



Earl Sterndale CofE Primary School

Behaviour Policy

September 2026

Policy created/reviewed on	By	Changes made
September 2026	S. Humpleby	Alignment with vision and values

Our vision, **Making Good Decisions Together**, sits at the heart of everything we do. We recognise that children learn best when they feel safe, valued, respected and understood. We therefore place relationships, restorative practice and emotional wellbeing at the centre of our approach to behaviour.

We understand that behaviour is a form of communication and that children sometimes need support to regulate their emotions, overcome challenges and make positive choices.

Rather than relying on rewards and sanctions, we aim to teach children how to:

- make responsible decisions
- take ownership of their behaviour
- repair relationships when things go wrong
- develop independence and self-regulation
- contribute positively to their community

Through strong partnerships between pupils, staff, families, governors and the wider community, we create an environment where everyone can flourish.

Our Vision

Making Good Decisions Together

Our vision encourages children to become thoughtful, respectful and responsible members of society.

Every member of our school community is encouraged to make good decisions:

- in their learning
- in their friendships
- in their behaviour
- in their contribution to the wider world

Children are supported to understand that good decisions strengthen relationships, promote learning and help everyone thrive.

Our Values

Our behaviour expectations are rooted in our school values.

Happy & Focused

We create a calm, positive and inclusive environment where everyone can learn and succeed.

This means:

- listening to others
- following routines
- allowing others to learn
- celebrating success

Learning & Growing

We develop confident, independent learners who embrace challenge and learn from mistakes.

This means:

- trying our best
- asking for help
- showing resilience
- reflecting on our learning

Teamwork

We build respectful relationships with our families, school community and the wider world.

This means:

- showing kindness
- including others
- working cooperatively

- valuing different perspectives

Healthy & Safe

We make choices which help ourselves and others stay safe, healthy and ready to learn.

This means:

- following safety expectations
- looking after ourselves
- looking after others
- using equipment appropriately

Caring Family

We demonstrate Christian values through kindness, forgiveness, patience and respect.

This means:

- treating others fairly
- forgiving mistakes
- showing understanding
- helping people feel they belong

Our School Rule

We have one simple rule:

Show Respect

We show respect:

- to ourselves
- to other people
- to property
- to the wider world

All behaviour expectations, restorative discussions and consequences link back to this principle.

Building Positive Relationships

We expect all adults to build positive relationships and social capital through:

- welcoming
- acknowledging
- listening
- showing kindness
- inviting participation
- demonstrating enthusiasm

Adults take responsibility for creating environments that support positive behaviour and emotional wellbeing.

Celebrating Positive Behaviour

We believe positive behaviour should be noticed, valued and celebrated.

Children are recognised when they demonstrate our values.

Celebration may include:

- verbal praise
- sharing success with others
- Dojo points
- class recognition
- Celebration Assembly
- Headteacher recognition
- sharing achievements with families

Dojo Categories

- Happy & Focused
- Learning & Growing
- Teamwork
- Healthy & Safe
- Caring Family

This ensures consistency between our behaviour systems and school values.

Understanding Behaviour

Behaviour should always be understood within context.

Staff consider:

- emotional wellbeing
- SEND needs
- safeguarding concerns
- communication difficulties
- environmental factors
- sensory needs
- Relationships

We seek equity rather than equality, recognising that children sometimes require different levels of support.

Supporting Positive Behaviour

Low level behaviour

Minor, disruptive behaviours such as shouting out, talking over someone else, refusal to do a task etc. should be managed by the class teacher by the following:

- A proactive approach
- An engaging and stimulating curriculum
- Staying calm
- Sensory and other breaks

Where these strategies do not improve the behaviour, children will be talked to in a positive way. Some examples are shown below:

“I think you might be feeling a bit fidgety. Let’s all do 10 star jumps.”

“It looks like you might be finding this tricky. Maybe we could do it together?”

Physical touch, such as a hand on the child’s shoulder, may be used to provide assurance or a sense of connection. Other strategies such as thumbs up, or a smile can be used to show acceptance.

