

St John's Highbury Vale CE Primary School



'I can do all things through Christ who strengthens me' Philippians 4:13

Relationship and Behaviour Policy

**Ratified: Autumn 2026
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At the heart of our school vision is a desire for an authentic and life-giving relationship with one another and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of a consistently high standard.

STJHV Statement of Intent

St John's Highbury Vale in Islington is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

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1 Aims and expectations

It is a primary aim of St John's Highbury Vale that we treat every child with unconditional respect and maintain high expectations for both adults' and children's learning and social behaviour. We are committed to creating a calm, purposeful and inclusive school where every child feels safe, valued and able to thrive. We recognise that positive behaviour is fundamental to successful learning and is explicitly taught, consistently modelled and positively reinforced through strong relationships, predictable routines and clear expectations. We understand that behaviour is a form of communication and that behaviours which challenge may signal a need for support. We also recognise that adverse life events can affect both children and adults, and we strive to use a trauma-informed approach in understanding and responding to behaviour, so that our first question is always 'what does this child need?' rather than 'what has this child done?'. Staff respond with curiosity, compassion and consistency, seeking to understand and address underlying needs while maintaining high expectations and clear boundaries. Through co-regulation, restorative conversations and supportive guidance, we help children develop self-regulation, resilience and responsibility, enabling them to build and repair relationships and to contribute positively to our school community. Our culture of excellent relationships and high levels of care ensures that every child is supported to engage successfully in learning, develop a strong sense of belonging and achieve their full potential. We recognise that adverse life events can affect both children and adults, and we strive to use a trauma-informed approach in understanding and responding to behaviour — asking first what a child needs, not what they have done.

Policy Aims

- 1.1** To maintain a caring, calm community, with clear routines and boundaries, in which effective learning can take place and where there is mutual respect between members
- 1.2** To help all children develop a sense of worth, identity and achievement
- 1.3** To help all children to become self-disciplined, able to take responsibility for their own actions and to put things right when they go wrong
- 1.4** To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- 1.5** We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, recognition, positive role-modelling and warm, consistent relationships support the development of self-regulation and self-discipline.
- 1.6** This behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, through our commitment to being a Rights Respecting School.
- 1.7** We support behaviour through our Rights and Promises. This is reflected through a series of charters: the School Charter (playground, lunchtime and general) and Class Charters (written annually by each class) (see Appendix A). These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Our approach to behaviour is relational: we prioritise understanding what a child's behaviour is communicating, and we differentiate our response according to each child's needs (see Section 7, Trauma-Informed Practice). Section 2 sets out our universal offer — the everyday relational practice that all children receive, all of the time. Section 4 sets out how we recognise positive behaviour and how we respond when behaviour challenges our expectations, and Appendix B sets out our graduated response and reflection sheet.

2 Our Universal Offer: Everyday Relational Practice

Most behaviour is supported long before it becomes a concern, through the ordinary, everyday things we do for every child. Our universal offer is what all children receive, all of the time, and it is the foundation on

which everything else in this policy rests. Where a child needs more than this, we add to it (see Appendix B, our graduated response) — we never take it away.

2.1 Relationships first – every child is greeted warmly by name at the start of the day and welcomed back after every break. Every child has at least one adult in school they know they can go to.

2.2 Predictable routines – consistent routines, transitions and expectations across the school, supported by silent signals (Section 3), so that the school day is predictable and feels safe.

2.3 Charters, not rules – our Rights and Promises (Appendix A) are written with children, displayed in every classroom and revisited regularly in class and in collective worship.

2.4 Zones of Regulation – all children are taught to notice and name how they are feeling, and are given strategies and spaces to regulate. Zones describe feelings; they are never used as a behaviour chart.

2.5 CALM Scripts – all adults use the same calm, consistent language to Connect, Acknowledge, Set Limits and Make a Plan (clause 4.2 and Appendix E), so that children hear the same thing from every adult, in every space.

2.6 Emotionally available adults – staff are trained in trauma-informed practice and understand behaviour as communication. Adults regulate themselves first, and co-regulate with children before correcting.

2.7 An inclusive, well-adapted classroom – clear visuals, accessible tasks, movement breaks, sensory resources and calm spaces, so that children are not set up to fail.

2.8 Explicit teaching – PSHE, collective worship and circle time teach children about feelings, relationships, kindness, difference and repair.

2.9 Restorative practice – when things go wrong, our first response is to repair the relationship and put things right.

3 Silent Signals

Silent signals are an important part of effective classroom management and help create a calm, focused learning environment. They are non-verbal cues used to communicate expectations and transitions without raising voices or adding unnecessary noise.

3.1 Benefits of Silent Signals

- Promote Calm and Focus – silent signals reduce noise levels and help maintain a peaceful classroom atmosphere, supporting pupils to stay regulated and ready to learn, particularly during transitions.
- Increase Pupil Independence – clear, consistent signals help children respond without needing constant verbal instructions, encouraging responsibility, routine and self-regulation.
- Reduce Teacher Talk – silent cues save time and reduce the need for repeated verbal instructions, allowing teachers to conserve energy and maintain a calm, authoritative presence.
- Support Children with SEND – children with sensory sensitivities, speech and language difficulties, or attention differences often find verbal instructions overwhelming; silent signals provide clarity, predictability and visual support.
- Reinforce Consistency and Routines – used across classrooms and year groups, silent signals create consistent expectations and transitions that all pupils can follow, regardless of who is leading the session.

3.2 Silent Signal Strategies

Raised Hand: Teacher raises their hand to signal that it's time to stop, look, and listen. Pupils copy the action.

Countdown with Fingers: Holding up 5 fingers and counting down silently to 0 to indicate a transition is about to happen.

Transitioning from tables to line: 1 finger = stand up, 2 fingers = behind the chair, 3 fingers = line up.

