the child's wellbeing.

The governing body also emphasises that violence, threatening behaviour or persistent unsafe behaviour will not be tolerated, but that all responses will be guided by the school's trauma-informed and relational approach.

This Written Statement of Behaviour Principles is reviewed and approved by the full governing body annually.

Appendix 2: Behaviour Charts

EYFS Behaviour Chart (Trauma-Informed with Rewards)

Behaviour	Adult Response (5Rs)	Relational Consequence	Reward System Link
Calling out, interrupting, wandering, fiddling, ignoring instructions	Recognise – Notice and name behaviour calmly; remind of rule; praise children showing expected behaviour	Encouraged to make a better choice	If child self-corrects → move up to Rainbow 
Repeat of above	Regulate – Support to calm (co-regulation, movement break, sensory support, Zones check-in)	Short time to regulate, then rejoin	When child shows readiness → move back to Sunshine 
Continued disruption, rudeness, damaging play	Reflect – Adult guides reflection ('What happened? How were you feeling? What do you need?')	Reflection time with adult support	Positive reflection earns movement up (e.g. Sunshine → Rainbow)
Persistent disruption or unsafe behaviour (pushing, leaving area)	Repair – Restorative chat (impact on others, plan repair)	Repair action (apology, tidy-up, kind gesture)	Repair is rewarded with move back up the chart
Serious unsafe behaviour (violence, running away, offensive language)	Reconnect – DG/SLT called, child kept safe, warm re-entry planned	Internal reflection or suspension if needed. Integration meeting if serious	When child reconnects successfully → celebrated with move up and adult praise

Positive Behaviour Rewards:

- Rainbow  = verbal praise, sticker, extra choice.
- Star  = celebrated in class, note/certificate home.

KS1 Behaviour Chart (Trauma-Informed with Rewards)

Behaviour	Adult Response (5Rs)	Relational Consequence	Reward System Link
Calling out, ignoring instructions, low-level disruption	Recognise – Acknowledge feelings, gentle reminder, praise positive choices	Encouraged to adjust behaviour	Quick self-correction = move up (Rainbow)
Repeat of above	Regulate – Offer sensory/movement break, Zones check-in, quiet talk	Reflection within class, supported by adult	Child rejoins calmly = move back to Sunshine 
Unkind behaviour (teasing, swearing not aimed, spitting not at others)	Reflect – Scaffold reflection ('What happened? What choice could we	Short reflection time (5–10 mins), adult-guided	Positive reflection = move up towards Rainbow

	make next time?')		
Challenge of authority, damaging equipment, rude language	Repair – Restorative conversation (impact on peers, classroom)	Repair activity (helping, apology, fixing)	Repair acknowledged = move up to Rainbow 
Persistent refusal, deliberate disruption	Repair & Reconnect – Child supported in link class, adult helps plan return	Time in link class with work. Parent informed.	When reconnected, child praised and returned to Sunshine 
Unsafe behaviour (pushing, targeted bullying, racist/homophobic language, threats)	Reconnect – SLT/DG involved, ensure safety. Plan positive re-entry with adult.	Internal suspension or removal. Parents contacted.	On return, child welcomed back, celebrated for reconnecting with peers
Extremely unsafe behaviour (serious violence, absconding, repeated abuse)	Reconnect – DG urgently called, child contained calmly, re-entry planned carefully	Possible suspension/exclusion. Parents called in. Police if absconding.	Focus on rebuilding safety and belonging — when ready, child moves back to Sunshine with support

Positive Behaviour Rewards:

- Rainbow  = certificate, class privilege, recognition in assembly.
- Star  = celebrated at end of day with parents (verbal/Dojo message).
- Friday Celebration = weekly draw/award for children who reached Star.

KS2 Behaviour Chart (Trauma-Informed)

Behaviour	Adult Response (5Rs)	Relational Consequence
Calling out, ignoring instructions, minor disruption	Recognise – Acknowledge feelings, gentle reminder, praise peers making good choices	Recognition for positive behaviour
Repeat of above	Regulate – Offer sensory/movement break, Zones check-in, quiet talk	Reflection within class, supported by adult
Swearing not directed at others, unkind behaviour, spitting not aimed	Reflect – Scaffold reflection ('What happened? What do you need now?')	Reflection time (5–10 mins) then rejoin class. Logged if repeated
Challenge of authority, damaging property, inappropriate language	Repair – Restorative conversation: impact on peers and environment, discuss amends	Repair action (tidying, apology, fixing). Parents informed if repeated
Persistent refusal, serious disruption	Repair & Reconnect – Child works in link class with adult support; restorative chat before re-entry	Short time in link class with work. Parent informed via CPOMS
Unsafe behaviour (pushing, targeted bullying, racist/homophobic language, threats)	Reconnect – SLT/DG called, safety prioritised. Child supported calmly, relational re-entry planned	Internal suspension or removal. Parents contacted. Integration meeting
Extremely unsafe behaviour (serious violence, absconding, repeated abuse)	Reconnect – DG called urgently. Child kept safe, adult ensures emotional containment	Possible suspension/exclusion. Parents called in. Police if absconding. Reintegration plan with family

Break and Lunchtime Behaviour Chart (Trauma-Informed)

Behaviour	Adult Response (5Rs)	Relational Consequence
Calling out, teasing, pushing in line, wandering	Recognise – Calm reminder, name positive behaviour you want to see, praise others	Encourage child back into play positively
Repeat of above	Regulate – Support child with co-regulation (stand with adult, short break, breathing)	Child remains near adult for 2–3 mins, then rejoins when calm
Spitting (not at others), swearing not aimed, throwing food, one-off unkindness	Reflect – Quick reflection with adult: 'What happened? How can we do better next time?'	Short reflection (3–5 mins). Teacher informed
Continued disruption, rudeness, damaging equipment	Repair – Restorative chat with adult. Discuss impact on others or environment, agree repair	Repair action (help tidy, apologise). Teacher informed. Parents notified if repeated
Fighting, refusal to follow adult instructions, serious disruption	Repair & Reconnect – Child sent to class teacher; restorative conversation before returning to play	Sent to class teacher. Parents informed if repeated
Very unsafe behaviour (violence, abusive language, absconding, high risk)	Reconnect – DG called. Safety prioritised. Adult ensures positive re-entry when safe	Internal suspension/exclusion if required. Parents contacted. Integration plan agreed