Children will be reminded of the Zones of Regulation (displayed across school) and supported in selecting an appropriate way to manage their emotions. A child removing him/herself from the classroom is seen as a de-escalation strategy, and this should be respected as long as the child is safe. If a child is within the school building, visible and calm they do not necessarily require direct adult supervision. Any adults that encounter a child outside the classroom should calmly ask “Are you OK? Can I help?”.

For those children with individual Behaviour Plans, a different approach may be required, and these are shared with all staff. Class teachers and support staff will use a dynamic risk assessment approach to ascertain whether the child is in an appropriate state of mind to go for a quick run/take a message etc as a strategy to support de-escalation.

If a child uses a swear word, it is not automatically assumed that there is a negative intent behind this behaviour. The adult should explain that this is not appropriate language to use at school and move on. However, if this was part of a child shouting aggressively towards another pupil or adult it would be considered a high-level behaviour as it is part of a larger issue. If a child presents with persistent swearing, a targeted approach will be used that is relevant to the individual. For example, it may be appropriate for a child diagnosed with ASD to have their bad language ignored. This would not be an appropriate response for a neurotypical child.

If low level challenging behaviour is persistent, and other strategies have failed, a discussion should be held between the class teacher and Headteacher to decide if a SEMH Plan is necessary. At this point a meeting would be scheduled to discuss provision with the child's parents/carers.

High level behaviour

We deem high level behaviour to be;

- Causing physical injury to others
- Causing physical harm to self
- Verbal abuse (shouting, swearing)
- Damage to property
- An attempt to leave the premises

When these behaviours occur, the adult should take the following steps:

- Wait 3 seconds before intervening (unless there is immediate risk of physical harm)
- Use an Emotion Coaching style (see Appendix)

Any consequences or restorative conversations will take place later, when the child is calm.

It may be necessary to say “STOP” in a clear, firm voice, but this should not be shouted as it is likely to escalate the problem further.

If a child is in ‘crisis’ supervision can be carried out from a watchful distance. Reassurance should be given to the child verbally and through body language. The consequences of the behaviour would not be mentioned during a crisis, but rather when he/she is calm. This would then be recorded on CPOMs, and any new insight into the individual may be used to adapt a future approach.

Following a high-level incident, a discussion should be held between the class teacher and Headteacher to decide if a SEMH Plan or Risk Assessment are necessary. At this point a meeting would be scheduled to discuss provision with the child’s parents/carers.

During incidents, staff prioritise safety, regulation and relationship preservation before any restorative work takes place.

Restorative Practice

What is restorative practice?

Restorative practice is a proactive approach to behaviour and relationships. It focuses on building strong, respectful connections in the classroom and repairing harm when things go wrong. Instead of punishment, it emphasises accountability, dialogue, and empathy.

It’s based on the idea that when people feel valued and heard, they’re more likely to behave positively. And when conflict arises, it should be seen as an opportunity for growth and learning—not just discipline.

Restorative practice isn't just a behaviour management strategy; it's a mindset and a culture. It encourages everyone—pupils and staff alike—to reflect, take responsibility, and work together to restore trust.

Why restorative practice matters

Traditional methods of discipline often focus on rules, consequences, and control. While structure is important, punitive systems can create fear, resentment, and disconnection. In contrast, restorative practice helps build a classroom climate based on mutual respect and emotional safety.

Here are just a few benefits:

- Improved relationships between teachers and pupils
- Reduction in repeated misbehaviour
- Increased empathy and emotional literacy
- Stronger sense of belonging within the school community
- Fewer exclusions and detentions over time

Restorative approaches don't mean that misbehaviour is ignored. In fact, they can lead to more meaningful consequences—ones that encourage reflection and repair, rather than shame or avoidance.

The core principles of restorative practice

At the heart of restorative practice are a few simple but powerful ideas:

1. Relationships come first

Strong, respectful relationships are the foundation of a restorative classroom. Teachers who invest time in getting to know their pupils—and helping pupils know each other—lay the groundwork for mutual trust.

