Marshlands Primary School



Relationship and Behaviour Policy and Procedures

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1. Building Positive Relationships

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their behaviour learning journey. Behaviour cannot simply be expected without modelling and support, as we naturally do with curriculum subjects. In using the analogy of behaviour as a curriculum subject, this allows us to see there are behaviour expectations and behaviour end points at which we need students to be, but we also need to scaffold, model, personalise and teach behaviour.

1.1 Focus Shift

This policy has been written to stand in place of a behaviour management policy as our focus has shifted from just 'managing behaviour' to building positive relationships with our pupils and helping pupils to regulate their emotions. Through this we encourage, model and teach good behaviour expectations.
Rules tell students what not to do. Routines, expectations and responsibilities teach students what to do. In shifting to a focus on routines, expectations and responsibilities, we create a climate of cooperation and not simply compliance.

1.2 Behaviour Principles

It is important to have high expectations for all our children while recognising that children bring different experiences to their learning journeys. However, inclusion should not mean lowering standards, all pupils need to be held to high standards, high regard and have boundaries with consequences. True inclusion is about giving all pupils the chance to succeed not just in a school environment, but within their place in the world. It is about ensuring all pupils benefit from a culture of high expectations because anything less is a disservice to the communities and pupils we serve.

Our behaviour expectations are shared with parents at the start of each school year, form part of the home school agreement and are included within our induction packs. Parents are consulted for their views, which are taken into account when writing our policy. This was last undertaken in July 2026.

At Marshlands Primary School, we have the following aims:

1. Every child should be supported to build a sense of responsibility for their own learning and that of their peers **(Be ready)**
2. Every child should be supported to build a sense of responsibility for their own **choices (Be safe)**
3. Every child should be supported to build a sense or responsibility for relationships with themselves, peers and staff **(Be respectful)**

1.3 School Rules

To provide a safe, nurturing environment, we have three school rules that encompass all aspects of school life. We support everyone to:

1. **Be ready.**

2. **Be respectful.**

3. **Be safe.**

The simplicity of these rules ensures that everyone will remember them.

School staff have these rules displayed in their classrooms. These rules are underpinned by our school values so children can understand how they look day-to-day.

School rule	School values	How this looks
• Be ready	• Curiosity • Enjoyment • Dream	• We ask questions • We seek help • We engage with learning • We take part in lessons and school life • We aim high • We take pride in all we do
• Be respectful	• Respect • Positivity • Belonging	• We treat everyone with consideration • We value others • We speak kindly • We resolve things calmly • We look for the good • We come together as a community
• Be safe	• Individuality • Resilience • Belonging	• We manage ourselves (regulation) • We take responsibility • We learn from mistakes • We persevere • We understand that our actions affect others • We support others in times of challenge

Regular opportunities are taken to share the rules, discuss the rules and reflect on what the rules look like day-to-day.

At the start of every half term, class teachers take time from the PSHE curriculum to share, discuss and reflect upon the school rules, discuss the rules. Teachers may take this time to explicitly teach any behaviours that are not meeting standard or require further practise. This focus would be determined by the class teacher and specific needs from the individual class or from SLT monitoring across the half term.

1.4 Building Positive Relationships

We adopt a culture of praise and celebration as the main tool in dealing with behaviour. The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having knowledge that you have them in mind, care about them as a person and care about what they are doing.

We develop our culture of praise and celebration by:

- Using others as positive examples instead of focusing on unwanted behaviours
- Ensuring praise is specific to the task or behaviour to highlight successes
- Always using children's names when addressing them
- Using the PIP and RIP strategy – praising in public and reprimanding in private (private reprimands should still be within earshot of others so that nothing said can be misinterpreted)
- Holding weekly celebration assemblies

- Holding half termly celebrations for Class Superstars, who are then added to the Wall of Fame, inviting parents in to have lunch with these children

- Recognising the positive behaviours of pupils

1.5 Recognition

We use Class Dojo as a means of recognising positive behaviour. We use rewards to help pupils recognise and experience the positive feelings that come from making good choices. For some pupils, intrinsic motivation is not yet developed, so external rewards help to build this over time. Our aim is for pupils to gradually value positive behaviour for its own sake. Children can be awarded Dojo Points in recognition of their positive behaviours. These are linked to the school rules, which in turn represent the school's values. These are:

- Being Ready
- Being Safe
- Being Respectful

It is hoped that having 3 simple categories will make recognition easier to reward and makes clear those following the school rules. Whilst awarding Dojo points, staff may state the school value and reason for recognition, as already highlighted in the grid previously.