4 Recognising Positive Behaviour and Responding to Behaviour that Challenges

We hold to one simple principle that runs through this section: it is not the severity of a response that matters, but the certainty that it will be followed through – calmly, consistently, and by every adult, every time.

4.1 We notice and recognise positive behaviour in a variety of ways:

- Teachers congratulate children specifically, naming how their behaviour reflects our Rights and Promises (Appendix A).
- Class-based awards continue (stickers, team points, prizes from the prize box, or whole-class prizes such as a dress-up day), given as they come up rather than tied to a public ladder.
- To promote a positive culture of learning, responsibility and mutual respect, all Key Stage 2 classes operate a Team Points Recognition System. Each class has a team points sheet organised in the classroom seating layout and kept on a clipboard. In many classes, responsibility for recording points rotates between pupils throughout the day, providing opportunities for children to demonstrate leadership, responsibility and integrity.
- Staff (and in some classes, children) award points to recognise pupils who demonstrate excellent behaviour for learning, uphold the school's values, show resilience, kindness and respect towards others, persevere when faced with challenges, or make a positive contribution to the life of the classroom and wider school community.
- Any adult can recognise a child's positive behaviour, wherever it happens. Staff who see something worth recognising outside the classroom pass this on to the class teacher — in person, on a slip, or by adding it to the class sheet — so that the child is credited for it. Staff also keep track of which children have not yet been recognised, and some classes keep a pre-agreed list, so that adults can look out for and support every child to be noticed during the day.
- Teams points are celebrated at the end of each week.
- At the end of each day, one child is chosen for their effort and resilience and takes home a postcard and the chance to choose from the class treasure chest. This celebrates effort, progress and the values we want to see, rather than placing children in competition with one another.
- In the lunch hall, children receive team points for kindness, good manners, and looking after our space and each other. We do not reward children for eating, or for what or how much they eat: eating can be an area of need for many children, for many reasons. Any concerns about a child's eating are followed up sensitively with parents and, where needed, with the SENDCo.
- All members of staff can give children house points. The school has four house teams, which children join on entry. The team that wins the most points each week is served first at lunch and has extra time on the pitch. Totals are added up each half term to identify the overall winner, who have a VIP Day on the first week back, wearing their own clothes and having extra playtime.
- Each week we nominate two children from each class to receive a Star Award, 'pupil of the week'. Each pupil of the week receives a certificate and 20 house points, and is celebrated in assembly and the school newsletter.
- Each week the classes with the best attendance and punctuality are celebrated in assembly and in the school newsletter, and receive extra playtime as a reward.
- Class teachers make reasonable adjustments for children with additional needs so that they can access these rewards, e.g. clear, visual expectations; individualised targets; positive reinforcement; flexible timing; safe break spaces; working with parents.

- Each half term, one child will be selected in recognition of consistently demonstrating the school's value for that half term. They will be invited to attend a baking session and tea party with the Headteacher, the Chair of Governors, and a member of the clergy from one of our local churches.

We are mindful that public praise can feel as uncomfortable as public discipline for some children, particularly those who have experienced trauma, so staff use judgement about whether to celebrate a child publicly or privately.

4.2 Before any consequence is given, staff use the four steps of a CALM Script (Connect, Acknowledge, Set Limits, Make a Plan), in line with our trauma-informed (ITIPS) training, to help a child feel safe and to understand what is happening for them:

- **Connect** – noticing early signs that a child is becoming distressed or dysregulated, and going to the child calmly, at their level, before saying anything about the behaviour.
- **Acknowledge** – naming the feeling for the child and showing it is understood, e.g. 'I can see this is really hard for you right now.'
- **Set Limits** (if required) – calmly restating the expectation, without blame, once the child is settled enough to hear it.
- **Make a Plan** (if required) – working with the child, once calm, to reflect on what happened, to put things right, and to agree what could help next time.

Connect and Acknowledge come first and prioritise relationship and safety. Set Limits and Make a Plan, including any consequence, follow once the child is able to engage with them. This is our 'connect before correct' principle, and it applies to every adult, in every space in the school.

When a calm reminder or limit needs to be set, staff use a short, consistent script: state what you notice, connect it to our Charter expectations, remind the child of a recent positive, thank them, and then give take-up time – stepping back for a moment rather than waiting over the child for instant compliance. Reminders to a whole class or group can be given in public; redirecting an individual child is done privately wherever possible. See Appendix E for example scripts.

4.3 Our Steps. So that every child knows what will happen when things go wrong, and every adult does the same thing, we use a named sequence of five steps (see Appendix F for the classroom poster). The steps describe what adults do to help — they are not a ladder of punishments, and they do not assume that behaviour is simply a choice:

- **Reminder** – a calm, brief prompt, linked to our Charter, given privately wherever possible (Appendix E).
- **Support** – where a reminder has not been enough, the adult moves alongside the child and co-regulates: a CALM script, a reduced demand, a change of space, a job or errand, or time with a trusted adult. The expectation is held calmly ('when... then...').
- **Reset** – time and space to regulate, for as long as that child needs, with an adult nearby.
- **Repair** – once the child is calm, a restorative conversation using our Reflection Sheet (Appendix B), together with a logical, restorative consequence that puts things right (clause 4.4).
- **Reconnect** – a brief, warm 'catch-up' (Appendix E), so the child knows the relationship is intact and can start afresh. We never end on the consequence.

Zones of Regulation describes how a child is feeling; Our Steps describe what adults do to help when behaviour does not meet our expectations. The two are deliberately not linked: a child can move through any zone at any point without ever reaching a consequence, and reaching a consequence does not depend on which zone a child is in.

In practice, this means:

- Staff do not engage with secondary behaviour (e.g. muttering, eye-rolling, tutting) in the moment; this is noted and, if needed, addressed later, once the child is calm, rather than escalating the immediate interaction.

