



# Behaviour Policy

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## 2026-2027

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| Review date                                 | 1 <sup>st</sup> September 2026 |
| Next Review Date                            | 1 <sup>st</sup> September 2027 |
| Statutory Policy                            | Yes                            |
| On School Website                           | Yes                            |

# Behaviour Policy

## The Behaviour Culture Framework

Creating a Safe, Respectful and Successful Learning Community

**Every child deserves to feel safe, seen and successful.**

|                      |                  |
|----------------------|------------------|
| <b>Status</b>        | Statutory Policy |
| <b>Policy Lead</b>   | Headteacher      |
| <b>Approved by</b>   | Governing Board  |
| <b>Date approved</b> | 01.09.26         |
| <b>Review cycle</b>  | Annually         |
| <b>Next review</b>   | 01.09.27         |

This policy should be read alongside the school safeguarding, child protection, SEND, equality, anti-bullying and attendance policies.

# Policy at a Glance

## Our culture

Safe • Seen • Successful

## Our expectations

Ready • Respectful • Safe

## Our adult response

Pause • Notice • Decide • Respond • Restore

This policy is organised into four connected sections:

1. Vision, culture, expectations and responsibilities
2. The Behaviour Curriculum and daily routines
3. Responding to behaviour: scripts, matched consequences, reflection, restoration and fresh starts
4. Serious behaviour, inclusion, SEND and safeguarding

## How The Good Morning Club fits

The school uses selected language structures and practical strategies from The Good Morning Club (TGMC) to support consistent implementation of this policy. TGMC is not a separate behaviour system. The school policy, statutory duties, safeguarding procedures, SEND provision and agreed response sequence remain authoritative at all times.

- WIN-style positive noticing supports specific recognition of successful behaviour and character.
- TGMC boundary structures support calm, concise reminders and resets.
- TGMC relational, responsive and restorative strategies complement the school's graduated response and restorative practice.

## Key principle

**Seek to understand the behaviour while maintaining the boundary.**

Behaviour can communicate important information about a child's emotions, needs, experiences, understanding or regulation. It can also involve boundary testing, refusal or deliberate choice. Adults therefore remain curious without making assumptions, maintain high expectations and respond consistently.

# Section One: Vision, Culture and Expectations

## 1. Policy Statement

At Peel Park Primary School, excellent behaviour is fundamental to providing every child with the opportunity to flourish academically, socially and emotionally. Behaviour is not simply managed: it is taught, modelled, practised and continually developed through positive relationships, high expectations and consistent adult responses.

Our behaviour culture supports a calm, orderly and purposeful learning environment where children experience belonging, dignity and respect.

- Behaviour is learned and should be explicitly taught.
- Positive relationships underpin successful learning.
- Consistency creates security.
- High expectations are maintained for every child.
- Reasonable adjustments are made where appropriate to enable pupils to succeed.
- Mistakes are opportunities for learning and growth.
- Restoration and accountability work together.
- Every incident should conclude with a genuine fresh start.

## 2. Vision: Safe, Seen and Successful

### Safe

Every child has the right to feel physically and emotionally safe. Adults protect children from harm, challenge bullying and discrimination, respond calmly, create predictable routines and build trusting relationships.

### Seen

Every child deserves to feel known and valued. Adults greet children positively, notice effort and improvement, listen respectfully and deliberately reconnect after difficulty.

### Successful

Every child should experience success. Adults maintain high expectations, explicitly teach behaviour, provide appropriate support and help children learn from mistakes.

## 3. Whole-School Expectations: Ready, Respectful and Safe

| Expectation       | What it means                                                                                                                                                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ready</b>      | Children arrive prepared, begin promptly, listen carefully and follow routines. Adults prepare carefully, greet positively, start promptly and maintain organised learning environments.                            |
| <b>Respectful</b> | Children listen, speak politely, respect difference, look after property and follow reasonable adult instructions. Adults model respectful language, listen carefully, protect dignity, remain calm and act fairly. |
| <b>Safe</b>       | Children move calmly, use equipment responsibly, keep themselves and others safe and report concerns. Adults supervise effectively, manage risk and follow safeguarding procedures.                                 |

## 4. Aims

- create a calm, orderly and purposeful environment;
- ensure children feel safe, valued and able to belong;
- develop self-regulation, responsibility and positive learning behaviours;
- promote strong relationships and reduce disruption to learning;
- ensure consistency across classrooms, staff and shared spaces;
- support staff through clear expectations, scripts and routines;
- build positive partnerships with families;
- promote inclusion and reasonable adjustment;
- prepare children to contribute positively to school and wider society.