This highlights successes and creates a positive climate. Class Dojo records pupils' individual positive points which can also be seen by parents and pupils at home. These points are also collated to show the class's total points which fosters the school's value of belonging as everyone is working together to reach a goal based on last week's score and best ever score:

- At the end of a week, the Class Dojo points are recorded. SLT will use this information to record behaviour trends across school.
- The class teacher compares with last week's score and the best ever score.
- Class points will run on beating previous or best ever weekly scores. Beating previous scores will result in 5 points being added to the class tally, and beating the best ever score will result in 10 points being added.
- Classes can then, use their points, at any time to 'bank' them from the reward choice menu. Each class can decide if they want to bank their points each month or roll them over to a bigger reward. The more points a class has, the bigger their reward can be, or the more frequent they could be. School parliament create this menu, at the start of each year, from pupil voice at the start of each year.
- Examples of these rewards could potentially be iPad time, five-minute breaktime extensions, twenty-minute choice time, biscuits, milkshakes, hot chocolates, painting afternoon, half an hour at the park etc – these can be negotiated with the class at the start of the year (all of the agreed rewards can then be hidden and selected randomly when earned).

In a similar way to Dojo points, the winning house for a half term, term and end of year, will have rewards they can choose from. However, these rewards are held in Houses and not classes, giving pupils two ways to achieve rewards. These rewards also come from the reward menu choice created by school parliament.

All staff can give awards for any pupil caught demonstrating the school values at any time during the school day. When a child receives a ticket, their name should be added to the back and it will be kept for assembly the following week. This point is not added to Dojo, instead it is entered into a phase prize draw where the child drawn will then choose a small reward.

Class Superstars

Each half-term, every class teacher will choose a child as the Class Superstar . This will be a child who, for that half-term, has shown an outstanding attitude to learning and exemplary behaviour consistently. Their parent or carer will be invited into school for a special lunch. Following lunch the superstar and their guest will then attend the Pupil Hub to complete activities and games.

Weekly Recognition
Each week, the class teacher will choose a member of the class who has demonstrated going above and beyond our school values to be the star of the week. This child will receive a certificate in our Monday assembly and parents or carers will be invited in to watch.
As well as star of the week, we also have a Class Member of the Week. The class teacher will choose a child at random and the rest of the class will suggest different ways that child has showed our school values each week. This child will also get a certificate in our Monday assembly.

1.6 Helping Children to Understand Expectations of Behaviour

So that pupils can learn to regulate their own behaviour, it is important that the rules are made clear to them so that they can understand what is acceptable. We use a range of strategies to do this:

- We teach appropriate behaviours through assemblies, through our conversations with children and in isolated opportunities in the classroom when it is needed
- We launch our playbook at the start of the school year and have refresher assemblies each term. This outlines basic expectations of staff and pupils at key points and transitions in the school day. Class teachers will use the first PSHE lesson of every half term as dedicated time towards this. However, this may be seen throughout the week been modelled and practised.
- We model desired behaviours for children and then practice them
- In class, children discuss emotions and how to handle different situations and learn how to cooperate with others
- Across the curriculum, children learn to respect the viewpoints of others
- We have members of staff who form a pastoral team who support children using a range of strategies that are research and evidence based.
- The pastoral team works with small groups of children who may struggle to show desired behaviours

1.7 Monitoring Behaviour

Monitoring behaviour is everyone's responsibility. Unwanted behaviours must be dealt with as they arise and are seen.

- Behaviour is an area to observe during monitoring
- Staff liaise closely over behaviour issues with the SLT and in staff meetings
- Staff will keep track of recognitions using Class Dojo
- Sanctions and interventions are recorded on the behaviour record sheet

- Accurate use of behaviour categories to log incidents will support creating accurate pictures of pupil needs.
- All pupils are monitored by the Headteacher who will collect behaviour record sheets weekly
- The use of the Pupil Hub will be monitored by the SLT, to identify any patterns
- Class teachers and the SLT will identify pupils who need more significant interventions
- The headteacher will create half termly class report data, highlighting behaviour and pupils to monitor and support.

