

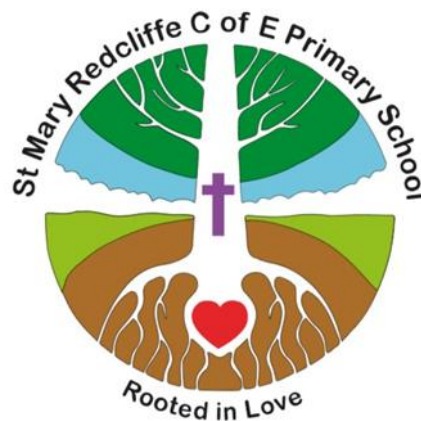


LIGHTHOUSE
SCHOOLS PARTNERSHIP

Relationships and Behaviour Policy

For

St Mary Redcliffe Primary School



Date Policy Approved	July 2026
Review cycle	Annually
Next review date	July 2027

Document History

Version	Author/Owner	Dated	Comments
1.0	Debbie Coker	25/2/26	Ready for schools to adapt and implement for Sept 26
2.0	Neil Lankester	20/07/2026	Approved by SMRP LGB
3.0			

Our Vision

At St Mary Redcliffe C of E Primary School, our hopes for our children are encapsulated in our school vision 'Rooted in Love'. Supported by Psalm 1:3 (Good News Bible) 'They are like trees that grow beside a stream, they flourish in everything they do.' This underpins all we do and every interaction we have. Considering the impact of pupils' social and emotional wellbeing upon their engagement and subsequent academic (and wider) outcomes, we work to ensure their needs are met and the environment is enabling: providing all necessary tools for success. To achieve this, we have a consistent, proactive and positive approach to managing behaviour.

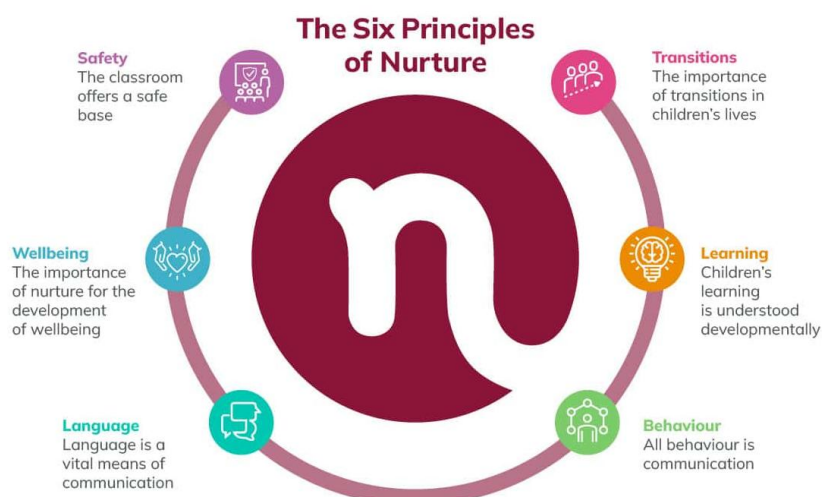
Our approach to behaviour at SMRP combines 3 key ingredients to foster positive, school-appropriate behaviour:

1. An enabling, nurturing, focussed environment, that sets children up for success
2. Proactive, explicit teaching of expected behaviour through our school values – HEARTS and 'target' behaviour
3. A robust, consistent response to both unacceptable and desired behaviour in all situations.

Our school has six values which we expect every member of our school community to uphold: hope, empathy, aspiration, respect, thankfulness and selflessness. These values help our children grow and develop into confident, kind, ambitious learners who make the most of every opportunity available to them. These school values help us realise our 'Rooted in Love' vision and their presence is felt in every aspect of school life. These are the building blocks of our universal offer to all pupils and the language is carefully chosen to support children's understanding of the expectations around interactions between one another.

We explicitly teach behaviour through our: HEARTS school values (encouraging and praising desired behaviours), 'target' behaviour for each lesson and consistent daily routines. This reduces anxiety and cognitive load and develops habits of self-discipline allowing children to engage purposefully and meaningfully with their learning, each other and the adults in their lives.

