All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

BEHAVIOUR POLICY

At All Saints Church of England Primary School we aim to provide a secure and caring environment where all individuals are valued and respected and where everyone is given the opportunity to achieve their very best under our values of Love, Hope and Community. Our school is committed to promoting and reinforcing positive personal attitudes and behaviour within a supportive and safe environment.

The behaviour policy of All Saints is based on the simple belief that everyone should act with courtesy and consideration to others at all times. All property should be treated with respect. There are a few rules concerned with behaviour. These, and the necessity for them, are clearly explained to pupils.

We believe that children behave well if:

- They enjoy their schooling and are given a wide range of learning tasks which are designed to suit their needs
- They are given many opportunities for success and are praised and rewarded for good work, behaviour and achievements
- They are involved in planning and developing and assessing their own learning
- They are encouraged to be excellent role models who are given opportunities to 'lead' in school-based activities

It is the aim of our school:

- To positively encourage and reinforce good behaviour
- To develop positive relationships by encouraging good communication at all times
- To clearly define acceptable standards of behaviour and ensure the school's expectations and strategies are understood
- That all adults, by their example and attitudes, should give a good model of behaviour to children
- That all adults will respond to both positive and negative behaviours with consistency and fairness
- To use, when necessary, sanctions which are clearly understood and that they are related to the misdemeanour and not personally to the child
- To encourage the involvement of both home and school in implementing this policy

All Saints is a calm, happy, inclusive and welcoming school, founded on love and hope, which works together to build a better community for everyone. We respect and care for all God's people (of all faiths and none) and His world, playing our part in God's plan as we journey together to achieve the best for ourselves and others.

We believe that successful behaviour management requires all staff to be consistent in their approach to the children in their care. These means treating everyone with equality and fairness and ensuring our inclusive ethos is reflected in our behaviour management.

Children are fully supported in understanding the school expectations and why we need everyone to follow the simple rules we have in place. Our behaviour code is built around three key words which all staff and children understand:

The All Saints Way:

'READY, RESPECTFUL, SAFE'

These three key words negate the need for lots of rules when dealing with specific behaviours as the children understand that they need to be **ready** to learn, ready to listen and ready to respond appropriately. They know they need to be **respectful** of themselves, others and their environment. They also know that at all times they need to keep themselves and others **safe**. Ready, Respectful, Safe underpin all of our expectations around the standards of behaviour we want to see in school and are used in a positive, affirming manner. They are linked to our school values:

- ✓ To show love and respect by being kind and caring to myself and others
- ✓ To demonstrate hope by being ready to try my best in everything I do
- ✓ To support my community, myself and others in making positive choices, to learn from my mistakes and keep myself and others safe

LOVE HOPE COMMUNITY

Systems for Promoting Positive Behaviour

Staff play an important role in modelling high standards of behaviour and in reinforcing positive expectations for the children. As adults in school, we will:

- Work to develop positive relationships each and every day
- Use positive praise and emphasise the importance of being recognised and valued as an individual
- Be consistent in our approach
- Give positive reminders of our expectations – use of **Ready, Respectful, Safe**
- Reinforce the importance of our School Christian Values
- Award 'Learning Gems' to celebrate individual and class achievements such as kindness to others (Ruby) or Amethyst (working well with another)
- Encourage the sharing of good work or behaviour throughout the day
- Use the PSHE Curriculum/ /Circle Time/ Worships to reinforce our positive expectations

- Support children through use of Social Skills work/ELSA support
- Use Celebration Worship as a time to celebrate individual and class achievements
- Use awards such certificates and gem cards to reinforce the positives
- Use the language of emotion coaching to help support children in making 'green' choices
- Teach children about the Zones of Regulation, how all emotions are valid and strategies that can support us in feeling 'big' emotions

Learning and the Curriculum
We believe that a motivating curriculum, in which the pitch and challenge is designed according to the child's needs, contribute to good behaviour and strong learning behaviours. Through planning for the individual needs of the child, the use of timely intervention and feedback, and actively engaging the child in their own learning, behaviour remains positive and focused.

Classroom Management and Organisation
Classroom management, teaching methods and adult responses have a key part to play in children's behaviour. The classroom environment promotes clear messages about how children are valued and how their efforts are celebrated. Relationships between the child and adults in the class, the classroom organisation, the consistency in approach to promoting and responding to behaviours all influence how children respond and behave. Access to learning and resources as well as celebrating children's efforts and work through display all promote a welcoming and enjoyable learning environment for the children in our care.

Sanctions and Consequences
Positive reinforcement and rewards are key to promoting good behaviour across the school. However, there is at times a need for a sanction/consequence to demonstrate unacceptable behaviour which is unsafe, unkind or disruptive to other's learning.