1.8 Breaktimes & Lunchtimes

During breaktime, at least **two** members of staff will be on duty. Staff will cover different playground areas. When the weather allows, the field may be used. The field should be covered by an appropriate number of staff members from each playground.

- Play equipment suited to the weather is provided for pupils; children should not bring their own toys or equipment. This is organised and manged by the Sports Squad.
- Seasonal sports games will be supervised and pupils participating in these will need to complete a 'user agreement' to confirm they understand the rules and will abide by them. Should the rules not be followed, pupils will have a warning and then a ban of a set length.
- The playground is zoned and therefore pupils can access the type of break suitable for them, at that moment. They can choose from quiet areas, activities, sports games etc.
- Children are encouraged and taught to play games
- Playfighting is not allowed – this usually leads to actual fighting or injury
- Bullying is NOT tolerated (see Anti-Bullying Policy)
- Children may use the school field when the weather permits
- Midday Supervisors are expected to carry out the behaviour policy in line with other staff
- Issues over lunchtime that may affect the afternoon should be completed on a green form and given to the pastoral team to address, other issues should be dealt with as appropriate
- Serious issues that occur over lunchtime must be logged and passed on to the headteacher, or SLT in the headteacher's absence.
- Pupils can access the Pupil Hub over breaks and lunch, and staff encourage should encourage this, if this is a time of struggle for individual pupils

2. Managing Misbehaviours

2.1 Behaviour Sanctions and Support

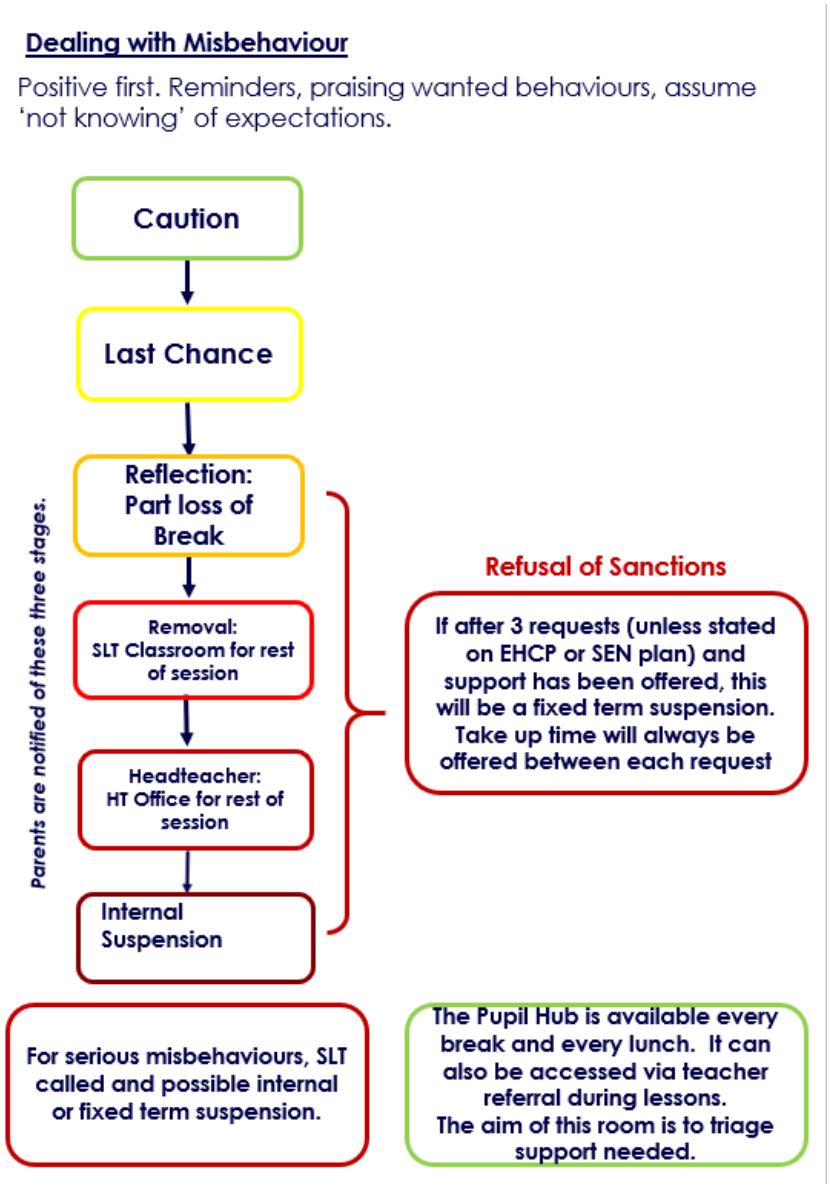
Staff should use positive reframing to support learning behaviour in the first instance **(Tom Sherrington Walkthrus book 1 and their Paul Dix training)**