2. Everyone has a voice

Restorative practice is rooted in dialogue. It gives pupils the chance to speak, be heard and listen to others. This helps build emotional intelligence and encourages responsibility.

3. Mistakes are learning opportunities

Rather than punishing pupils for getting things wrong, restorative practice encourages them to reflect on what happened, why it happened, and how they can make amends.

4. Accountability and support go hand in hand

Restorative practice doesn't let pupils off the hook. Instead, it holds them accountable in a way that supports personal growth. Pupils are guided to recognise the impact of their actions and take steps to put things right.

Restorative Questions

- What happened?
- What were you thinking?
- Who has been affected?
- How were they affected?
- What can be done to make things right?
- Which value were you finding difficult to show?
- Which of our school values could help next time?

Consequences

Consequences are designed to teach, repair and restore rather than punish. Children are supported to understand the impact of their actions and take responsibility for making things right.

All feelings are OK, and pupils are taught this explicitly. However, sometimes these feelings can result in behaviour that is NOT OK. We want all our pupils to feel confident

about managing conflict and difficult feelings and to be able to reflect on, and take responsibility for, their own behaviour. Therefore, consequences for unacceptable behaviour are restorative and meaningful. This means;

- If property is damaged it is repaired/replaced wherever possible.
- If work is not completed that it is finished at a different time.
- If learning time is lost, pupils may be supported to reflect, practise positive learning habits or complete learning at a later time.
- Any mess is tidied up with the child alongside a supportive adult (when they are calm).
- The child is given the opportunity to “make things better”. This may be a spoken “Sorry” or an apology letter sent to anyone that has been physically hurt, signed by the child.

This restorative approach will be supported by a dialogue between the child and adult after the incident when the child is calm. It should not be used as a threat before an incident, or during a crisis. Where possible, changes in behaviour or actions that are becoming persistent, will be dealt proactively, particularly where a child with additional needs is involved. Consistent visuals (Restorative Conversation Ladder) will be used.

Consequences may not look the same for all pupils. Consideration of individual needs and circumstances will be taken, and there may be a professional conversation between involved staff before a decision is made. If required, we will arrange a restorative meeting facilitated by the child’s class teacher and the Headteacher. Everyone will be given the opportunity to say what has happened, how they feel and what needs to happen for everyone to move on. Questions will be asked, which may include; “What happened?” “How did you feel?” “How can we make it better? /Is everyone OK?”

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear; their emotional and mental health and well-being are paramount.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFEE Circular 10/98, relating to Section 550A of the Education Act 1996: *The use of Force to Control or Restrain Pupils*. Teachers in our school do not use physical punishment. Staff only intervene physically if a child is in danger of hurting him / herself or others. The actions that we take are in line with government guidelines on the restraint of children.

Bullying

The school does not tolerate bullying of any kind.

We define bullying as:

Deliberately hurtful behaviour which is repeated over time and involves an imbalance of power.

All reports are taken seriously and investigated promptly.

SEND and Inclusion

Reasonable Adjustments

Some pupils require a personalised approach to behaviour support.

This may include:

- individual behaviour plans

- SEMH plans
- risk assessments
- adapted consequences
- alternative regulation strategies
- additional adult support

Reasonable adjustments do not remove expectations but ensure pupils are supported to meet them successfully.

The role of the class teacher and teaching assistants

It is the responsibility of all staff to ensure that our expectations are emphasised in their class, and that their class behaves in a responsible manner during lesson time.

The staff in our school have high expectations of the children in terms of attitude and behaviour, and they strive to ensure that all children work to the best of their ability. Everyone is expected to model good behaviour that is expected of the children in our care.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standard and Framework Act 1998 to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy and by setting the standards of behaviour.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed- term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of Parents

We work collaboratively with parents and families, so children receive consistent messages about how to behave appropriately at home and at school.

