Behaviour and Belonging Policy

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SIGNED:	
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St. Andrew's Church of England Primary School is committed to providing a thriving Christian environment through the *I ASPIRE* values. These reflect the Christian ethos of our school and ensure that everyone feels safe, valued and supported so that all individuals can reach their highest goals and are encouraged to engage in lifelong learning. Our vision statement *"With God all things are possible"* (Matthew 19:26) is at the core of our values and is used to inspire everyone to be open to all possibilities and have a positive attitude and outlook to life. Spiritual, moral and emotional development are central to the life of our school and this will be reinforced in the School's Behaviour and Belonging policy where appropriate.

Amendments

Date	Change	Actioned By
October 2026	Appendix 2 added- KS1 SEND ECHO Unit- adaptation to policy.	MD
July 2026	New policy to incorporate Therapeutic Thinking approaches. Change of policy name from 'Relationships and Behaviour Policy' to 'Behaviour and Belonging Policy'.	MD
June 2025	No changes. Policy to be updated during 2025/26 academic year to incorporate Therapeutic Thinking approaches.	MD
June 2024	Jade Matthes replaced Sue Gentry- persons responsible for the policy.	MD
June 2023	Policy name change from 'Behaviour Policy' to 'Relationships and	MD

	Behaviour Policy'. Whole policy reviewed and changed to include the restorative approach and to be attachment/trauma aware.	
May 2022	Change of HT from HT's and name change	VG
23/05/22	Removal of Covid-19 Behaviour amendment Removal of Covid-19 behaviour letters	SG
24/05/22	• Areas amended to more strongly reference our Christian values in the managing of Behaviour • Letters to parents reviewed	VG
08/06/22	Covid-19 pandemic reference changed for a generic reference a pandemic.	SG

St. Andrew's CEVA Values: *I ASPIRE*

At St. Andrew's we have seven values we expect all children and staff to display through their daily conduct. These are as follows:

I – Independence

A - Ambition
S –Self-control
P –Perseverance
I – Integrity
R –Responsibility
E - Empathy

We use our *I ASPIRE* values to promote healthy relationships and appropriate behaviour.

1. Relevant legislation, statutory requirements, and guidance.

The following documents are all relevant to this policy and have been taken into account when devising our policy:

• Behaviour in Schools: Advice for headteacher and school staff (DfE, February 2024)
• Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024)
• Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
• Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024)
• Keeping children safe in education 2024 (DfE, September 2024)
• Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
• Equality Act 2010, Part 6: Education (April 2010)
• Education and Inspections Act 2006, Section 89 (November 2006)

2. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at St. Andrew's CEVA Primary School can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Dynamic: a group brought together by choice or circumstance.

Being Therapeutic: an approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and St. Andrew's CEVA Primary School's responses can be found in Section 7d.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others. Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at St. Andrew's CEVA Primary School can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

At St. Andrew's CEVA Primary School we recognise the links between behaviour, feelings, and experiences. Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils.
- Protect the physical and emotional wellbeing of all members of the school community.
- Maintain a safe, calm environment that enables all pupils to learn.
- Analyse and interpret all behaviour as a form of communication.
- Ensure all pupils are provided with what they need to develop valued behaviour.
- Explicitly teach valued behaviours, so that pupils make progress.
- Analyse and reduce suspensions and exclusions.
- Eliminate prejudice, discrimination, bullying, and all forms of abuse.

4. Staff training and development

At St. Andrew's CEVA Primary School we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

Induction

i. Permanent staff will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
ii. Peripatetic staff and external providers routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.
iii. Agency / supply / ad hoc staff will be asked to read and accept a summary document (see Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the behaviour and belonging policy and its application for all staff. This will be led by a senior leader at least once annually.

A culture of learning and support

At St. Andrew's CEVA Primary School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

5. Roles and responsibilities

a. Governors

The governing body is responsible for:

• Reviewing and approving the written statement of behaviour principles (Appendix 1).
• Reviewing this behaviour and belonging policy in conjunction with the headteacher.
• Monitoring the policy's effectiveness through conversations, feedback and data.
• Holding the headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

• Reviewing and approving (with governors) this policy.
• Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy.