Here are strategies that can be used to support this:

1. ***Establish your expectations.***
2. ***Affirm positive responses first.*** For example, "Well done to this table; you're listening and ready to learn."
3. ***Frame corrections as positive reinforcement.*** When students do not meet your expectations, frame your response by reasserting what you want, not describing the behaviour. Instead of "Sean and Mo, stop talking and turning around," you say, "Sean, Mo… I would like you both looking this way and listening, thank you."
4. ***Give the benefit of the doubt.*** For example:
   Teacher: "Louise I need you focused on the task, thank you."
   Louise: "But I wasn't talking."
   Teacher: "OK, maybe you weren't but I need you focused and working hard now, thank you."
5. ***Assume confusion over defiance.*** For example, "I wonder if this group did not quite hear the instructions?"
6. ***Offer in class support.*** *Responsibility for this remains with the class teacher initially to investigate and resolve. Each class has an area to try and understand the issues for individuals who need help. For example, 'would you like a few minutes in the calm area?' 'Is there something I can help with?' However, this should not be at detriment to the learning of the class.*

Should the above strategies not work, then sanctions should be given.

Stage	Approach	Guidance
1	Caution	Deliver a verbal caution to the pupil. This should include a target, for example *"Child A I need you focused on your task until you complete the next question/get to the bottom of the page."*
2	Last Chance	Speak to the pupil privately again, giving them a final chance to engage. Make it clear and specific, giving them two options. For example, *"This is your warning. If you continue to swing on your chair, you will be missing 10 minutes of your breaktime. If you choose to sit safely you won't."*
3	Sanction including reflection (Fix it ticket)	If the unwanted behaviour continues, the child will then be told that they are missing 10 minutes of their breaktime to reflect on their behaviour choices and to catch up with any work missed. It may be beneficial for the child to take time out at this point. This may be outside the classroom or in a safe, quiet corner.
4	Removal/Repair (Sanction 4)	The pupil is removed from the session and will spend the remainder of that session in a teaching member of SLT's classroom to complete their work. A restorative session with the pupil needs to be arranged following this to discuss some of these restorative questions: 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? The number of questions to discuss in the session will depend on the child's age and understanding.
5	Remain with Mrs Tang (Sanction 5)	If, whilst in the SLT member's classroom, the child continues to misbehave, they will then go Mrs Tang's office (or SLT in her absence) for the rest of the next session to complete their work.
6	Internal Suspension (Sanction 6)	The pupil will remain with the headteacher (or SLT member in their absence) for a set period of time. This is usually at least half a day. During this time the pupil will complete work but have breaks alone.



If a child's behaviour is deemed very serious the following sanctions and disciplinary procedures can be used:

- Referral to member of senior leadership team
- Internal exclusion
- Fixed term suspension
- Consideration for off-site direction (see Local Authority policy)
- Permanent exclusion

Very Serious Misbehaviours must be logged on CPOMS.

Alongside the behaviour system runs the Pupil Hub. This is staffed by members of the SLT throughout the day, who will triage the issues at hand and offer support.

The aim of the room is to offer support to, and reset children who are upset, distressed or dysregulated. It is not a form of punishment or consequence – this will happen after the child has reset, if needed, and will be managed by the class teacher once the pupil returns.