## 5. Roles and Responsibilities

| Role               | Responsibility                                                                                                                                                                                                                                                                                                                    |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Governing Board    | Approve and review the policy; monitor effectiveness; ensure statutory compliance; support leaders in maintaining high standards.                                                                                                                                                                                                 |
| Headteacher        | Provide strategic leadership; ensure consistent implementation; oversee behaviour information, suspensions and exclusions; arrange appropriate staff training.                                                                                                                                                                    |
| Senior Leaders     | Model excellent practice; coach colleagues; monitor consistency; support restorative approaches; work with families and external agencies where required.                                                                                                                                                                         |
| All Staff          | Meet and greet positively; explicitly teach routines; use agreed scripts; recognise positive behaviour; respond calmly; restore relationships; record significant incidents; communicate significant or repeated behaviour and relevant positive improvement with parents/carers; offer fresh starts; seek support when required. |
| Pupils             | Follow Ready, Respectful and Safe; take age-appropriate responsibility; contribute positively; show kindness; engage with reflection and restorative work.                                                                                                                                                                        |
| Parents and Carers | Support school expectations; communicate respectfully; work in partnership; engage with timely behaviour communication and support plans; attend meetings where appropriate; reinforce agreed expectations at home; support attendance, punctuality and readiness to learn.                                                       |

## 6. Legal and Statutory Framework

### September 2026 compliance note

This version has been prepared for use from September 2026. Where statutory guidance is updated after approval, the school will follow the current legal requirements and review this policy at the earliest reasonable opportunity.

This policy is informed by current legislation and Department for Education guidance. The school will always apply the current version of statutory guidance where this policy and later guidance differ.

- Department for Education: Behaviour in schools - advice for headteachers and school staff (current version).

- Department for Education: Mobile phones in schools - statutory guidance (2026; schools should begin following it from 1 September 2026).
- Keeping Children Safe in Education - current statutory guidance, including KCSIE 2026 from 1 September 2026.
- Working Together to Safeguard Children 2026.
- Department for Education: Searching, screening and confiscation in schools.
- Department for Education: Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).
- Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (current version effective from 26 July 2026).
- Equality Act 2010; Children and Families Act 2014; SEND Code of Practice 0 to 25 years; Education Act 2002; Education and Inspections Act 2006; Human Rights Act 1998.

## Section Two: The Behaviour Curriculum

### 7. Behaviour is Taught

Behaviour is taught with the same care, consistency and deliberate practice as other areas of the curriculum. Children are not expected simply to know how to behave successfully in every context.

- enter a classroom calmly;
- listen attentively;
- work collaboratively;
- disagree respectfully;
- move safely around school;
- recognise and regulate emotions;
- resolve conflict;
- learn from mistakes.

These behaviours are explicitly taught, modelled, practised, positively reinforced and revisited throughout the year. Expectations are revisited particularly at the start of the year, after holidays, when routines change, when classes require additional support and when monitoring identifies a trend.

### 8. Daily Behaviour Routines

#### Morning Meet and Greet

Every adult welcomes children positively. The purpose is relational and instructional: to reinforce belonging, allow a brief wellbeing check and establish a calm transition into learning.

- use the child's name;
- offer a warm welcome;
- use eye contact where appropriate;
- notice pupils who may need additional support;
- maintain the same high expectations from the beginning of the day.

#### Entering the Classroom

- enter calmly;
- follow the agreed classroom routine;
- prepare equipment;
- begin the opening task promptly;
- listen to initial instructions.

Adults explicitly teach and model the routine. If standards slip, adults calmly stop, reteach and practise rather than relying on repeated reminders.

#### Beginning Lessons

- ensure children are ready before teaching begins;
- minimise unnecessary waiting time;
- briefly remind pupils of relevant expectations;
- positively recognise Ready, Respectful and Safe behaviours.