• Ensuring that all stakeholders (staff, pupils, parents/carers, governors, wider community) are involved in reviewing and updating this policy.
• Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour.
• Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 5d (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

• Supporting colleagues with children who show difficult and dangerous behaviour.
• Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review.
• Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent.
• Analysing patterns of pupils' behaviour, using this information to support St. Andrew's CEVA Primary School's stated aims and the principles of this policy.
• Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher.
• Contributing to the induction of new staff (see Section 4).
• Creation and review of a behaviour and belonging curriculum.
• Ensuring staff have access to training or support to develop skills and understanding.

d. All members of staff

All members of staff are responsible for:

• Teaching valued behaviour.
• Modelling valued behaviour.
• Analysing and interpreting pupils' behaviour as a form of communication.
• Applying the principle that all behaviour is linked to feelings, which result from experiences
• Creating positive experiences for pupils.
• Supporting pupils to reduce detrimental behaviour.
• Maintaining their own physical and emotional welfare.
• Supporting colleagues to maintain physical and emotional welfare.
• Working in partnership with pupils' parents / carers.
• Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

• Collaborate with the school around the support provided for their child.
• Get to know the school's behaviour and belonging policy and reinforce it at home where appropriate.
• Support their child in understanding and following the school's behaviour and belonging policy.

• Inform the school of any changes in circumstances that may affect their child's behaviour.
• Discuss any behavioural concerns promptly with the relevant member of staff.
• Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly.
• Engage in the life of the school and its culture.
• Commit to working in partnership with the school to secure the best possible outcomes for their child. The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school:

• They will be taught about valued behaviour at St. Andrew's CEVA Primary School, and that by attending the school they understand these ambitions.
• They will be recognised and celebrated for valued behaviour.
• This policy remains relevant beyond school, for example on the way to and from school, on trips and visits, as well as in the community when they can be identified as a member of the school.
•They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy.
• Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour.
• How to raise concerns or ask for support.

6. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others. Each value is linked to feelings the school aims to create for pupils, and includes brief descriptions of what this looks and sounds like.

a. Behaviour and Belonging Curriculum – Intent

At St. Andrew's CEVA Primary School, our seven key *I ASPIRE* values are:

INDEPENDENCE

We want children to become confident, independent learners who take ownership of their learning and make thoughtful choices. We support and encourage pupils to be independent by helping them to:

- Organise themselves and be ready to learn.
- Make decisions and take responsibility for their own learning.
- Work independently and remain focused on the task.
- Use available resources and strategies before asking for help.
- Show initiative by beginning tasks promptly and completing them to the best of their ability.

- Reflect on their learning and identify ways to improve.

AMBITION

We want children to develop a love of learning, optimism and confidence. We support and encourage pupils to be ambitious by helping them to:

- Attempt learning tasks with determination and maintain their concentration.
- Strive to achieve their personal targets and goals.
- Use topic-specific vocabulary to explain and discuss their learning.
- Recognise and celebrate their own strengths and achievements.
- Show resilience by trying different strategies when they are stuck or face a challenge.
- Understand that making mistakes is an important part of learning, helping them to improve and succeed.

SELF-CONTROL

We want children to develop the self-control needed to make positive choices, manage their emotions and contribute to a calm, respectful learning environment. We support and encourage pupils to develop self-control by helping them to:

- Manage their emotions appropriately in different situations.
- Think before they speak or act.
- Follow classroom routines and school expectations consistently.
- Stay focused and avoid distractions during learning.
- Resolve disagreements calmly and respectfully.
- Recognise when they need support and use appropriate strategies to regulate themselves.

PERSEVERANCE

We want children to develop resilience and determination so they continue to learn, even when they find something difficult. We support and encourage pupils to persevere by helping them to:

- Keep trying when learning is challenging.
- Break difficult tasks into manageable steps.
- Learn from feedback and use it to improve.
- Remain positive when faced with setbacks.
- Take pride in completing tasks to a high standard.
- Recognise that effort and determination help them to achieve success.

INTEGRITY

We want children to act with honesty, fairness and strong moral character, making the right choices even when no one is watching. We support and encourage pupils to demonstrate integrity by helping them to:

- Be honest in their words and actions.
- Take responsibility for their choices and learn from their mistakes.