For children who do not behave in an acceptable manner, adults use a range of strategies to support the pupil. These include:

- Getting to know the child as well as possible, including information about any additional needs
- Reminders of expectations, and the use of visuals, to support some children in their understanding of expectations
- Encouraging the child in making the right choices and explicit teaching of what this looks like
- Avoiding confrontation – every interaction can be an intervention
- Offering a limited choice with a consequence that can be carried out
- Keeping calm and being consistent in approach

If a sanction/consequence is needed, it will be explained to the child why the sanction is being applied and what changes are needed to their behaviour to avoid a repeat of a similar incident in the future. Language choices used by the adult will make it clear that it is the behaviour and not the person that is being addressed.

'Behaviour' Language we use
At All Saints, we use the language of 'green choices' which are 'go' behaviours that we want to see – they are positive and reflect our values of love, hope and community. We acknowledge

that sometimes we all make 'red choices' however and these are 'Stop and think!' choices that we need to learn from in order to 'turn it around.'

Procedure for dealing with disruptive behaviour
All staff take appropriate action when they witness inappropriate behaviour wherever they are in the school. A quick reminder to the child may prevent the behaviour from escalating. In event of poor behaviour continuing or being repeated, the adult will attempt the following procedure, bearing in mind the needs of the child.

1. Quiet verbal reminder of the rule that the child is choosing not to follow – **Ready, Respectful, Safe**
2. Second reminder – reinforcing the behaviour the adult expects to see and ensuring the child understands the expectations
3. Child is asked to sit away from others so as to not disturb the learning of the class
4. If the behaviour continues, the child is asked to see the Key Stage Leader and spend time with them
5. Any ongoing unacceptable behaviour would then be discussed during part of the child's breaktime with the teacher
6. For any poor behaviour that then continues, the child would be asked to see a senior leader or HT
7. If the incident is severe for example swearing/verbal, physical or involves prejudicial language or is prolonged and continued after the above steps, the Headteacher must be informed and parents contacted

For most children, some discrete reminders are enough to ensure they are helped to make the right choices. Children may be sent to another class but this is the exception. The above guidelines are a clear and consistent approach to supporting children with their behaviour.

Restorative Practice
At All Saints, we follow restorative practice. A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been 'harmed' to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
The three core elements of restorative practice are the interconnected concepts of **Encounter, Repair and Transform**. Each element is discrete and essential. Together they represent a journey toward wellbeing and wholeness that all involved can experience. We have a commitment to ensuring restorative conversations are the heart of any issues we help children to resolve.

Lunchtime Behaviour
All staff are expected to follow this policy with consistency and fairness. At lunchtimes, staff will encourage children to enjoy games and the equipment provided, safely. Staff have small 'Ready, Respectful, Safe' cards to complete to communicate to any particularly positive behaviour at lunchtime or to ensure any behaviour of concern is passed on to the class teacher in a discrete and sensitive way.

Additional Support
On occasion, some children need extra support put in place to help and guide within the school setting and this may take the form of working with outside agencies. It may also involve adapting support to meet individual needs, including a home/school communication book or an individual reward system.

Further support could be:

Individual Behaviour Management Plans
If a child's behaviour is causing significant concern they will have an Individual Behaviour Management Plan (IBMP). This plan is written by the class teacher with support from the Inclusion Lead and others who work with the child. It will identify key concerns, possible reasons for the behaviour and strategies for managing the behaviour within school. The child and their parents are made fully aware of the plan and it will be reviewed at least once a term and more frequently if there are behavioural incidents. For children who need further behaviour support, we will follow the Six Strands Behaviour Curriculum devised by the Hampshire Primary Behaviour Service.

Recording ongoing behaviour issues will take place using a ABCC chart in order that staff can track and identify triggers carefully.

Wellbeing Lead/ELSA Support
Some children may need support from our Wellbeing Lead to address their emotional and behavioural needs. Referrals are made by the class teacher or parents. It will be discussed with parents if they or the school feels their child would benefit from wellbeing support and parents are encouraged to share any information that could support the intervention. The Wellbeing Lead will protect the privacy of pupils and their families whilst upholding safeguarding procedures.

External Agency Support:

Primary Behaviour Service (PBS)
If a child continues to have challenges despite having an IBMP and school support they may be referred, with parental consent, to the Primary Behaviour Service. The PBS will work with the child, parents and school to address and support behavioural issues.

Educational Psychology Service (EPS)
Parents or school may request support from the EPS. This will usually take the form of a consultation but may also include observation and assessment.

Child and Adolescent Mental Health Service (CAMHS)
The CAMHS Team work with school to help meet the needs of children who have been diagnosed with ADHD or other behavioural needs. A referral to CAMHS can be made by anyone, including the child, young people or families themselves and does not have to be referred via the GP. The Single Point of Access (SPA) will review all referrals.

Mental Health Support Team (MHST)
A child can referred to work with a trained mental health support worker in school. Parents can be supported and training provided for the school. This is below the threshold for CAMHS.