#### During Learning

- contribute positively;
- listen respectfully;
- work collaboratively;

- remain focused;
- ask for help appropriately.

Adults circulate actively, teach learning behaviours alongside curriculum content, recognise positive behaviour and use calm, low-key reminders where needed.

### Transitions

Transitions are explicitly taught, including lining up, moving around school, returning from break, changing activities and entering assemblies. Where a transition deteriorates, adults stop, reset, model and practise.

### End of Lessons

- reflect on learning;
- leave work areas tidy;
- prepare for the next lesson;
- move calmly into the next routine.

## 9. Explicit Teaching of Behaviour

| Area                 | Explicit teaching includes                                                                               |
|----------------------|----------------------------------------------------------------------------------------------------------|
| Listening            | What attentive listening looks like, why it matters and how it supports learning.                        |
| Speaking and Oracy   | Turn-taking, respectful discussion, active listening and appropriate disagreement.                       |
| Working Together     | Sharing resources, contributing fairly, solving disagreements and encouraging others.                    |
| Emotional Regulation | Recognising emotions, developing self-awareness, using agreed strategies and seeking help appropriately. |
| Problem Solving      | Reflecting, repairing relationships, making sincere apologies and identifying better next steps.         |

## 10. Positive Recognition and the WIN Approach

Positive recognition is central to the behaviour culture. Recognition should be genuine, specific, timely and connected to the behaviour, learning habit or character strength the school wishes to develop.

The school may use the TGMG WIN structure to deepen positive noticing:

| WIN step                                                                                                                                  | Purpose                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Witness                                                                                                                                   | Describe specifically what you noticed.                                                           |
| Invite                                                                                                                                    | Where useful, invite the pupil to reflect on what helped, how it felt or what strategy they used. |
| Name                                                                                                                                      | Name the behaviour, learning habit or character strength demonstrated.                            |
| <b>Example</b><br>"I noticed you waited until your partner had finished. What helped you remember to do that? That showed real patience." |                                                                                                   |

The invitation is optional. Positive noticing should feel natural and should not turn every success into an extended conversation.

## 11. Recognition Systems

- Recognition boards may celebrate a current class behaviour focus such as calm transitions, excellent listening or teamwork. They are not competitions between children.
- Positive communication home - including calls, notes, postcards or certificates - is encouraged so families hear about success as well as concern.
- Celebration assemblies should reinforce the values, learning habits and behaviours the school wishes to develop.
- Class behaviour targets may be used where appropriate to develop collective responsibility and are reviewed regularly.

## 12. Creating Classroom Culture

At the beginning of each academic year, teachers work with children to explore questions such as “What helps us learn?”, “What makes us feel safe?”, “What kind of classroom do we want?” and “How should we treat one another?”. This supports ownership while maintaining the whole-school expectations of Ready, Respectful and Safe.

## Section Three: Responding to Behaviour

### 13. Principles for Adult Response

Behaviour is treated as an opportunity to teach. Adults respond consistently, calmly and professionally while maintaining accountability. Where possible, behaviour is addressed privately and respectfully.

- maintain dignity;
- protect learning;
- preserve relationships;
- reinforce expectations;
- teach a better next step;
- avoid emotional escalation;
- end with restoration and a fresh start.

### 14. Adult Response Framework

| Step           | Adult thinking                                                                                           |
|----------------|----------------------------------------------------------------------------------------------------------|
| <b>PAUSE</b>   | Regulate yourself first. Avoid reacting emotionally.                                                     |
| <b>NOTICE</b>  | Identify what you are seeing. Consider pattern, context, risk and whether the behaviour is unusual.      |
| <b>DECIDE</b>  | Choose the least intrusive response likely to be effective while keeping pupils learning where possible. |
| <b>RESPOND</b> | Use calm, concise language, agreed scripts and appropriate reasonable adjustments. Protect dignity.      |
| <b>RESTORE</b> | Once calm has returned, reinforce accountability, repair relationships and reconnect.                    |

### 15. Low-Level Behaviour

Low-level disruption may include calling out, chatting, distracting others, off-task behaviour, minor refusal, not following routines promptly, unnecessary movement or inappropriate noise. Adults address these behaviours early, calmly and proportionately to prevent escalation.