- Where behaviour continues, the child spends time with a trusted adult away from the group to regulate. The length of time reflects what helps that child regulate, rather than a fixed tariff.
- Once calm, a restorative conversation follows, using our Reflection Sheet (Appendix B) to explore what happened, who was affected, and what might help next time.
- Staff record incidents on CPOMS (the secure online recording system). A pattern of repeated incidents leads to a conversation with the child's parents and a move to the next level of support (see our graduated response, Appendix B), rather than an automatic consequence.
- Persistent or more serious behaviour (such as extreme defiance, violence, bullying or racism) is shared with the Headteacher or a member of the Senior Leadership Team, who will agree a plan with the family. This may include a Home–School Communication Book, an individualised Behaviour Plan (Appendix C), or a Responsive Co-Regulation Plan (Appendix D).

4.4 Consequences. A consequence sits inside Repair (Step 4), not apart from it: its purpose is to put right what has gone wrong and to teach, not to punish or to blame. So that every adult responds in the same way, we use the same small set of consequences across the whole school. As stated at the head of this section, our consequences are certain, not severe: what matters is not how big a response is, but that it is calm, proportionate and always followed through, by every adult, every time. A consequence is always followed by Reconnect (Step 5).

The principles underpinning our consequences:

- **Restoration, not punishment** – the purpose of a consequence is to repair harm and to teach, never to shame, blame or make a child suffer.
- **Connect before correct** – regulation and relationship come first. A consequence only lands when a child is calm enough to make sense of it.
- **Logical and proportionate** – the consequence is linked to the behaviour and to putting it right (for example, helping to clear up a mess that has been made, or finishing work at an agreed time).
- **Certain, not severe** – calm, predictable follow-through matters more than the size of the response.
- **Adjusted, not abandoned** – the expectation is held for every child; the way we get there is adapted for children with SEND, a trauma history, or a high level of need.
- **Time-limited** – once repair has happened, the child starts again with a clean slate. Consequences are never carried over.

When a child does not meet an expectation, staff first consider whether this is a child who cannot meet it right now (a child who is dysregulated) or a child who is regulated and is not meeting it. Staff make this judgement using what they know about the child: the signs of dysregulation set out in that child's Responsive Co-Regulation Plan (Appendix D); their own knowledge of the child's needs, triggers and what has already happened that day; the child's presentation and body language; a brief check-in with the child; and, where relevant, information shared by the SENDCo, the DSL or the family. Where staff are unsure, we assume 'can't' rather than 'won't', and begin with regulation and support. Where a child is dysregulated, regulation comes first and the consequence waits until they are calm; the boundary is still held, calmly, once the child can hear it ('when... then...'). Where a child is regulated, the expectation is restated calmly and the consequence follows, without a raised voice and without negotiation. Either way the expectation does not disappear and the consequence is not dropped: it is held, and returned to once the child is ready.

Our consequences – the same for every child, applied by every adult:

- **Stage 1 – in the moment (any adult, in class, in the playground or the hall):** a calm reminder of the expectation, linked to our Charter (Step 1). If it continues, the adult moves alongside the child and offers connection and co-regulation using a CALM script (Step 2) — a change of seat or working space, a movement break, a job or errand, or a few minutes with a trusted adult to reset (Step 3). Where the behaviour still continues, a short, logical consequence follows once the child is calm, as part of Repair (Step 4): putting right what has been disrupted (for example, helping to clear up); a short pause from the equipment or activity being misused; or completing or redoing work that was not done, at an agreed time.
- **Stage 2 – if the behaviour continues in the same session, or is more serious:** reflection and repair time — a short, bounded part of the next break or lunch (no more than ten minutes) spent

with the adult involved, completing the Reflection Sheet (Appendix B) and agreeing how to put things right. Children are never kept in for a whole break, food is never withheld, and children are never left without the movement and outdoor time they need to regulate. This may instead be time to work in a pre-agreed partner class or calm space, with work, returning to the group once calm and ready. A restorative conversation takes place before the child fully re-joins the group, followed by a brief catch-up (Step 5).

- **Stage 3 – for serious, persistent or unsafe behaviour, or continued refusal that cannot be resolved in class:** the child is supported by, or spends reflection time with, a member of the Senior Leadership Team away from the classroom; parents or carers are informed the same day; and the child moves into our graduated response (Appendix B) — a Behaviour Plan (Appendix C), a Home–School Communication Book, or a Responsive Co-Regulation Plan (Appendix D). For the most serious incidents (violence, bullying, discrimination, or behaviour that compromises safety), an SLT-led plan is put in place and, only ever as an absolute last resort, suspension is considered in line with Section 14.

Consistency means every adult uses this same sequence and does not invent their own consequences. It does not mean an identical response for every child: for pupils with a known trauma history, SEND or additional emotional needs, the consequence is adjusted in line with Sections 6 and 7 and any individual plan, so that it remains fair, achievable and understood. In every case the consequence addresses the behaviour, not the child, and is always followed by Reconnect (Appendix E), so the child knows the relationship is intact and can start afresh.

In line with our trauma-informed approach, we do not use:

- public shaming, naming or comparison of children (for example, names or faces moved down a public chart);
- whole-class or group punishments for the behaviour of an individual;
- the withholding of food, or of a whole break or lunchtime, as a consequence;
- shouting, sarcasm, or threats we will not follow through;
- consequences that continue after Repair has taken place — once a child has put something right, they start again with a clean slate.

4.5 Class charters are discussed in collective worship and in the classroom. This way, every child in the school knows the expectations we all share. If there are incidents of antisocial behaviour, the class teacher discusses these with the whole class during PSHE sessions/circle time.

4.6 We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to work to stop any further occurrences of such behaviour.

4.7 All members of staff are aware of the regulations regarding the use of force and restraint as outlined in the school's policy (Policy for the use of Force to Control or Restrain Pupils). This has been written in consideration of the most recent government guidelines from the Department for Education 'Use of Reasonable Force' July 2013.