As an accredited Nurture UK school, these 6 principles underpin our vision, actions and ethos. Our high standards for behaviour ensure our school champions these principles for every child.



Aims / Intention of the policy

- To provide the framework as to how the 6 principles of Nurture and our school's vision and values are threaded through the thinking and actions we take.
- Outline our intention to work in partnership with parent/carers and other external partners to benefit our children so that all can learn well.
- To provide guidance as to how we teach children to behave through our school's behaviour curriculum, support our children to regulate and behave in a positive way that allows all to learn well.
- To provide a clear process as to how we support children who may need additional help to meet the school's expectations through our graduated response.
- To outline how relationships will be developed to ensure that all children feel safe, secure, connected, understood and cared for. This includes the responsibilities of all adults in the school community.

Roles and Responsibilities

The Board of Trustees

The Board of Trustees is responsible for monitoring the effectiveness of this behaviour policy and holding each head teacher to account for its implementation.

Local Governing Body

The local governing body of each school is responsible for overseeing the implementation of this behaviour policy in its school.

The Head Teacher

The Head Teacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure that the policy is enacted effectively
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and send policies to ensure that appropriate levels of support are provided to enable pupils to engage with school effectively.
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach where appropriate for pupils with additional needs

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

Parents and Carers

Parents and Carers are expected to:

- Be ready to work in partnership with the school's intentions and approach to building a culture that fulfils our schools vision and values.
- To talk to the school about any concerns about their child or changes in circumstances as soon as possible so that the school can provide support.
- To understand that all children are different and have rights to education and that all adults involved with the child at school will need to work together to do their best for each child.
- Take part in meetings following a behaviour incident and to work with the school to support improving behaviour. E.g. through a reintegration meeting or Pastoral Support Plan (PSP) Process
- Raise any concerns as swiftly as possible relating to the management of behaviour with the school directly, while continuing to work in partnership with the school.

Pupils

Pupils will be made aware of the following during their behaviour curriculum:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate
- Pupils will be supported to develop an understanding of school's behaviour policy and wider culture
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and induction will be provided for pupils who arrive mid-year

Our School's Behaviour Rules

In our school, there are no individual class rules or charters, instead all children should be following the school rules of ready, respectful, safe. This involves: active listening, active engagement, active participation

Ready



**We are ready to learn,
ready to listen and ready
to embrace
opportunities.**

**We respect our friends,
our teachers, our visitors
and all members of our
community.**

Respectful



Safe



**We know how we can
keep ourselves safe and
make sure we do all we
can to keep our school
family safe.**

What this looks like in practice

Pupils come to school with different understandings of what it means to behave and interact positively with others. At SMRP, everyone is responsible and accountable all of the time for teaching and maintaining a culture of positive behaviour and social interactions. We believe it is the job of every adult in school to deliberately teach and model *our* social norms so that there is a common understanding of **‘the way we do it in our school’** which is consistently understood by everyone – children and adults alike.

To establish and maintain positive behaviour, children at SMRP are flooded with signals throughout the day about what positive behaviour looks like at school and in society because the more they see this in action being demonstrated by multiple adults and children, the more likely they are to replicate this themselves.

In our school, whole school social norms are maintained by:

- **Telling pupils what this looks like** in assemblies, class sessions and through our incidental interactions
- **Modelling to pupils what this looks like** through our own interaction with them and other adults
- **Correcting/ challenging** incorrect behaviours and interactions when we see them
- **Repeating routines and positive interactions constantly** so that they become embedded in the fabric of the way we do it in our school



Routines are the building blocks of our school culture and so we all must spend time deliberately teaching and maintaining these. Routines are specified behaviours we want to become automatic. The job of adults in school is to identify these, explicitly teach what these need to look like and practise them to develop and maintain automaticity.

Public whole school routines

Entering for assemblies: All children are taught to enter and leave assembly in silence (including adults) because this is a time when we are all together to collectively worship or celebrate achievements.

What does this look like in practice? Walking on the left, 1 behind the other, hands by side – not in pockets, not touching each other or the walls, teachers use non-verbal cues to support – ‘wonderful walking’.