### 16. Classroom Response Sequence

| Stage                          | Purpose                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>1. Positive recognition</b> | Notice pupils meeting the expectation before correcting where appropriate.                                                |
| <b>2. Gentle reminder</b>      | Quietly restate the expectation. Keep language brief.                                                                     |
| <b>3. Private reminder</b>     | Speak discreetly and specifically. Protect dignity.                                                                       |
| <b>4. Choice reminder</b>      | Restate the expected behaviour and a proportionate consequence or next step. Deliver as a calm choice, never as a threat. |
| <b>5. Reflection</b>           | Provide proportionate reflection, thinking time, repair of learning or completion of missed work as appropriate.          |
| <b>6. Restoration</b>          | Restore the relationship and communicate a genuine fresh start.                                                           |

## 17. Consequences: Proportionate, Predictable and Connected

Consequences are used to teach, protect learning and safety, support repair and reduce the likelihood of behaviour being repeated. They are not intended to shame or label a child. Where a consequence is required, adults choose a response that is reasonable, proportionate and, wherever practicable, logically connected to the behaviour that has occurred.

**Restorative practice and consequences work together: restoration does not erase a consequence, and a consequence does not replace the need to repair relationships or learning.**

When deciding on an appropriate consequence, adults consider:

- the behaviour displayed and its impact on learning, safety, property or relationships;
- whether the behaviour was deliberate, accidental, impulsive or linked to misunderstanding;
- the frequency of the behaviour and whether a pattern is developing;
- the child's age, developmental stage, individual circumstances and any relevant religious requirements;
- any SEND, disability, communication need, known trigger or reasonable adjustment that may be relevant;
- the child's response after the incident, including willingness to repair or re-engage;
- the need to protect other pupils and maintain a calm, safe environment;
- the support and interventions already in place.

### Matching the consequence to the behaviour

The examples below are indicative rather than an automatic tariff. Professional judgement remains essential, and reasonable adjustments are made where required. The aim is to make the consequence meaningful and connected to what needs to be repaired, relearned or made safe.

| Displayed behaviour                                               | Possible matched consequence or response                                                                                                                                                                      |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning has been disrupted or work has been deliberately avoided | Repair the learning: complete missed work at an appropriate supervised time; revisit the expectation; support a successful re-entry to learning.                                                              |
| A routine or transition has not been followed                     | Reset and re-practise the routine so the child can demonstrate the expected behaviour successfully.                                                                                                           |
| Property, equipment or a shared space has been misused            | Put right what can reasonably and safely be put right: tidy, restore or help repair the impact; temporarily restrict access to the relevant resource if necessary, followed by supported reintroduction.      |
| Unkind, disrespectful or harmful communication                    | Use reflection and restorative conversation; rehearse respectful language; repair the relationship where safe and appropriate. A forced apology is not required.                                              |
| Unsafe movement, play or use of equipment                         | Stop the unsafe activity; return to the agreed safe routine; re-practise expectations; use temporary structured supervision or restriction from the specific activity where needed for safety.                |
| Repeated low-level behaviour after reminders and support          | Use the agreed response sequence: private reminder, choice, reflection and repair of missed learning. Share the emerging pattern with parents/carers and consider additional support if repetition continues. |

|                                             |                                                                                                                                                                                                                                              |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviour has caused harm to another person | Prioritise safety and leadership support; apply a proportionate consequence; complete restorative work only when those involved are calm and it is safe and appropriate to do so.                                                            |
| Serious or persistent behaviour             | Follow the Serious Behaviour procedures, including leadership involvement, removal from the immediate situation where necessary, targeted support and, where appropriate, suspension or permanent exclusion in line with statutory guidance. |

Consequences should never be arbitrary, humiliating or used to settle adult frustration. They must not compromise safeguarding, basic welfare, medical provision or required SEND support and reasonable adjustments.

Where the same behaviour repeatedly leads to consequences without improvement, staff should move beyond repetition of the consequence and review the underlying need, teaching, routine, reasonable adjustments and additional support required.