4.8 Trauma-Informed Language

The language adults use about a child's behaviour shapes how that behaviour is understood, and how the child comes to see themselves. When discussing behaviour with colleagues, recording on CPOMS, or talking with parents/carers, staff are encouraged to use language that names the need behind a behaviour rather than language that judges the child.

Language to be mindful of	Language we use instead
'Attention seeking'	'Attachment needing' / 'seeking connection or reassurance'
'Manipulative'	'Trying to get a need met' / 'finding it hard to trust right now'

Language to be mindful of	Language we use instead
'Naughty', 'poor behaviour', 'misbehaviour'	'Finding [the activity/transition] hard right now' / 'dysregulated'
'He/she chose to...'	'The behaviour may be telling us...'
Gendered labels (e.g. 'naughty boy', 'bossy girl')	Name the behaviour itself, without gendered framing

Where possible, staff also separate the child from the behaviour, e.g. 'The expectation is that we walk calmly, so let's try that together' rather than 'You need to stop running.' This guidance applies to how staff talk and write about behaviour, in line with our Charters (Appendix A), which remain the clear, child-friendly statement of expectations used directly with pupils.

5 Bullying

5.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory (racial, faith-based, gendered, homophobic/biphobic, transphobic, disability-based)	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5.2 For specific guidance on how the school deals with and prevents incidents of bullying, as well as guidance for parents, please refer to the 'Anti-Bullying Policy'.

6 Behaviour of Pupils with SEND

6.1 We recognise that children with special educational needs and/or disabilities may, at times, require a tailored and inclusive approach to support their behaviour. While our school maintains high expectations for the behaviour of all pupils, we understand that some children may need additional support to meet these expectations. To ensure fairness and equity, a range of personalised strategies and reasonable adjustments may be implemented to support the individual needs of pupils with SEND, and rewards and consequences are adjusted accordingly.

Reasonable adjustments will be made within the learning setting to enable a child to engage and integrate with the learning/activities taking place (although these adjustments will not be detrimental to others and will be discussed with the child and their parents).

- Where appropriate, individualised Behaviour Support Plans or Positive Handling Plans will be developed in collaboration with parents, staff, and relevant professionals to ensure a consistent and supportive approach.
- Visual timetables, first-then boards, and other communication aids (e.g. PECS, Makaton) may be used to support understanding of routines, transitions, and behavioural expectations.
- As part of our equality duty, we will, on occasion, talk to the child's cohort about inclusive practice to support that child and about adapted expectations for their behaviour.
- Resources to support a child's needs (for example, sensory resources) may be deployed within a classroom to maximise engagement and provide opportunities for them to access the curriculum.
- Staff will be trained in trauma-informed and inclusive behaviour management strategies, including de-escalation techniques and recognising triggers that may impact pupils with SEND.
- The school will work proactively with external agencies — such as Educational Psychologists, CAMHS, Speech and Language Therapists, Occupational Therapists, the Bridge Outreach service and Islington's specialist advisory teams — where appropriate, to develop strategies that support the child's emotional and behavioural needs.
- Where necessary, alternative spaces (such as calm rooms or sensory areas) will be used to help pupils regulate their emotions safely and return to learning when they are ready.
- Restorative approaches will be used where possible, supporting pupils with SEND to repair relationships and reflect on their actions in a developmentally appropriate way.
- The curriculum will include planned opportunities to teach all children about neurodiversity, empathy, and inclusive behaviour.

7 Trauma-Informed Practice

At St John's Highbury Vale, we recognise that some pupils may have experienced trauma or adverse childhood experiences, which can impact their behaviour, relationships, and ability to self-regulate. We are committed to adopting a trauma-informed approach across our behaviour policy.

7.1 We recognise that some pupils may have experienced trauma or adverse childhood experiences, which can affect their emotional regulation, behaviour, and ability to engage with learning.

7.2 In line with Behaviour in Schools (DfE, 2022) and Keeping Children Safe in Education 2025, we take a trauma-informed approach to behaviour, ensuring all pupils feel safe, understood, and supported.

7.3 Staff build strong, trusting relationships with pupils and respond to behaviour with empathy, consistency, and curiosity. Behaviour is viewed as a form of communication, and responses are developmentally appropriate.

7.4 Where appropriate, staff use CALM Scripts, emotion coaching, de-escalation strategies and restorative conversations to support children in regulating and reflecting. Public reprimands and shame-based approaches are avoided.

7.5 All staff receive training in trauma-informed strategies. For pupils with known emotional needs or trauma histories, we work with families and external agencies to co-produce tailored support plans.

7.6 This approach sits alongside our inclusive and SEND provision and ensures that our behaviour policy promotes fairness, dignity, and equity for all.

7.7 Trauma-informed practice does not sit apart from how we recognise and respond to behaviour day to day; it shapes how Sections 2 and 4 are applied. Before any consequence is given, staff will first consider what need a child's behaviour may be communicating, and will look to address that need before moving to correction. This reflects the principle of 'connection before correction': discipline remains an opportunity to teach and to set boundaries, but relationship and a child's sense of safety come first.

7.8 Consistency of approach helps children feel safe, but consistency does not mean treating every child identically. Some children — particularly those with a known trauma history, additional emotional needs, SEND or a high level of need — will need their expectations and responses differentiated, in line with Section 6 of this policy. Fairness is best understood as equity: each child receiving the support they need, rather than strict equality, where every child receives an identical response regardless of circumstance.

7.9 Staff Wellbeing

Supporting children who have experienced trauma, and children with a high level of need, can be emotionally demanding for staff. The school recognises the importance of looking after the wellbeing of those working most closely with our most vulnerable pupils, and encourages staff to:

- recognise that change in a child's behaviour can happen slowly, and that this is not a sign that support is failing;
- value the impact of small, consistent, compassionate actions, even when progress is not immediately visible;
- know their own limits, and feel able to ask for a break or for support when they need one;
- build their understanding of trauma and of secondary (vicarious) trauma;
- seek support from colleagues, supervision, or, where needed, professional services, without this being seen as a sign of struggling to cope.