Walking to the lunch hall: All children are taught to walk down the corridor on the left-hand side at all time, when we walk to the lunch hall we can talk to our friends because this is a social time, we talk at a reasonable level. SLT will be on duty every day to support these movements around the school.

Entering the classroom and main building: Outside behaviour and interactions look different to those we see in the building.

What does this look like in practice? Children walk through the door 1 at a time, we use our indoor voice, when coming in after break and lunch teachers should stop children at the door remind them of the expectations/ give the next instruction and manage how pupils enter.

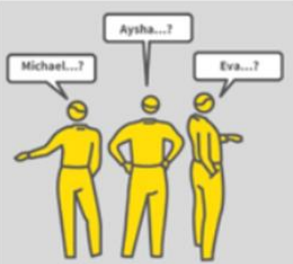
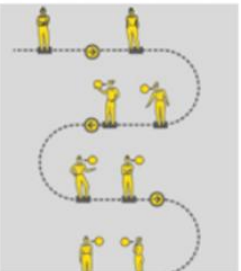
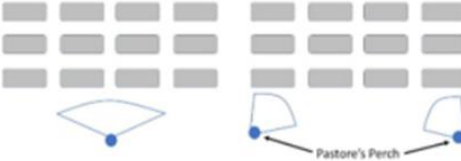
IN CLASS: WHAT ARE OUR EXPECTATIONS?

Ready	Respectful	Safe
1. Sitting in learning position—eyes on the teacher, materials ready. 2. Starting learning as soon as instructions are given. 3. Having books, pencils, and resources out without fuss. 4. Showing “ready to listen” body language: still, focused, facing forwards.	1. Putting hands up and waiting to be chosen before speaking. 2. Listening when others talk—no interrupting or calling out. 3. Using kind, positive words with classmates. 4. Taking turns, sharing resources, and working cooperatively.	1. Sitting on chairs properly—four legs on the floor. 2. Keeping the floor and desk area tidy to avoid slips or trips. 3. Using scissors, equipment, and classroom items appropriately. 4. Staying in your space unless given permission to move.

TRANSITIONS

Ready	Respectful	Safe
1. Moving straight to the correct place (line, carpet, table) without reminders. 2. Having the right equipment (coat, water bottle, book) before moving. 3. Showing listening bodies—eyes up, hands free, voices off. 4. Responding immediately to signals (bell, whistle, teacher call-back).	1. Walking quietly so other classes can continue learning. 2. Giving space to others in the line without pushing or crowding. 3. Following adult instructions first time, without arguing. 4. Allowing others to go first if needed (e.g., younger children, visitors).	1. Walking at all times—no running in corridors or on stairs. 2. Keeping hands, feet, and objects to yourself. 3. Holding railings on stairs and staying to one side. 4. Entering and leaving classrooms in an orderly, calm manner.

Strategies we use as adults to support consistency as well as high levels of participation and engagement in learning