The support offered in the Pupil Hub, will vary by each individual circumstance but examples of the support available are; time with pastoral staff at an agreed time, time in the regulation room, information to take home and the actual act of attending the Pupil Hub. The Pupil Hub is not a room pupils can stay in for any length of time and is aimed to be a triage system, to offer the correct support, at the correct time.
SLT will monitor usage of the Pupil Hub, support given and identify any patterns for pupils and classes. See Appendix 4.

Staff will be given time to reset and regulate themselves, if needed, after a heightened incident with a child before going back into class.

2.2 Support for Managing Behaviour

If a child continues to show unwanted behaviours and is highlighted by the class teacher, pastoral team or the SLT as having difficulties, the following steps should be taken:

1. The class teacher will meet with parents and complete an early behaviour? support plan. The aim of this is to end low level issues/disruptions. It will be reviewed as necessary and next steps highlighted *(see appendix1)*
2. Diagnostic triage, between pastoral, SENDco, DSL and class teacher to look at current provision, what else can be implemented and vitally, to try an unpick reasons for behaviour. This will happen termly.
3. If no obvious patterns arise then a social competency profile or Boxall profile should be completed.
4. Should behaviour continue then parents will be invited to a behaviour support meeting with a member of the SLT.
5. If behaviours continue, the pupil may be referred to external agencies for support if deemed necessary.
6. The pupil will be discussed for the local authority tiered support.
7. Should unwanted behaviours continue, then the pupil will be discussed with the local authority suspension team.

Staff are aware that challenging behaviours can be caused by social, emotional and mental health difficulties. If these difficulties are identified and if a long-term intervention is needed, then the child may be identified as having a Special Educational Need (SEN) and would be placed onto the SEN register. Our SENDCo would then oversee their provision and termly SEND reviews would take place.

2.3 Refusal/defiance

Whilst we will always offer support, take up time and guidance. There is an expectation that pupils will follow reasonable requests. Walking away from staff, refusing help/refusing to leave and take support, may lead to fixed term suspensions if the education of other pupils is impacted on. Whilst we aim for pupils to be able to self-regulate and have support to do this, pupil dysregulation should not impact on the learning of others, their well-being and safety in school.

2.3.1 Lesson Removal
If a pupil receives a warning for behaviour but does not heed this warning, the teacher may issue the pupil with a removal, so as the rest of the class can continue learning. Alternatively, a pupil's behaviour may be so serious that it warrants an immediate removal without prior sanctions. All removals will be undertaken by SLT and will be logged as SLT removal from class. The pupil will then automatically move to sanction 4.

2.4 Shouting and Restraint

Shouting

On rare occasions, a member of staff may need to raise their voice to keep a pupil or others safe. However, shouting is discouraged as we promote a culture of calm and respectful communication. A raised voice should only be used when there is an immediate risk of harm and should never be used within two metres of a pupil.

Reasonable Force

On rare occasions it may be necessary to use reasonable force to stop a child for their own safety, for the safety of others or to prevent an escalation of a situation. Parents would always be notified if this had been necessary. Local Authority guidelines are followed. Any times when restraint has been used will be recorded and filed. Most staff are trained in Team Teach. Team Teach is a predominantly preventative and de-escalatory approach, with 95% of the approach focused on understanding behaviour and reducing the need for physical intervention, 5% assessing the need for physical intervention. Though all staff have the responsibility of stopping children harming themselves, others and school property.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe." (George Matthews – Director)

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

2.5 Off-site misbehaviour
Sanctions and/or adaptations may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips, sport competitions)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions and/or adaptations may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).
For all incidents of off-site behaviour, parents will also be informed. Schools have a duty to log all incidents outside of school that would fall under safeguarding.

2.6 . Online misbehaviour
The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. In all cases parents would be informed. Schools have a duty to log all incidents outside of school that would fall under safeguarding.

2.7 Suspected criminal behaviour
If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, an appropriate member of staff will make the report.

The school will not interfere with any police action taken.

However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

2.8 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

In all cases parents will be informed.