8 The role of the class teacher

8.1 It is the responsibility of class teachers to ensure that the school charters are understood and enforced in their classes, and that their classes behave in a responsible manner during lesson time.

8.2 All class teachers at St John's have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

8.3 The class teacher treats each child fairly, and enforces the school charters consistently. The teachers treat all children in their classes with respect and understanding.

8.4 If a child is not able to meet behavioural expectations repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher responds using Our Steps (clause 4.3). However, if the pattern continues, the class teacher seeks help and advice from their Phase Leader or a senior member of staff. If a Home-School Communications Book is started, teachers need to keep it updated, reviewed and checked by SLT weekly.

8.5 The class teacher liaises with external agencies through the Inclusion Lead, as necessary, to support and guide the progress of each child.

8.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

8.7 The class teacher is confident in using CALM Scripts and restorative conversations (Appendix E) as the first response to behaviour that challenges, and applies Our Steps (clause 4.3) consistently.

9 The role of Teaching Assistants and other support staff

9.1 It is the responsibility of support staff to ensure that the school charters are understood and upheld.

9.2 Support staff take responsibility for responding calmly and relationally to behaviour that challenges when working with a class, a group or an individual, and share responsibility for more significant incidents with the class teacher. This includes working with children during break and lunchtimes. Support staff are to record such incidents on CPOMS.

10 The role of all staff

10.1 The expectations below apply to every adult in school — teachers, teaching assistants, support staff, lunchtime supervisors, office staff and leaders. In addition to the responsibilities set out above, all staff will:

- take time to welcome pupils warmly at the start of each day;
- look for opportunities to catch children doing the right thing, and acknowledge this positively and specifically;
- never walk past or ignore a child who is not meeting our expectations;
- refer back to our Charters (Appendix A) when redirecting a child's behaviour, rather than personalising the moment;
- praise in public; redirect, reprimand and restore in private (see Appendix E, Behaviour Scripts);
- follow up every time: retain ownership of an incident and engage in reflective dialogue with the child, rather than passing it on unless support is genuinely needed;
- model the behaviour we want to see.

11 The role of the Headteacher

11.1 It is the responsibility of the Headteacher to implement the school's behaviour policy consistently, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

11.2 The Headteacher supports the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

11.3 The Headteacher keeps records of all reported serious behaviour incidents on CPOMS.

11.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious behaviour incidents. For repeated or very serious incidents, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

11.5 Senior Leaders will:

- be a visible, calm presence around the school, particularly during transitions and lunchtimes;
- take time to welcome pupils at the start of each day;
- regularly celebrate pupils and staff whose efforts go above and beyond expectations;
- encourage the use of verbal praise and positive news shared with parents and carers;
- ensure staff training needs around behaviour and trauma-informed practice are identified and met;
- use behaviour data recorded on CPOMS to identify patterns of need and target support, in line with our graduated response (Appendix B);
- regularly review provision for pupils whose needs fall beyond what this policy can address alone.

12 The role of Parents

12.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

12.2 We explain our Charters and our relational approach to behaviour in the school prospectus, and we expect parents to read and support them.

12.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

12.4 If the school has to use reasonable consequences to respond to a child's behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Phase Leader. If the issue is still not resolved then parents should organise a meeting with the Headteacher. If this does not resolve the situation they can speak to the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

13 The role of Governors

13.1 The Governing Board sets the general principles for standards of behaviour and relationships at our school, and reviews how well they are working.

13.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

14 Suspensions and Permanent Exclusions

14.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Schools can suspend a child if they have seriously broken school rules or allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils. The school ensures that it follows the guidelines in the Department for Education Document – Exclusion from maintained schools, Academies and pupil referral units in England (August 2024).

14.2 Only the Headteacher (or a Deputy Headteacher in their absence) has the power to exclude a child from the school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

14.3 If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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.

14.4 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.

14.5 The Governing Board itself cannot either exclude a child or extend the suspension period made by the Headteacher.

14.6 The Governing Board has a Pupil Disciplinary Panel. This committee considers any suspension/exclusion appeals on behalf of the governors.

14.7 When an appeals panel meets to consider a suspension/exclusion, they consider the circumstances in which the child was suspended/excluded, consider any representation by parents and the LA or LDBS, and consider whether the child should be reinstated.

14.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

14.9 Where a suspension does take place, the school will take active steps to maintain the relationship between the child, their family and the school throughout the suspension period. This may include contacting the child and/or their family at the start and end of each day to check how they are doing and how any set work is going.

14.10 On return to school, a reintegration meeting will be held using a restorative approach, with the aim of repairing relationships and reducing blame rather than re-examining the original incident. The child's voice, and where appropriate their family's voice, will be central to this meeting.

14.11 Where several members of staff have been involved in supporting a child through a suspension, the school will offer a restorative space for those staff to reflect on the incident and the support provided.

14.12 If a child has an allocated social worker, the social worker will be informed at the point a suspension is being considered, so that a holistic plan of support can be developed alongside the school.

14.13 If the child is looked after, the Virtual School will be contacted for support and advice before, or at the earliest opportunity following, any decision to suspend or exclude the child.

15 Monitoring and Review

15.1 The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

15.2 The school uses the secure online recording system CPOMS which enables ease of monitoring.

15.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

15.4 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. The governing body will pay particular attention to matters of equality (Equality Act 2010) to ensure that all children are treated fairly.

15.5 In addition to monitoring suspension and exclusion data, the school will periodically complete a trauma-informed practice self-assessment, considering areas such as: staff knowledge and training; the quality and consistency of relationships across the school; direct support available to pupils and to staff; and the extent to which trauma-informed approaches are embedded at senior leadership and governance level. This will identify areas of strength and areas for development, and will inform the action planning shared with governors as part of the policy review cycle.