## 18. Agreed Behaviour Scripts

Consistent language supports consistent behaviour. Scripts are prompts, not performances: adults may adapt wording naturally while preserving the shared structure, calm tone and clear boundary.

| Purpose         | Agreed language                                                                               |
|-----------------|-----------------------------------------------------------------------------------------------|
| Gentle reminder | "Remember our Ready, Respectful and Safe expectation."                                        |
| Clear direction | "I need you to..." followed by a specific, achievable instruction.                            |
| Can't / Can     | State the boundary, then the available successful behaviour: "We can't ..., but you can ...". |
| Don't / Do      | Contrast the unsuitable behaviour with the expected behaviour: "We don't ...; we do ...".     |
| Firm boundary   | Use "I won't allow ..." for a clear safety, dignity or learning boundary.                     |
| Choice          | "You have a choice: you can ... or ... . You decide."                                         |
| Reset           | "Let's stop and try that again."                                                              |
| Fresh start     | "We've sorted it. This is a fresh start."                                                     |

### Important

TGMC script structures sit within the school response sequence. They do not replace professional judgement, reasonable adjustments, safeguarding procedures or leadership support.

## 19. Resetting Expectations

Where a routine, activity or transition begins to deteriorate, adults should avoid repeated, increasingly frustrated reminders. The activity may be paused and the expectation retaught.

| Reset step  | What adults do                                   |
|-------------|--------------------------------------------------|
| Action      | Pause or stop the activity.                      |
| Observation | Describe neutrally what has been observed.       |
| Reflection  | Briefly remind pupils of the expected behaviour. |
| Limit       | Restate the boundary calmly.                     |
| Reset       | Practise the routine again.                      |

**Modelled reset**

"I'm going to stop us for a moment. I can see voices have become louder and several people are moving around. Our expectation is calm, respectful participation. I won't allow unsafe behaviour. Let's reset and try again."

## 20. Regulation and Co-Regulation

Some pupils require adult support to regain regulation before they can reflect effectively. Adults remain calm, reduce unnecessary language, provide processing time and use agreed individual strategies where appropriate.

- reduce verbal demands;
- offer reassurance without removing the boundary;
- allow appropriate time and space;
- use visual supports or agreed regulation tools;
- resume learning when the pupil is ready and safe;
- hold restorative conversation later, once meaningful reflection is possible.

**Regulation before reflection. Connection alongside correction.**

## 21. Restorative Conversations

Restorative conversations take place once those involved are sufficiently calm. Their purpose is understanding, accountability, empathy, repair, learning and reconnection. They do not replace appropriate consequences.

1. What happened?
2. What were you thinking or feeling at the time?
3. Who has been affected?
4. What could you do differently next time?
5. What needs to happen now?
6. How can we repair this?

Not every question needs to be used. Adults listen more than they speak and avoid interrogation. Questions such as "Why did you do that?" are avoided where they are likely to create defensiveness rather than reflection.

## 22. Reflection Time

Reflection gives children an opportunity to calm, think, prepare for restoration and complete missed learning where appropriate. Reflection should be proportionate, supervised, dignified and always lead back to successful participation.

## 23. Fresh Starts

Every behaviour incident concludes with deliberate reconnection. Adults avoid unnecessary references to previous incidents, notice improvements quickly and communicate hope.

**Fresh-start message**

The child should leave thinking: "I made a poor choice and I can put it right," not "I am a bad child."

## 24. Professional Conduct

Children learn how to behave by watching adults. Adults therefore model the behaviour they expect.

- Adults never humiliate, belittle, label, threaten or argue publicly with children.

- Adults avoid aggressive shouting, sarcasm intended to shame and unnecessary discussion of a child's behaviour in front of peers.
- Adults remain calm, protect dignity, follow agreed procedures and seek support when required.

## Section Four: Serious Behaviour, Inclusion and Safeguarding

### 25. Serious Behaviour

Most incidents are managed through positive relationships, explicit teaching, consistent routines and restorative practice. Where behaviour places a person, learning or the wider community at significant risk, adults act immediately to protect safety, prevent escalation and maintain dignity.

- physical assault, fighting or deliberate injury;
- threatening or intimidating behaviour;
- bullying;
- racist or other discriminatory incidents;
- sexual harassment, sexual violence or child-on-child abuse;
- possession of prohibited items;
- deliberate serious damage to property;
- persistent serious refusal or defiance following repeated support;
- behaviour creating significant risk;
- serious online behaviour affecting school life;
- behaviour linked to safeguarding concerns.