We explain the school expectations and ethos, and we expect parents to support them.

We expect parents to support their child's learning, and to co-operate with the school. We build a supportive dialogue between the home and the school, ensuring free lines of communication, and we inform parents as appropriate if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence of the behaviour of a child, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day to day authority to implement the school behaviour policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed term and permanent exclusions

Only the Head Teacher (or acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, she / he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing body would be required to form a temporary discipline panel, to be made up of between three and five members. This panel would consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Any decision to exclude is based on current guidance ([*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*](#), DfE, 2024).

Recording Behaviour Incidents

Staff use professional judgement when determining whether a behaviour incident should be recorded on CPOMS.

The majority of low-level behaviour incidents are dealt with by the adult at the time through reminders, restorative conversations, emotion coaching and support strategies. Once resolved, these incidents do not normally require a CPOMS record.

Professional judgement may also be used where staff believe a record would support safeguarding, monitoring or future decision-making.

Behaviour incidents will normally be recorded on CPOMS where:

- the behaviour is considered significant or high level;
- there is a risk of harm to the pupil or others;
- physical aggression, serious verbal abuse, damage to property or an attempt to leave the school site has occurred;
- the incident results in a formal meeting with parents/carers;
- there is a safeguarding concern;
- bullying has been reported or investigated;
- a pattern of behaviour is being monitored;
- a pupil has an individual behaviour plan, SEMH plan or risk assessment and recording is required as part of monitoring arrangements;
- the behaviour represents a significant change from what would normally be expected for that child.

The purpose of recording behaviour incidents is to ensure that concerns can be monitored appropriately, patterns can be identified, and support can be planned effectively. Staff are expected to record information that is factual, objective and professionally written.

This approach ensures that CPOMS remains a meaningful and manageable tool for safeguarding, behaviour monitoring and pupil support, rather than a record of day-to-day classroom management.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

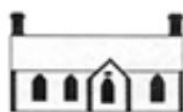
The school records significant behaviour incidents, safeguarding-related behaviour concerns, bullying concerns and agreed behaviour-monitoring information on CPOMS in line with this policy.