2.9 Other Approaches

- Some pupils will follow alternative behaviour strategies in consultation with relevant professionals. This will form part of an ISP.
- A communication Hub is used for specific pupils with communication difficulties.
- A Nurture Provision is available for invited pupils, which runs each morning and is manged by trained Nurture UK staff.
- A Regulation room is available to allow pupils time and space to self-regulate. This is accessed as part of the Pupil Hub triage and is time limited. Records are kept of pupil use and strategies that are successful. This is not a seclusion area. See appendix 5
- A record of all serious and very serious incidents reported is available through CPOMS
- Scripts will be used by staff to ensure consistency in messages given and to also try to avoid further escalation of behaviours. *This can be found in appendix 2 (to be written, once agreed)*.

2.10 Suspension

Under the 2026 DfE Guidance:

- In the first instance, this may take the form of an 'Internal Exclusion' where they are withdrawn from their normal classroom activities and work under the supervision of another school adult for an agreed period of time. A letter is sent to parents to inform them of the internal exclusion.

- If this does not encourage more acceptable behaviour in the child, or where a child behaves in a way which causes serious disruption, harm to others, serious breach of the school behaviour policy or if there is a concern that they may seriously harm the education or welfare of themselves or others in school, they may need to be suspended from school.

- In the absence of the headteacher, the deputy headteacher can suspend, but it is preferable that a suspension is made for as short a time as possible, no more than a day and a half, pending the return of the headteacher. The situation will then be reviewed when the headteacher returns and will be adapted as necessary. This must be made clear at the time of the suspension. Should no member of the SLT be available, no suspension will be made until a member of the SLT can be contacted.

- When making suspensions, DFE guidance and guidance from the education authority must be followed.

- Where a child presents disruptive behaviour at lunchtime, they may be suspended over the lunchtime period for a predetermined number of days. This is considered a 'fixed period' suspension and DFE guidance and procedures must be followed in the same way as any other suspension.

- If parents are not willing to support the school during suspension, the Education Welfare Service will be involved and legal remedies may be necessary.

Assaults against staff

Where a pupil deliberately uses physical aggression towards a member of staff, the school will respond in a calm, proportionate and consistent manner. Depending on the circumstances, the school will:

- Ensure the immediate safety of the pupil, staff and other pupils, using de-escalation and positive handling strategies where necessary and appropriate.
- Provide the pupil (and staff) with time and space to regulate before discussing the incident.
- Speak with the pupil to establish what happened, helping them to understand the impact of their actions and identify alternative ways of responding.
- Apply an appropriate consequence in line with the school's behaviour policy, taking account of the pupil's age, developmental stage, individual needs and the circumstances of the incident. Deliberate assault against staff, whether causing injury or not will be addressed under suspension guidance.

The school will distinguish between behaviour that is deliberate and behaviour arising from dysregulation, unmet need or difficulties with communication and emotional regulation. This will not remove the need to maintain safety or set clear boundaries, but will inform the school's response and the support put in place.

2.11 Violent Behaviour

Definition of Violence in School

Violence in school is defined as any **physical act of harm** towards another person that falls within the following categories:

Specific Actions Considered Violent (including but not limited to):

Hitting	Kicking	Throwing Objects at Others	Spitting
Biting	Scratching	Hair-Pulling	Another other physical action deemed violent by the headteacher

Property damage
This is defined as causing damage to the school building and property i.e. deliberate damage to doors, windows and school furniture (throwing desks, chairs, pens and other objects that could cause harm to others). Alongside this, Incidents that cause classroom or school evacuation through deliberate actions will be considered violence.

Verbal aggression and intimidation towards staff
Within this policy this is classified as violent behaviour and is also part of the preventing and tackling bullying and harassment guidance for school staff. Any abuse, threats and intimidation including swearing, will we treat as violent.

Violent behaviours will be given a 'strike', this is explained more below.

Exceptions to Violence:

- **Pushing** is not classified as violence under this policy.
- **Shouting** in anger, but not targeted at specific individual, will not be classified as violent under this policy.