#### Immediate Adult Response

- remain calm;
- prioritise safety;
- seek assistance where required;
- use agreed de-escalation strategies;
- move other children where appropriate;
- avoid prolonged discussion during heightened emotion;
- inform senior leaders promptly;
- record the incident accurately;
- communicate with parents/carers as appropriate.

### 26. Restrictive Intervention and Reasonable Force

The school seeks to minimise the need for restrictive intervention through strong relationships, predictable routines, early support, de-escalation, reasonable adjustments and individual planning where appropriate. Restrictive intervention must never be used as punishment.

Where a restrictive intervention or reasonable force is used, it must be in circumstances permitted by law, be necessary and proportionate to the situation, and use no more force or restriction than is required for the shortest practicable time. Staff should use the least restrictive effective response and continue to protect the pupil's dignity and welfare.

The school follows the recording and reporting duties in current Department for Education guidance. Each significant incident involving the use of force, and each incident of seclusion or restraint that falls within the statutory recording requirements, will be recorded in writing as soon as practicable after the event; staff should endeavour to complete the record on the same day. Parents/carers will be informed as soon as practicable, and staff should endeavour to do so on the same day, unless a statutory exception applies. Incidents are reviewed afterwards to identify learning, support needs, reasonable adjustments and ways to reduce the likelihood of recurrence.

## 27. Bullying, Discrimination and Child-on-Child Abuse

The school does not tolerate bullying or discriminatory behaviour. Every report is taken seriously, investigated and responded to promptly. The focus is on stopping harm, protecting those affected, educating those responsible and restoring relationships only where safe and appropriate.

Concerns relating to child-on-child abuse, sexual harassment, sexual violence or harmful sexual behaviour are safeguarding matters and are referred to the Designated Safeguarding Lead in line with the school safeguarding policy and current statutory guidance.

## 28. Searching, Screening and Confiscation

Searching, screening and confiscation are carried out only where lawful and in accordance with current Department for Education guidance and the school's safeguarding procedures. Children's dignity, individual needs and safeguarding circumstances are considered throughout. Records and parental communication are completed where required.

### School-banned items

The behaviour policy must make clear which items are banned by the school and may be searched for where the law permits. For this school, this includes:

- items prohibited by legislation or current statutory guidance;
- items which the school has reasonable grounds to believe may present a significant safety risk, be used to cause harm or seriously disrupt the orderly running of the school;
- mobile phones and comparable smart technology where these are identified in school rules as searchable items and are being used or retained contrary to the mobile-phone section of this policy;

Any search is undertaken only by authorised staff and in accordance with the current Department for Education guidance on searching, screening and confiscation.

## 29. Mobile Phones and Smart Technology

From 1 September 2026, the school operates as a mobile-phone-free environment throughout the school day. Pupils must not use or have access to mobile phones, or other smart technology with similar communication or recording functionality that the school has chosen to include, during lessons, transitions, breaktimes or lunchtimes.

Where pupils are permitted to bring a device to school for travel or other agreed reasons, it must be switched off and stored in accordance with the school's agreed procedure. Parents/carers who need to contact a child during the school day should do so through the school office.

Staff will enforce the rule consistently. A breach may lead to a proportionate sanction, including lawful confiscation where appropriate. Repeated or significant breaches will normally be shared with parents/carers and may lead to an agreed additional plan or restriction.

The school will make reasonable adjustments and other necessary adaptations for individual pupils where required by disability, medical need, safeguarding or other exceptional circumstances. Any adaptation will normally be specific about the purpose, time and location of permitted access.

Staff should not use personal mobile phones for personal reasons in front of pupils during the school day, except where an authorised school purpose or emergency requires it and this is consistent with the staff code of conduct.

## 30. Suspension and Permanent Exclusion

Suspension may be used where necessary and in accordance with current statutory guidance, including where other approaches have been exhausted or where the seriousness of an incident makes suspension appropriate. Permanent exclusion will only be used where necessary and as a last resort. The Headteacher makes suspension and permanent-

exclusion decisions in line with the law and statutory guidance, taking account of relevant individual circumstances, reasonable adjustments, safeguarding, pastoral support and other interventions where appropriate.