16 Mobile Phones

16.1 Only children who travel to or from school independently (in years 5 or 6) are allowed to bring a non-smart phone into school. Their device must be switched off and handed in to the office each morning; it will be locked away during the day and returned to the child at the end of the school day.

17 Reasonable Force

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

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

17.2 Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix C for a behaviour log)

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

See Positive Handling Policy

18 Searches and Confiscation of Property

18.1 Searches will only be carried out when we believe a child or another member of the school community is at risk or when we have reason to believe that a child has stolen an item or is in possession of an item on the prohibited list (see the prohibited list below).

18.2 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 or any other item that the school identifies as an item which may be searched for.

18.3 Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The school ensures it follows the guideline set out in the Department of Education Document – Searching, Screening and Confiscation advice for schools (July 2022).

19 Appendices

Appendix A – Charters

The School Charter

Rights	Promises
We have a right to learn	We promise to try our best
We have a right to be heard	We promise to respect others
We have a right to make our own choices	We promise to be responsible
We have a right to be safe	We promise to look after each other
We have a right to have fun	We promise to be kind

The Playground Charter

Rights	Promises
We have a right to a fair playtime, and a clean and safe space to spend it in (article 24)	We promise to treat all the space, equipment and each other with care
We have a right to spend playtime with anybody we choose (article 15)	We promise to include everybody who wants to be included
We have a right to enjoy playtime (article 31)	We promise to take turns and to share space and equipment
We have a right to be supervised by a responsible adult (article 3)	We promise to explain what we need to each other and adults

The Lunchtime Charter

Rights	Promises
We have the right to be safe.	We promise to move calmly. We promise to sit at the next available seat when filling a table. We promise to help clear up any spills or tell an adult if we see a problem. We promise to wait to be told before taking our plates, cutlery and cups up to the trolley and bins in one go. We promise to leave by walking out calmly.
We have the right to a healthy lunch.	We promise to tell staff if there is a food we cannot eat. We promise to try healthy foods. We promise to sit and chew our food while eating. We promise to wait to be told before taking our plates, cutlery and cups up to the trolley and bins in one go. We promise to leave by walking out next to the windows.
We have the right to have fun.	We promise to talk sensibly so everyone can hear. We promise to be kind.

Appendix B – Graduated Response and Reflection Sheet

The table below sets out our graduated response to a pattern of need, replacing a fixed count of incidents as the trigger for additional support:

Level	Trigger	Response
Wave 1 Class Teacher-led	The whole-school relational approach (Charters, CALM Scripts, restorative conversations) is meeting this child's needs, most of the time.	No additional plan needed; consistent whole-school practice.
Wave 2 Phase Leader-led	A class teacher notices a recurring pattern of need over time – not a fixed count – e.g. the same kind of difficulty showing up across several days or settings.	Short, time-bound plan agreed with parents (e.g. individualised targets, Home-School Communication Book, increased nurture/co-regulation support), reviewed regularly.
Wave 3 SLT-led	Need is more significant, persistent, or safety is a concern.	SLT-led plan, often with external agency involvement; a Responsive Co-Regulation Plan (Appendix D); exclusion considered only as an absolute last resort, in line with Section 14.

Pupil Reflection Sheet

Used following a restorative conversation, once a child is calm enough to reflect:

- What happened?
- What was I thinking and feeling at the time?
- Who has been affected, and how?
- What do I need to do to put things right?
- Which of our Christian values can I use to put things right?

Name: _____ Class: _____ Date: _____

Appendix C – Behaviour Plan

When we use a Behaviour Plan: a Behaviour Plan is used at Wave 2, with children who are able to work towards a small number of clear, achievable targets and who find daily structure and feedback helpful. It is not used where a child's behaviour is driven by dysregulation, trauma or an unmet need — for these children a daily target chart can add pressure and reinforce a sense of failure. In those cases we use a Responsive Co-Regulation Plan (Appendix D) instead, alongside any plan agreed with the SENDCo, the family and outside agencies. Targets are always agreed with the child and their parents/carers, framed positively, and reviewed at least half-termly.

Date: _____ Class Teacher: _____ Behaviour Plan Level: Wave 1 (Class Teacher-led) / Wave 2 (Phase Leader-led) / Wave 3 (SLT-led)

Targets: 1. _____ 2. _____ 3. _____

Children can either tick or draw a smiley/straight/sad face to show how well they have met their targets in that session. Include a comment from the teacher to add detail.

	Morning	Break time	Middle Session	Lunch time	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Signed by parent (delete as appropriate): _____ Date: _____

Appendix D – Responsive Co-Regulation Plan

For pupils with significant emotional regulation needs, this template gives staff a consistent, pre-agreed response at each stage of a child's regulation. To be completed by the child's key adult, in collaboration with parents/carers and the child.

Child's name: _____ Key adult: _____ Date: _____

State of Regulation	Potential Displayed Behaviours	Responsive Co-Regulation
Calm	(personalise per child – e.g. steady breathing, open posture, able to listen and engage)	(personalise per child – e.g. maintain warm engagement; encourage listening; introduce gentle challenge)
Mild Stress	(personalise per child – e.g. fidgeting, frustration, increased distraction)	(personalise per child – e.g. connect through tone and facial expression; name and validate the feeling; offer a calming activity)
Dysregulated (Mobilised)	(personalise per child – e.g. raised voice, pacing, oppositional responses)	(personalise per child – e.g. reduce demands while staying present; keep language short; reduce sensory input; predictable routine)
Dysregulated (Immobilised)	(personalise per child – e.g. withdrawn, shut down, reduced eye contact)	(personalise per child – e.g. approach gently and slowly; calm predictable voice; sensory comfort)
Crisis	(personalise per child – the child's behaviour means they or others are not safe)	(personalise per child – follow individual safety plan; named roles; physical intervention only by trained staff, as a last resort)

Appendix E – Behaviour Scripts

These scripts give staff a calm, consistent way to connect, acknowledge the feeling and set limits, in line with clause 4.2 (CALM Scripts). They follow the same shape throughout: connect with the child, acknowledge the feeling underneath the behaviour, state what you notice, connect it to our Charter expectations, remind the child of a recent positive, thank them, and give take-up time.