Recording Behaviour Incidents or tracking behaviour

There are various formats for recording and tracking behaviour. If there has been an incident, the adult involved should complete an ABCC chart (when deemed appropriate) which is be added to our CPOMS electronic recording system. These charts help to build up a picture of a child's behaviour and may help identify particular triggers. Any significant behavioural issues will be recorded, along with the outcome and follow up and will be stored on CPOMS securely. Bullying incidents are recorded separately as are incidents of a prejudicial nature. Incidents that involve Racist Language; Religion and Belief; LGBTQ+; Sexist; Ableist incidents will also be reported in the annual County return on prejudicial language and incidents.

Physical Intervention and Reasonable Force

Physical intervention is used in very exceptional circumstances and is only be used when a child is at risk of hurting self or others or damaging property. Minimal intervention may be used if a child is not in control and is severely disrupting the learning of others/putting others at risk in order to take them to a safe space. *(*See Physical Intervention Policy). Any use of physical intervention is recorded on the Physical Intervention Recording forms kept in the Headteacher's office and on CPOMS. Risk assessments must be in place and regularly updated for all children who display extreme behaviour. The child's IBMP must be updated once physical intervention has been used. Parents/carers will also be contacted and informed on the same day.
See the School's Physical Intervention Policy for further details (copy on website and from School office).

In accordance with Department for Education guidance *Restrictive interventions, including the use of reasonable force in schools* (1 April 2026), the school adopts a preventative approach, prioritising de-escalation, early support and behaviour regulation strategies to minimise the need for physical intervention. Staff are trained to assess risk and respond proportionately, using the minimum force necessary for the shortest possible time.

The term 'reasonable force' covers a broad range of actions involving a degree of physical contact with pupils. This may include guiding a pupil to safety by the arm, breaking up a fight, or, in more serious circumstances, restraining a pupil to prevent injury or violence. The school does not require parental consent to use reasonable force; however, such actions are always carried out lawfully, proportionately, and in the best interests of the pupil and others.

The school acknowledges its statutory duties regarding the recording and reporting of significant incidents involving the use of force. All such incidents are recorded promptly and accurately, including details of those involved, the context, the reason for the intervention, and any outcomes or follow-up support. Parents will be informed of significant incidents in a timely manner, in line with statutory requirements.

Particular consideration is given to pupils with special educational needs and/or disabilities (SEND), recognising that behaviour may be a form of communication. Staff will consider individual needs, risk assessments and support plans when responding to behaviour that may require physical intervention.

The use of force will never be used as a punishment. Any restrictive intervention will be applied in a manner that maintains the safety, dignity and wellbeing of the pupil. The school operates clear procedures for reviewing incidents, supporting pupils and staff, and responding to any concerns or complaints.

Suspension and Exclusion
There is specific guidance on the use of fixed term or permanent exclusion which are set out in the School's Suspension/Exclusion Policy. Parents will be contacted by the class teacher whenever they feel the relationship between pupil and teacher/school is suffering. Serious incidents or breaches of the school rules may result in a fixed term suspension or permanent exclusion.

Staff Training
All staff receive regular updates and training to support with positive behaviour management, an understanding of what behaviour can communicate and restorative practices in order to ensure consistency across the school. Training will be led both by school staff and externally from outside professionals where appropriate.

Communication about the policy to pupils, parents, staff and governors
We believe positive school/parent partnership is key to promoting and maintaining high standards of behaviour and we give high priority to clear and open communication. Developing a consistent and common approach to behaviour expectations at both home and school supports with dealing with an issue. As a school, we will:

- Share a Home-school agreement with parents and pupils on entry to school
- Enable School council to discuss and share strategies for promoting good behaviour
- Ensure Staff and Governors meetings at all levels reinforce the policy guidelines
- Ensure where significant amendments are made to the policy, they are discussed with the whole school community

Monitoring and evaluating procedures
- The Headteacher, Leadership Team, and Inclusion Lead monitor behaviour within school and the Headteacher reports to the Governors regularly
- The Inclusion Lead monitors severity and frequency of behaviour incidents with specific children already on the SEN Register or about to be placed on the SEN register and ensures that IBMPs are in place
- Feedback is sought from all involved in our school community, including parents and carers

Some final things to remember…

B e positive and notice the good behaviour
E veryone needs to take responsibility
H andle difficult situations with calmness and an appropriate voice
A sk for help if you need it
V oice your concerns to others
I ndividuals have the right to be treated fairly
O ffer support to others
U nderstand the reasons why a child may need help
R aise your expectations and behaviour will improve

Linked policies and documents:

- Anti-bullying Policy
- Governors Principles of Behaviour
- Suspension/Exclusion Policy
- Physical Intervention Policy
- Principles for Effective Teaching and Learning

Date agreed:	**June 2026**
Review date:	**July 2027**