### 31. Inclusion, SEND and Reasonable Adjustments

The school maintains high expectations for every pupil while recognising that some children require different routes or additional support to achieve them. Reasonable adjustments support access to the expectation; they do not remove the school's commitment to safety, dignity and successful participation.

- visual timetables and now-and-next supports;
- planned movement or sensory breaks;
- individual regulation plans;
- additional processing time;
- alternative workspaces where appropriate;
- planned transitions;
- emotion coaching or structured check-ins;
- communication supports;
- individual scripts or prompts agreed with the SENDCo.

#### Principle

A reasonable adjustment changes the route to success, not the expectation that everyone has the right to be safe and respected.

### 32. Trauma-Informed and Relational Practice

Adults respond with curiosity, consistency, predictability, calmness, high expectations and supportive relationships. Understanding adversity or emotional need does not remove accountability. Staff avoid defining children by their experiences or diagnoses and focus on what helps the child participate successfully.

### 33. Recording Behaviour

Significant incidents are recorded using the school's agreed recording system [e.g. Behaviour Smart]. Records are factual, objective, professional and timely. They should include what happened, who was involved, actions taken, outcome and next steps where appropriate.

- significant behaviour incidents;
- bullying;
- racist or discriminatory incidents;
- child-on-child abuse concerns and safeguarding referrals in accordance with safeguarding procedures;
- restrictive intervention;
- relevant parent meetings;
- suspensions and permanent exclusions;
- restorative or follow-up actions where appropriate.
- significant or repeated parent/carer communication where recording is needed to maintain a coherent picture over time.

### 34. Behaviour Monitoring

Senior leaders analyse behaviour information to identify patterns, locations, times, repeat incidents, groups requiring additional support and whole-school training needs. Monitoring is used for improvement, safeguarding and support - not blame.

## 35. Working with Parents and Carers: Communication and the Full Picture

Parents and carers are valued partners in the school's behaviour culture. The school aims to ensure that families have an accurate and balanced picture of their child's behaviour over time, including strengths, improvements, emerging patterns and significant concerns. Communication should be early, factual, respectful and solution-focused.

Parents should not first become aware of a long-running pattern only when behaviour has escalated or at a formal review meeting. Equally, a single minor reminder that is successfully resolved in class will not normally require individual contact home. The key principle is that repeated low-level behaviour must not become invisible simply because each incident is small when viewed in isolation.

### When parents/carers should normally be informed

- a serious incident has occurred, including physical aggression, bullying, discriminatory behaviour, serious damage, significant risk or a safeguarding-related concern;
- behaviour has required significant leadership involvement, removal from learning or a substantial reflection/consequence;
- a pattern of repeated low-level behaviour is beginning to affect learning, relationships, safety or the child's successful participation in school;
- a targeted behaviour, pastoral or regulation intervention is being introduced, reviewed or changed;
- reasonable adjustments or additional support need to be discussed or reviewed with the family;
- the school is concerned that incidents across different lessons, staff or parts of the day are combining to form a wider pattern;
- a consequence or arrangement has a practical impact on the child or family that parents need to know about;
- there has been a significant improvement or success that should be recognised and reinforced at home.

### What effective communication should include

Where appropriate, communication with parents/carers should give enough information for them to understand the full context rather than receiving only a label such as "poor behaviour". Staff should communicate:

- what was observed, using factual and professional language;
- the relevant context and expectation;
- the impact on learning, safety, relationships or the wider school community;
- the adult response and any consequence applied;
- the support, reasonable adjustment or regulation strategy used where relevant;
- the child's perspective where this is known and appropriate to share;
- any restorative action, repair or successful re-engagement;
- the next step and what school will do if the behaviour is repeated;
- where helpful, how parents/carers can reinforce the same expectation or support plan at home.

### Coordinating the full picture

Where several adults are involved, staff should use the school's agreed recording and communication systems so that information is not fragmented. The class teacher, phase leader, pastoral lead or senior leader should coordinate communication where appropriate so that parents receive a coherent picture rather than separate or contradictory messages.