Public – Reminder to a class or group

State what you notice → state the expectation → thank you → give take-up time.

'I notice a few of us are still chatting while I'm giving instructions. Our Charter promise is to listen to each other. Thank you – I'll give you a moment to finish up.'

Private – Reminder to an individual

State what you notice → state the expectation → thank you → give take-up time.

'I notice you haven't started yet. Our promise is to try our best – I need you to make a start in the next few minutes. Thank you. I'll come back and check in a moment.'

Private – Cautionary prompt

State what you notice → state the expectation → clarify the choice → state the consequence → remind of a recent positive → thank you → give take-up time.

'I notice you're still calling out. It's our promise to respect others that you're finding hard right now. If you put your hand up instead, you'll be able to share your idea with the group. If it carries on, you'll need a few minutes away from the group to reset. I know you stayed really focused yesterday – that's what I need to see again now. Thank you.'

Private – Time to regulate

State what you notice → offer time and a space to regulate → state the time frame → brief, calm check-in once the session ends.

Are you okay?

I notice you're

At St John's we show

Let's make a plan

'I can see this is feeling really hard right now. Take five minutes in the calm corner, and I'll come and check in with you after.'

Private – Following a more serious incident

State your concern → state who you'll be talking to → state that a decision will follow → move to a restorative conversation once calm (Appendix B).

'I'm concerned about what's just happened. I'm going to talk this through with ----, and then we'll decide together what happens next.'

Across all of these, staff avoid responding to secondary behaviour (e.g. muttering, eye-rolling, tutting) in the moment. This is noted and, if needed, addressed later – once the child is calm – rather than escalating the original interaction.

PLAYGROUND SCRIPTS

These scripts follow the same CALM shape as clause 4.2: Connect, Acknowledge, Set Limits, Make a Plan. Wherever a script sets a limit, staff first connect with the child and acknowledge the feeling underneath the behaviour, then hold the boundary calmly.

1. Minor rule break (e.g. running where they shouldn't, not sharing equipment)

(Connect first: eye contact, move closer, pause.) 'You're really enjoying that — and it's walking feet in here, thanks.' 'That's the football, and it's [name]'s turn right now. You can wait here for it, or the climbing frame is free.' (Give take-up time — glance away or step back rather than standing over them waiting.)

2. Rough or unsafe play

'That's got really exciting, and it's tipping into rough — pause there with me a second.' Once calmer: 'You were both having fun. What were you trying to do? ... Okay — let's find a way to play that without anyone getting hurt.' (If it restarts: 'I said pause. Pause.' — broken record, same words, calm tone, not louder.)

3. Excluding another child

'I noticed [name] wanted to join and the game stopped. What happened there?' (Listen, then) "What's our rule about everyone getting to play? ... Right — so what can we do about that now?"

4. Not coming when called / ignoring instruction

Go to them rather than calling across the playground. Lower yourself to their level if safe. 'I can see you're really into this and you don't want to stop. I still need you to come with me now.' If they argue: 'I hear you — and I still need you to come.' (Acknowledge first, then hold the boundary — don't get drawn into the argument itself.) If they stall further: 'Come with me now... Come with me now.' (Broken record — same words, same calm tone.)

5. Unkind words / name-calling

'Stop — that was unkind.' To the child who was hurt: 'That wasn't okay. Are you alright?' Back to the first child, privately, once calmer: 'Something got you really upset just then. What was going on for you? ... What did you need instead of saying that?' (If they mutter or roll their eyes afterwards — let it go. The primary behaviour has been dealt with.)

6. Persistent low-level defiance

'I can see you don't want to stop. What's our promise about [the relevant expectation]?' (reminder, not a lecture) If still refusing: 'When you've put that down, then you can go back to playing.' (when/then, stated once, calmly) If they keep arguing: hold the same line, same words, and step back slightly to give take-up time rather than standing over them.

7. Physical incident (hitting, pushing, kicking)

Step in calmly, body between the children if needed: "Stop. Hands off." Once separated: "Take some space — I'll come back to each of you in a minute." (To the child who hit, once calmer, privately) "Something happened that made you want to hit. Tell me what it was — and we still need to sort out what happens next." (*Connection and accountability together — neither replaces the other.*)

8. Child runs off / leaves the boundary (safety issue)

Move toward them steadily — don't chase at speed or shout across the space, which can frighten a dysregulated child further. "I'm coming to you. You're not in trouble — I need you safe." Once back: "We'll talk about what happened in a minute. First let's just be okay." (*This is a Stage 3 situation — safety and regulation come before any Rogers-style choice/consequence language, which can wait until they're calm.*)

DINING HALL SCRIPTS

9. Refusing to eat / picking at food

'I can see this doesn't feel easy today. You don't have to finish it all — try three more bites, or would a different bit of it work better?' Keep food refusal low-key — no bargaining, no comments on body, weight or health in front of others, no reward or consequence attached to eating, and follow any individual eating plan that is in place. Share any ongoing concern with the class teacher and the SENDCo.

10. Throwing food / messing about with food

'That looks like it's getting silly. Food stays on the plate or in the bin, thanks.' If repeated: 'When you've stopped, then you can finish your lunch here. If it carries on, you'll finish it at the quiet table.' (Stated once, calmly, as a fact — not repeated with rising volume.)

11. Not staying seated / up and down repeatedly

'It's hard to sit still today, isn't it? What's our promise about staying seated at lunch?' Offer a choice of space: 'Sit here, or would the end seat near the wall help?'