- Treat others fairly and with respect.
- Stand up for what is right, even when it is difficult.
- Keep promises and be trustworthy.
- Show respect for school rules, property and the wider community.

RESPONSIBILITY

We want children to become responsible individuals who understand the importance of their actions and their contribution to the school community. We support and encourage pupils to be responsible by helping them to:

- Take ownership of their learning and behaviour.
- Be prepared for lessons and complete tasks to the best of their ability.
- Care for their belongings, school resources and the environment.
- Contribute positively to their classroom and the wider school community.
- Make safe and sensible choices.
- Understand that their actions have consequences for themselves and others.

EMPATHY

We want children to develop empathy by understanding and valuing the thoughts, feelings and experiences of others. We support and encourage pupils to be empathetic by helping them to:

- Listen carefully and respectfully to others.
- Consider how their words and actions affect other people.
- Show kindness, compassion and encouragement.
- Appreciate and celebrate differences between people.
- Offer support to others when they need it.
- Resolve conflicts by seeking to understand different perspectives and finding fair solutions.

By children and staff displaying our *I ASPIRE* valued behaviours, we will create a safe and positive learning environment which leads to a culture of excellence and success.

More detail can be found in the school's *Behaviour and Belonging Curriculum* document.

b. Behaviour Curriculum – Implementation

i. Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At St. Andrew's CEVA Primary School we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at St. Andrew's CEVA Primary School include the following:

• Non-verbal recognition / affirmation such as smiling, nodding, thumbs up.
• Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel).
• House points/ Dojo points
• *I ASPIRE* values stickers
• Contact with home: praise upon collection, phone calls, invitation to *I ASPIRE* award assembly
• Celebration awards: *I ASPIRE* values certificate, House Points/ Dojo Awards (see table below), Headteacher's Golden Token Award and Gentry Cup.

Name	Award	Number of Points
Bronze	Bronze Badge	150
Silver	Silver Badge	250
Gold	Gold Badge	350
Platinum	Postcard home + Platinum Badge	450
Diamond	Book Prize	550
Sapphire	Mufti Ticket	650
Ruby	Chair for Worship (1 week) + Gold Star Badge	750
Emerald	Headteacher for the morning (including choosing Worship music)	900

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others. Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

ii. School routines

All staff every day will:

• Meet and greet pupils.
• Build positive relationships.
• Model the *I ASPIRE* valued behaviours for the pupils at all time.
• Constantly refer to the *I ASPIRE* valued behaviours when engaging with pupils, especially in restorative conversations, during lessons, play and reflection times.
• Plan and support lessons that engage, challenge and meet the needs of all pupils.
• Be calm (no shouting) and give "take up time" when going through the steps, prevent before consequence.
• Follow up every time, retain ownership and engage in reflective dialogue with pupils using the restorative approach. Staff will have a script for the restorative conversation that they feel comfortable with. Staff will choose the appropriate questions from below and address each together, recording responses onto CPOMS.

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?

• Record all dangerous behaviour incidents on CPOMS and any **relevant** detrimental behaviours.
• Never ignore or walk past pupils who are displaying detrimental or dangerous behaviour.
• Recognise and praise valued behaviour (see section 5bi), recording house points onto *Class Dojo* and School Awards achieved onto CPOMS.

These simple consistencies are key to the success of the policy and need to be adhered to by all staff:

At the start of the day	Meet and Greet- children should be welcomed into school and into the classroom. This includes SLT/ DSLs being visible in the playground and staff standing at their classroom door.
On arrival	Children walk calmly straight to their classroom, put their belongings away and start the early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class. Children are expected to line up and wait in silence.
Transition	Children are expected to walk calmly and silently in the corridors and around the school.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / school. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Once the children have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to children who leave positively through 'End and Send'- similar to 'Meet and Greet', but sometimes with a question from the adult, for example – *something you are grateful for today? Someone who has helped you today? Which of our I ASPIRE valued behaviours have you shown today?* Visible presence by SLT/ DSLs in the playground.

c.Behaviour Curriculum - Impacts

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

• reduced frequency and/or severity of detrimental behaviours.
• increase in attendance.
• greater engagement in learning activities.
• deeper understanding of emotions and feelings.
• increased co-regulation and self-regulation.