Significant or serious incidents should be communicated promptly and, where practicable, on the same school day. Safeguarding information is shared in accordance with the school's safeguarding and child protection procedures.

Giving parents/carers the "full picture" means giving them a clear and accurate picture of their own child's behaviour, support, response and progress. The school will not normally disclose confidential or identifying information about other pupils or families. Information is shared in line with safeguarding, confidentiality and data-protection requirements.

Communication should not be solely negative. Staff deliberately share positive behaviour, improvement and successful repair so that families can celebrate progress and the child experiences a genuine fresh start.

The school remains responsible for managing behaviour that occurs in school. Parents are asked to work in partnership with the school rather than to duplicate or add an unrelated punishment at home.

### 36. Staff Training, Implementation and Review

Consistency depends on adults understanding, rehearsing and using the agreed approach. Behaviour practice is therefore supported through induction, coaching, staff meetings, modelling and regular review.

- new staff receive induction into Ready, Respectful and Safe, the Behaviour Curriculum, the response sequence and agreed scripts;
- staff periodically rehearse positive noticing, boundary scripts, resets and restorative conversations using modelled scenarios;
- leaders use supportive walkthroughs and behaviour information to identify strengths, inconsistency and training needs;
- whole-school routines and expectations are revisited after holidays and whenever monitoring indicates that reteaching is needed;
- selected TGMC resources may be used as implementation tools where they support this policy and are appropriate for the school context.

## Appendix A: Whole-School Language at a Glance

The aim is not for adults to sound identical. The aim is for children to experience adults as calm, predictable, respectful, boundaried and relational.

| Purpose           | Agreed language                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|
| Recognise         | "I noticed..." + describe the behaviour.                                                                                 |
| Invite reflection | "What helped you do that?" / "How did that feel?"                                                                        |
| Name the strength | "That showed real..."                                                                                                    |
| Redirect          | "Remember our Ready, Respectful and Safe expectation."                                                                   |
| Boundary          | "We can't ..., but you can ..." / "We don't ...; we do ..."                                                              |
| Firm boundary     | "I won't allow ..."                                                                                                      |
| Choice            | "You can ... or ... . You decide."                                                                                       |
| Reset             | "Let's stop and try that again."                                                                                         |
| Regulate          | "I can see this is difficult. I'm here to help."                                                                         |
| Restore           | "What happened?" / "Who has been affected?" / "How can we repair this?"                                                  |
| Reconnect         | "We've sorted it. This is a fresh start."                                                                                |
| Consequence       | Match the response to the behaviour: repair, restore, re-practise, make safe or complete missed learning as appropriate. |

## Appendix B: Response Flow

|       |        |        |         |         |
|-------|--------|--------|---------|---------|
| PAUSE | NOTICE | DECIDE | RESPOND | RESTORE |
|-------|--------|--------|---------|---------|

Self-regulate → understand context → choose least intrusive response → use agreed language → apply a proportionate matched consequence where required → repair and reconnect

## Appendix C: Restorative Conversation

### Before the conversation

Wait until those involved are sufficiently calm. A restorative conversation during high emotional arousal is unlikely to produce meaningful reflection.

1. What happened?
  2. What were you thinking or feeling at the time?
  3. Who has been affected?
  4. What could you do differently next time?
  5. What needs to happen now?
  6. How can we repair this?
- Close by reconnecting and making the fresh start explicit.

## Appendix D: Alignment and Source Note

This policy brings together the school's Behaviour Culture Framework, Behaviour Curriculum, Responding to Behaviour procedures and Serious Behaviour, Inclusion and Safeguarding procedures. It also incorporates selected The Good Morning Club language structures as implementation tools. The legal and statutory sections were reviewed against current GOV.UK / Department for Education guidance in August 2026, including mobile phones in schools, restrictive interventions, searching and confiscation, and suspension/permanent exclusion guidance.

External guidance should be checked at each annual review to ensure the policy remains current.

## Policy Approval

|                              |                           |
|------------------------------|---------------------------|
| Approved by                  | [Governing Board / Trust] |
| Chair / authorised signatory | [Name]                    |
| Date                         | [Insert date]             |
| Next review                  | [Insert date]             |