12. Unkind comments about someone else's food or lunchbox

'Stop — comments about people's food aren't okay, ever.' To the child on the receiving end: 'That wasn't fair on you. Are you alright?' To the first child, privately, later: 'What was going on for you when you said that?'

13. Loud, disruptive behaviour in the hall

Go to the table rather than calling out across the room. 'It's a good lunchtime and it's got loud — this needs to come down a notch, thanks.' If it continues: 'When it's quieter, then you can stay here. If not, you'll have two minutes outside the hall.' (when/then, said once, calmly, then followed through without anger if needed.)

DE-ESCALATION / REGULATION SCRIPTS

Once a child is shouting, crying, frozen, or unable to engage with words, the priority is regulation, not behaviour management. Logic, choices, and consequences all wait.

"I'm right here. You don't have to talk yet." "You're safe. I've got you." "Take your time. I'm not going anywhere." (If they need movement) "Do you want to walk with me a bit?" (If they need stillness) "Let's just sit here together for a minute."

Avoid in this stage: "calm down," "you're fine," any question starting with "why," any mention of consequences, any choice language, any audience of other children nearby.

Once the child's breathing and body have settled use the repair/rapport-building conversations below.

REPAIR / RESTORATIVE CONVERSATION (after the incident, once everyone is calm)

Best done later that day or the next morning, never in the heat of the moment and never in front of an audience.

'Can we talk about what happened at lunchtime?' 'What happened, from your side?' 'What were you thinking and feeling at the time?' 'Who has been affected, and how?' 'What do you need to do to put things right?' 'Which of our Christian values could help you put things right?' 'What could you do differently next time?'

RECONNECT / "CATCH-UP"

Separate from the restorative conversation above, this is a short, friendly, low-stakes moment, ideally on the same day, simply to show the relationship is intact after a consequence has been applied (Step 5 of Our Steps). It is not the place to revisit the incident in detail.

"Hey — we good?" "Good lunchtime today otherwise?" A genuine smile or a small shared joke, where it fits naturally.

This step matters: without it, children can walk away from a consequence feeling like the adult is still annoyed with them, which makes the next interaction harder than it needs to be.

QUICK-REFERENCE CARD (for lanyards / staff room wall)

Before you speak: try the ladder — non-verbal cue, tactical pause, proximity — before using words at all.

Say:

- "[Name], [direction], thanks." (*not a question, not "please"*)
- "I hear you... and [boundary]." (*partial agreement*)
- "When you've [done X], then [Y]." (*limit, said once*)
- "What's our rule about...?" (*reminder, not lecture*)
- "I'm right here" (*safety, when dysregulated*)

Avoid:

- Questions that invite a "no" ("Will you stop that?")
- Asking "why" mid-incident — save it for later
- Repeating a direction louder or with extra add-ons each time — repeat the *same* words calmly instead (broken record)
- Standing over a child waiting for instant compliance — give take-up time
- Engaging with muttering/eye-rolling once the main behaviour is dealt with — let secondary behaviour go
- Public correction or comparison to other children
- Threats you won't follow through on
- Withholding food as a consequence

Always: match consequence to the behaviour policy, log incidents per the school's process, follow through calmly on any stated consequence, and have a brief friendly catch-up once things have settled.

OUR STEPS

What we do to help

1	2	3	4	5
Reminder	Support	Reset	Repair	Reconnect
A calm prompt to help me remember.	An adult helps me get back on track.	Time and space to feel calm again.	We put things right together.	We are okay — I start afresh.

Zones of Regulation describes how I'm feeling. These steps describe what the adults do to help me. They are not linked.

Appendix G – Our Consequences (staff reference)

The same consequences, used by every adult, every time. This is the at-a-glance version of clause 4.4. Consequences are certain, not severe; they sit inside Repair, and are always followed by Reconnect.

Stage	What it looks like	What every adult does (the consequence)
Stage 1 in the moment	A first or one-off slip; low-level behaviour; not following an expectation once.	Calm reminder linked to our Charter (Step 1) → move alongside the child, connect and co-regulate using a CALM script (Step 2) → reset with a trusted adult (Step 3) → once calm, a short logical consequence as part of Repair (Step 4): put right what was disrupted; a short pause from the equipment or activity; complete or redo work at an agreed time → brief catch-up (Step 5).
Stage 2 continued or more serious	The same behaviour continues in the session, or a more serious one-off (e.g. deliberate unkindness, or a child who is regulated and does not follow a reasonable instruction).	Up to ten minutes of the next break with the adult involved to complete the Reflection Sheet (Appendix B) and agree repair — never a whole break, never food, never without movement and outdoor time → or time with work in a partner class or calm space → restorative conversation and catch-up before re-joining (Steps 4 and 5).
Stage 3 serious, persistent or unsafe	Serious, repeated or unsafe behaviour, or continued refusal that cannot be resolved in class (e.g. violence, bullying, discrimination).	Supported by, or reflection time with, SLT away from class → parents or carers informed the same day → graduated response (Appendix B): Behaviour Plan (C), Home–School Communication Book, or Co-Regulation Plan (D) → SLT-led plan; suspension only ever as an absolute last resort (Section 14).

Whatever the stage, every adult:

- separates the child from the behaviour, and stays calm;
- holds the consequence inside Repair (Step 4), and follows it with Reconnect (Step 5);
- adjusts the consequence for pupils with SEND, a trauma history, a high level of need or additional needs, in line with any individual plan (Sections 6 and 7);
- has a brief, warm 'catch-up' afterwards (Appendix E), so the child knows the relationship is intact.

We never use:

- public shaming, naming or comparison; whole-class punishment for one child's behaviour; the withholding of food or of a whole break or lunch; shouting, sarcasm or threats we will not follow through; or consequences that carry on after repair is done.