• setting themselves goals.
• having more confidence in their own abilities.
• greater perseverance and more able to wait for what they want.
• looking after their bodies, including healthy eating, and managing personal needs independently.
• developing friendships.
• co-operating.
• resolving conflicts.

The way we will analyse these measures are:

• Data recorded regarding severity and frequency of detrimental behaviours using the school system, CPOMS.
• Termly reviews of celebrations and recognitions. Administration staff should record School Awards (*I ASPIRE* certificates, Headteacher's Golden Token Award, Milestone House Points/ Dojo Awards and Gentry Cup) achieved onto the school's CPOMS system under the category, *Positive Behaviour*. Teachers should record house points onto *Class Dojo* and put onto CPOMS individual pupil totals at the end of each academic year.
• Each term, teachers assess against age-related expectations each pupil's behaviour attainment on the school's assessment system, *Insight (*more details can be found in the school's behaviour and belong curriculum document).
• Regular discussion in pupil progress meetings about the progress of groups and individuals seen in observation and using professional judgement.
• Collection of pupil voice through debrief, school council (Ambassadors) meetings, PSHE lessons, circle times, etc.

7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At St. Andrew's CEVA Primary School we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy. Adaption to this policy for our KS1 SEND unit (ECHO unit) is detailed in Appendix 2.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

i. Some detrimental behaviours may not be unusual at St. Andrew's CEVA Primary School and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

• **Restating the expected valued behaviour** – calmly making clear what the pupil should be doing.

• **Non-verbal intervention** – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.

• **Proximal praise –** recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.

• **Check-in –** asking '*Are you ok?*', '*What do you need?*' or '*How can I help?*' during or immediately after a detrimental behaviour.

• **Refocus –** gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.

• **Describe the behaviour –** use the pupil's name then tell them simply and calmly what they are doing that is detrimental.

• **Positive phrasing –** gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with '*Thank you*'. For example, '*Adam, put the pen down on the table. Thank you.'*

• **Limited choice –** provides two options of equal value to give the pupil an element of control over what happens next, withing the boundaries set by the adult. For example, '*Adam, shall we talk here or in the corridor?'*

• **Disempower the behaviour –** a planned response to detrimental behaviour to make the detrimental behaviour less successful and effective in the moment for the pupil. For example, '*Adam, you can listen from there.'* The adult should then focus on catching the pupil getting it right.

• **Intervene –** gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

iii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include those outlined in 7ai. In addition, adults may need to:

• **Intervene –** gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

• **Apply consequences -** any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:

- reteaching valued behaviour during the lesson, undertaken where possible away from other pupils.
- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling.
- increasing adult input / supervision for a defined period of time - use of limited choice; (e.g. '*We are all sitting quietly now; will you sit quietly on your chair or on the carpet?*').
- increasing / adapting praise and celebration of valued behaviour when it is displayed.

Senior Leaders will support staff to respond appropriately to children's detrimental behaviours.

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents on CPOMS and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Therapeutic Thinking Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child

(risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour and belonging policy and its implementation senior leaders will need to take action to remedy this, supporting all staff to secure more equitable outcomes in line with the school's aims and values

c. Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers
- limiting access to named areas of the school
- accessing different activities / equipment to peers
- increased levels of adult support and supervision
- temporarily reduced timetables
- suspension, or exclusion.

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

For very serious offences, the Headteacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion. Before the child returns to school, a reintegration meeting will be held to reinforce this. **Exclusion is always a very last resort.** More detail about exclusions can be found in the school's *Exclusions Policy*.

St. Andrew's CEVA Primary School makes use of the DfE guidance: *Restrictive interventions, including use of reasonable force, in schools* (2026). Any force used should always be the minimum needed to achieve the desired result. Key staff at St. Andrew's CEVA Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child

or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log entered into the 'Bound and Numbered Book' and on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed above.

i. Bullying

Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at St. Andrew's CEVA Primary School and the school will always take action to address it. A full description of the school's response can be found in the school's *Anti Bullying Policy*.

ii. **Prohibited items**

These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about searching and confiscation can be found in the school's *Searching, Screening and Confiscation Policy*.

iii. Prejudice and discrimination

All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at St. Andrew's CEVA Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using CPOMS, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team.