When This Procedure Applies

This procedure applies **whenever pupils are under the care of the school**, including:

- During **school hours** (both in lessons and at break/lunch)
- **On school premises**, including before and after school when pupils are present
- **During school trips**, including **residential visits**
- **On school transport**, including buses and other travel arrangements organised by the school

Intent & Context

- **Reckless actions** that result in injury, even without clear intent, will still be considered violent.
- **Both deliberate harm and impulsive reactions** fall under this rule.
- **Immediate remorse will not negate the incident**—violence has still occurred and will be dealt with accordingly.
- **Self-defence** will only be considered **if reasonable and proportionate** to the situation.
- **SEND and age considerations** may apply, but no pupil will be exempt—additional risk assessments may be required.

Playfighting

- **Playfighting is not allowed in school.** While it is not classified as violent under this policy, it will be dealt with under the **general behaviour policy**.

- Any instance of **physical contact during playfighting** may be escalated to violence depending on the situation.

Support for At-Risk Pupils

- If a pupil receives **one strike**, a **behaviour support plan** will be discussed with parents and put in place to prevent further incidents. If the pupil is SEN and already has an ISP, then rather than creating another plan, existing plans will be tweaked. However, this **does not** mean that SEN children cannot be given a strike for violence. It is simply supported on their existing plan.
- Following the strike being given, the pupil will remain with SLT to discuss the incident and to gain their views for the support plan.
- This support plan will be based on a **general framework** but will allow for specific strategies tailored to the individual child. (appendix 3)
- The aim of this support is to **reduce risk**, provide **structured guidance**, and, where necessary, **implement additional interventions** (e.g., behaviour mentoring, risk assessments, or external referrals).

Levels of Violence & Consequences

- **The victim's reaction** does not determine whether an act is violent – any instance of violence will be addressed.
- **Repeated threats** (without physical action) will be dealt with under the general behaviour policy.
- **Single extreme incidents** may result in **immediate suspension or permanent exclusion** at the headteacher's discretion.

Decision-Making

- Evidence will be reviewed from **CCTV, witness accounts, and pupil statements** before a **final decision** is made.
- A **member of SLT, usually the headteacher**, will determine whether an incident is classified as violent and issue a 'strike' sanction.
- **Consistency will be ensured** through regular SLT discussions on violent incidents.

2-Strikes Behaviour Procedure for Violent Incidents

- 1st Strike → Reflection session + meeting with parents (logged by SLT and class teacher) + general plan of support with adaptations as required.
- 2nd Strike → Suspension for [X] days.
- Further incidents → Automatic suspension, increasing in length.
- Persistent Violent Behaviour → Could lead to permanent exclusion (PEX).
- Reset → If no further incidents occur within 6 weeks of the last recorded incident.

3. Roles and Responsibilities

3.1 Governing Body

- Review and approve the behaviour principles which outline the policy

- Read and approve the policy each year
- Read and approve any updates to the policy within the year
- Liaise with senior leadership team about any issues
- Follow guidelines and legislation with regards to exclusion

3.2 Headteacher

- Oversee the writing, implementation and sharing of the policy, ensuring it is in line with national guidance and legislation
- Apply the policy, modelling the expectation to other staff
- Ensure the school environment encourages positive behaviour
- Ensure that staff deal effectively with behaviour and that all staff understand the behaviour expectations and the importance of maintaining them.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Provide opportunities for and lead regular CPD, including in staff meetings
- Liaise with the senior leadership team about monitoring and outside agency involvement
- Create half termly behaviour reports, analyse behaviour data and ensure governors are aware of behaviour standards in school
- Ensure the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are disproportionately impacted by this policy

3.3 Senior Leadership Team

- Contribute to the writing and implementation of the policy
- Apply the policy, modelling the expectation to other staff
- Support staff in applying the policy
- Lead regular CPD in staff meetings
- Monitor the application of the policy across school, providing further support when needed
- The SENDCo will liaise with outside agencies to provide further support and intervention

3.4 Class Teachers

- Apply the policy
- Support others to apply the policy
- Create calm and safe environments for pupils, establishing and maintaining clear boundaries of acceptable behaviour.
- Contribute to CPD opportunities and liaise with other members of staff when support is needed
- Follow any specific behaviour or individual support plan
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Support in the creating of any behaviour support plans
- Use agreed system (Class dojos) for the recognition and recording of positive behaviours
- Record behaviour incident promptly and accurately.
- Liaise with parents regarding the day to day behaviours of their child, ensuring they are aware of any low level concerns they may have and arrange meetings accordingly
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.