The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

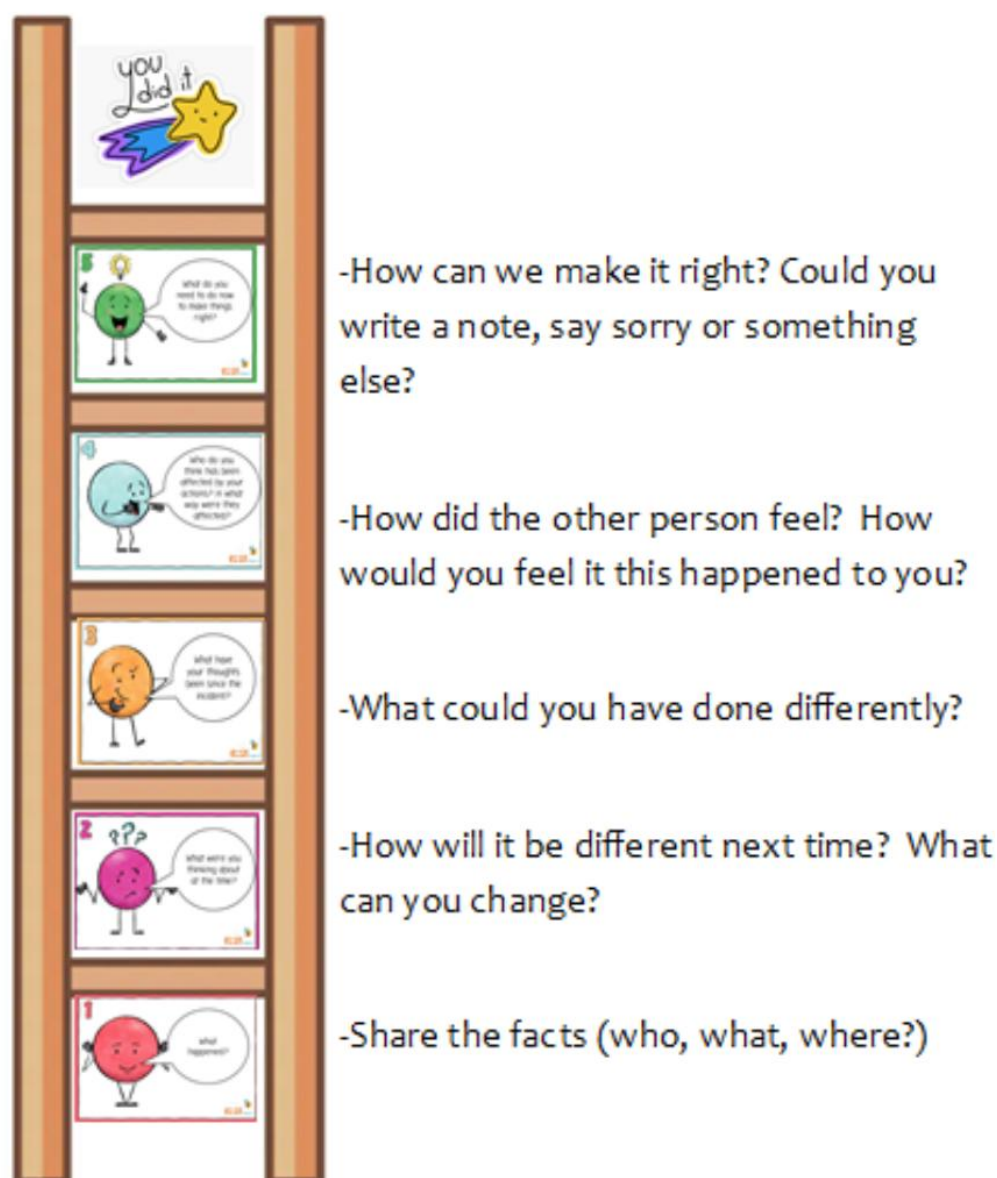
Review

The Governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing body receives recommendations on how the policy might be improved.