At St. Andrew's CEVA Primary School we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour and belonging curriculum including assembly provision, modelling anti-discriminatory behaviour. More detail can be found in the school's *Equity Duty Information.*

iv. **Child-on-child sexual violence and sexual harassment.**

This can be defined as behaviour that is most likely to include (but may not be limited to):

• non-consensual sexual activity

• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment

• sexting

• upskirting

These behaviours are never acceptable at St. Andrew's CEVA Primary School and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child abuse, in addition to those outlined in 7ci, 7cii, and 7ciii can be found in the Safeguarding policy.

8. Links to other policies and documents

• Anti Bullying Policy
• Behaviour Curriculum
• Curriculum, Teaching and Learning policies
• Equality Duty Information
• Exclusions Policy
• Safeguarding Policy
• SEND and Inclusion Policy
• Searching, Screening and Confiscation Policy
• Suspensions and Exclusions

Appendix 1: Behaviour principles summary

All members of staff and visitors are responsible for:

• Creating positive experiences for pupils.

• Teaching and modelling valued behaviour.

• Supporting pupils to reduce detrimental behaviour.

• Working in partnership with pupils' parents / carers.

• Applying the principle that all behaviour is linked to feelings, which result from experiences.

• Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.

• Analysing and interpreting pupils' behaviour as a form of communication.

• Implementing the behaviour and belonging policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At St. Andrew's CEVA Primary School we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to more effective when they are:

• Genuine and meaningful.

• Considerate of pupils' feelings.

• Predictable and certain.

• Logical or natural.

• Timely and considered.

• Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour).

• Building independence.

The following should be recorded on CPOMS and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

• All dangerous behaviours/actions which will imminently result in serious harm to self or others- physical, emotional, mental or reputational.

• Dangerous behaviour/actions that could lead to significant damage to property requiring external support.

• Behaviour that could be considered criminal.

• Suspected dangerous behaviour.

Adults who do not have access to CPOMS (i.e. visitors) should report the above to Mrs Griffiths, Miss Davidson or Mrs Matthes (Senior leaders/ DSLs).

Appendix 2: Adaptation for the KS1 SEND Echo Unit

The Echo Unit follows the school's whole-school therapeutic and relational approach to behaviour. The principles of the school's Behaviour and Relationships Policy apply equally within the unit, with appropriate flexibility and personalisation to reflect the individual needs, developmental stage and communication profiles of children with SEND.

We recognise that all behaviour is a form of communication and that children may communicate their needs, emotions, sensory experiences or difficulties through their behaviour. Staff seek to understand the underlying need or message behind behaviour and respond in a therapeutic, relational and supportive way.

Behaviour is explicitly taught through the school's Behaviour Curriculum and this is implemented within the Echo Unit alongside children's individual EHCP outcomes. Within the unit, particular emphasis is placed on developing communication, emotional and sensory regulation, and independence, as these skills underpin children's ability to engage successfully with learning and relationships.

Where a child requires an increased level of behavioural support, an Individual Therapeutic Plan will be developed. This is particularly relevant where a child's needs mean that a more personalised approach, additional strategies or greater consistency of support are required. Individual plans will be informed by the child's needs and EHCP outcomes and will identify appropriate preventative strategies, support and responses to behaviour. Plans will be reviewed regularly and adapted as the child's needs and progress develop.

The school recognises that children with SEND may require reasonable flexibility in the application of expectations, routines and consequences, while maintaining the overall principles and values of the school's Behaviour and Belonging Policy. Staff will consider the child's individual communication, sensory, developmental and emotional needs when responding to behaviour and will aim to provide reasonable adjustments that enable the child to participate, regulate and develop independence.

Any new or ongoing behaviour concerns will be shared with parents/carers. Significant behaviour concerns, or behaviour that is notably different from a child's usual presentation, will be recorded on CPOMS in accordance with the school's safeguarding and recording procedures. Communication with families will be used to support a shared understanding of the child's needs and to promote consistency between home and school.

The aim of the approach within the Echo Unit is not simply to manage behaviour, but to teach and develop the skills children need to communicate, regulate themselves, build relationships and become increasingly independent.