3.5 Pastoral Team & Support Staff

- Apply the policy
- Support others to apply the policy
- Provide intervention and support for pupils who are struggling to regulate when in school
- Contribute to CPD opportunities and liaise with other members of staff when support is needed
- Support in the analysis and creating of any behaviour support plans
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.

- Create calm and safe environments for pupils, establishing and maintaining clear boundaries of acceptable behaviour.

3.6 Parents

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour meetings)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

3.7 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid- year arrivals.

Appendix 1- Early behaviour support Plan

Early Behaviour Support Plan

This plan is used when repeated low-level concerns are beginning to affect learning, relationships or routines. It is designed to agree early support between school, home and the pupil.

Pupil	Class	Teacher	Start Date	Review Date

Main Concerns	When It Happens	Possible Triggers / Barriers

Parent/Carer Views	Pupil Views

What School Will Try / Adapt	What Parents/Carers Will Try	What Pupil Will Try

Agreed SMART Target

Class Teacher Signature	Parent Signature	Pupil Signature

Review

Improvements	Difficulties	Review Outcome	
		Continue Plan	Adapt Plan
		End Plan	Escalate Support

Appendix 2 – whole school scripts examples

Your feelings are valid but the rules still apply

I'm here to help but I won't do it for you.

I like you but I will not let you speak to me like that.

If I let you off, I let you down.

If someone says stop, we stop.

Everyone is allowed to have their feelings.

Their feelings are real to them, you do not have to agree.

We don't do …….. here.

I can see you are upset and I will wait for you, but we are going to have to discuss this.

Rules are there for everyone to be safe and know the boundaries.

When the work gets hard, that's when you start learning.

People aren't smart or not smart; people work hard or don't work hard

This feeling will pass.

Feelings are like a tunnel; we have to keep going to get through it.

I understand …… but we still cannot react in this way. I would do ……..

I can see you are feeling……and once you are calm we can find a solution.

You do have rights, but with rights come responsibilities.

Your action of…….creates the consequence of…….

Be Safe Support Plan

Pupil	Class Teacher	SLT Member	Incident Date	Review Date

Objectives of the Plan

- Prevent further violent incidents
- Help the pupil to develop strategies
- Engage parents in reinforcing expectations and behaviours
- Provide a structure approach to monitoring progress

Pupil Responsibilities	Parent/Carer Responsibilities
- Follow agreed-upon strategies - Engage in restorative reflection and behaviour monitoring - Attend scheduled check-ins and lunchtime support sessions	- Reinforce school expectations at home and discuss appropriate ways to resolve conflict - Support the school's supervision measures by encouraging their child to participate positively - Communicate openly with the school about any concerns or additional support needs

Action	Intended Outcome	Responsible Person

Action	Intended Outcome	Responsible Person

This plan will be reviewed in 4 weeks, or sooner if required.

- If progress is made, the plan may be reduced but will remain in place for monitoring.
- If another violent incident occurs, a second strike will result in suspension and further interventions will be considered.

Signatures:

Pupil: _____ **Parent/Carer:** _____ **Class Teacher:** _____ **SLT Member:** _____

Appendix 4 – Pupil Hub

Pupil Hub Staff Guidance

Reset and then consequences

Purpose

The purpose of the Pupil Hub is to offer support to, and reset children who are upset, distressed and dysregulated.

What Happens?

Children will be issued a ticket from the adults in their classroom. Once in the room, the member of SLT in the Pupil Hub will decide on the most appropriate next step for that child.
Children should be encouraged by staff during playtimes and lunchtime to use the Hub if they notice them becoming dysregulated. Children can also choose to go in themselves but must let an adult on duty know.

Returning to Class

Once the SLT member feels that the child is able to return to class, they will escort them and pass on any relevant information to the class teacher. Any consequences or movement on the behaviour sheet should then be completed.

Communication and Record Keeping

The SLT will keep records of all children who have accessed the Pupil Hub and the support that they received. This will be shared between all relevant adults.