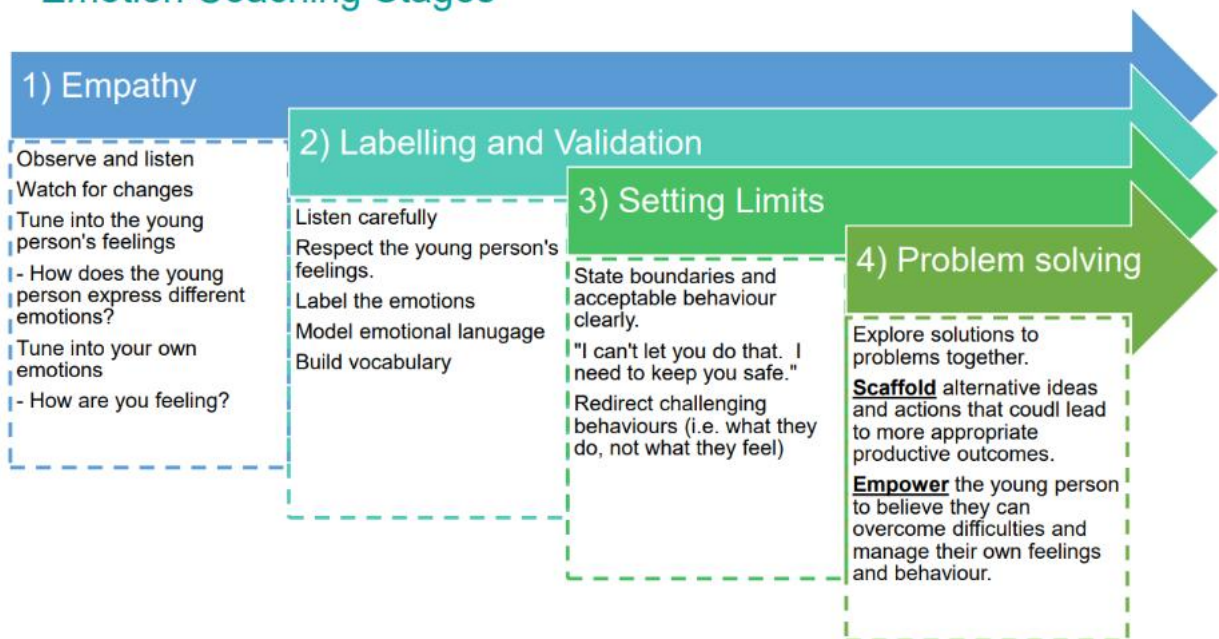
Earl Sterndale CofE Primary School

Restorative Conversation Ladder



Emotion coaching is a whole-school approach to supporting sustainable emotional health and wellbeing. It encourages all adults in school to look for indicators of low-level emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

Emotion Coaching Stages



There's no single way to have an emotion coaching conversation; it will be specific to each young person and situation. However, some of the scripts and reflection points in this table might give you some ideas and prompts for each stage of the process.

Stage 1: Empathy - Have you noticed any changes in the young person's behaviour, communication, body language etc. What might these be telling you? - What am I feeling? How is that shown in my face/body language/voice? - How can I show this young person that I have noticed them and their feelings? Before you move to stage 2, do you need to sit with stage 1 and allow the young person time to regulate?	Stage 2: Labelling I noticed that you've left the classroom. I'm wondering if the noise of the other people was too loud for you and you felt a bit overwhelmed? I can see you've turned away. I wonder if you're feeling sad. That's ok, I'd be feeling sad if this happened to me. I can see that you're angry. I'm thinking that it made you angry when this happened. That's ok, I'd feel pretty cross if that happened to me too.
Stage 3: Setting Limits I can't let you climb on the bookshelf. I need to keep you safe. You can either sit on the chair here or go for a walk outside. Which one would you like to do? This isn't a safe place to be. Let's go inside where it's safer and we can have a talk. It's ok to feel angry but it's not ok to hurt people.	Stage 4: Problem Solving What could we do next time you are feeling angry? What do you think you will do next time you are feeling like this? How can I help you when you are feeling frustrated? It seemed like it helped you to have some space when you were feeling overwhelmed. Maybe next time you feel like this you could tell me you need to go outside.

Emotion Coaching
Questions and Scripts

REASONS FOR EXCLUSION BROKEN DOWN INTO CATEGORIES										
Physical assault against pupil	Physical assault against adult	Verbal abuse/ threatening behaviour against pupil	Verbal abuse/ threatening behaviour against adult	Bullying	Racist abuse	Sexual misconduct	Drug and alcohol related	Damage (includes damage to school or personal property belonging to any member of the school community)	Theft	Persistent disruptive behaviour
Fighting	Violent behaviour	Threatened violence	Threatened violence	Verbal bullying	Racist taunting and harassment	Sexual abuse	Possession of illegal drugs	Vandalism	Stealing school property	Challenging behaviour
Violent behaviour	Wounding	Aggressive behaviour	Aggressive behaviour	Physical bullying	Derogatory racist statements	Sexual assault	Inappropriate use of prescribed drugs	Arson	Stealing personal property (pupil or adult)	Disobedience
Wounding	Obstruction and jostling	Swearing	Swearing	Homophobic bullying	Swearing that can be attributed to racist characteristics	Sexual harassment	Drug dealing	Graffiti	Stealing from local shops on a school outing	Persistent violation of school rules
Obstruction and jostling		Homophobic abuse and harassment	Homophobic abuse and harassment	Racist bullying	Racist bullying	Lewd behaviour	Smoking		Selling and dealing in stolen property	
		Verbal intimidation	Verbal intimidation		Racist graffiti	Sexual bullying	Alcohol abuse			
		Carrying an offensive weapon	Carrying an offensive weapon			Sexual graffiti	Substance abuse			