At SMRP, we deliver high quality first teaching using explicit instruction  We aim for 100% participation, 100% engagement because if we are not interacting they are not learning!	We establish and rehearse routines for every common situation pupils encounter. Effective teachers establish simple routines so children know precisely what to do, when, and how, so that we can all focus on the learning. Our staff will: - Establish the routine, describe and model it explicitly - Repeat the routines like a rehearsal giving pupils clear feedback until they get the level of success we want and it is automatic - Do not allow the routines to slip below what they expect! - Reinforce routines constantly and consistently - Use target behaviour to make expectations explicit 	We use positive framing to maintain high expectations through positive reinforcement. Effective classroom managers frame correction using positive reinforcement to secure the behaviours they want. Our staff will: - Be precise so pupils are clear about what they expect to see and hear - Use pupil's names as much as possible to cue them in - When pupils do not meet their expectations, reassert what they want – not describe their behaviour 'Blake, I'd like you looking this way thanks.' - Assume confusion over defiance 	We use signal, pause, insist to establish routines and maintain high expectations. Effective teachers give precise, consistent signals to manage classes and insist on the response. Our staff will: - Select a clear and easily reproduced signal that they will use to gain attention - Teach pupils the signal explicitly and practice it multiple times - Use the signal by standing facing the class, scanning the room and making eye contact with everyone - Pause – they will not give the next instruction until everyone follows the initial instruction - Ensure 100% compliance using verbal/ non-verbal cues where needed - Use target behaviour to make expectations explicit 
We use verbal and non-verbal cues to communicate with pupils Effective teachers do not only use their voice to manage pupils they also use non-invasive strategies without stopping the flow of their teaching Our staff will: - Use eye contact - Use hand signals/ gestures - Intentionally model the behaviours they expect to see - Use fewer words - Use names - Use target behaviour to make expectations explicit 	We are ready and waiting for the children to support transitions Effective teachers know that moving 30 pupils around a room and the building can be a military operation. Our staff will: - Be at the door ready to welcome every pupil every day - Be on the playground just before the bell so that they are ready to support the children to line up correctly - Teach the children that the door to the classroom is the portal to indoor behaviour and that outdoor behaviour belongs in the playground - Walk pupils into assembly silently 	We ensure that we track and helicopter so that we are seen to be looking. Effective teachers need to see what is happening in their classroom to prevent non-productive behaviour. Our staff will: - Position themselves in the classroom so that they can scan and track all pupils in the room - Move to different positions around the room to notice and support all pupils - Always ensure they can see everyone - Be seen looking using non-verbal/ verbal cues to keep pupils on task - Use target behaviour to make expectations explicit 	We narrate choice and consequences. Effective teachers are explicit with children that if they do X then Y will happen – and follow through on this consistently every time. Our staff will: - Establish clarity around their expectations - Use assertive choice direction – if pupils choose to misbehave they choose to receive the consequence - Explain the why... - Maintain the principle of certainty over severity - Be consistent and fair 

Supporting 'superstar learning behaviours'

What behaviour looks like...	What we do...
Stage 1	
- Modelling the school rules of 'ready, respectful, safe' - Modelling the school values of 'hope, empathy, aspiration, respect, thankfulness, selflessness'	- Positive praise - House points - Marble in the jar for demonstrating 'ready, respectful safe' - Stickers - Daily values certificate home - Weekly super learner certificate and 'milkshake Monday' with a leader
Stage 2	
- Not fully participating in lesson - Not following instructions - Unkindness to others - Being unsafe including walking away from adults and leaving the classroom without permission - Being disrespectful to adults or other children - Not demonstrating readiness to learn - Not demonstrating wonderful walking in the building - Being in the school building at break or lunch without permission	Verbal reminder from adults using the language of ready, respectful safe
	- Second reminder from adult using the language of ready respectful, safe - Movement to another seat in the classroom
	Thinking time in classroom with timer for an appropriate amount of time to reflect and regulate followed by restorative conversation
Stage 3	
- Continuation of behaviours that do not demonstrate the behaviours of 'ready, respect, safe' - Leaving the classroom without permission	- Movement to partner teacher's classroom with a timer for an appropriate amount of time to reflect and regulate followed by restorative conversation - Standing next to a designated adult at break time/ lunchtime - Facilitated/ miss part of lunchtime with a designated adult - Class teacher to inform parents
Stage 4	
- Continuation of behaviours that do not demonstrate the behaviours of 'ready, respect, safe' - Hitting with intent to harm - Fighting with another child - Destroying school or other pupils property with intent - Dangerous behaviour that have not been resolved through the use of strategies identified on the SEND support plan including 'change of face'	- Logged on CPOMS and communicated by class teacher to parents - Discussion with SENDCO, Assistant/Deputy Headteacher or Headteacher followed by child being placed on 'success chart' for a designated period of time (at least 5 days) - Facilitated lunchtime for an agreed period with a designated adult - Internal suspension followed by a review of SEND target plan and risk assessment with parent/carers and child to reduce the likelihood of behaviours continuing - Fixed term suspension followed by target plan and risk assessment with parent/carers and child to reduce the likelihood of behaviours continuing - Where behaviour continues despite intervention and support and the child's placement is at risk of breaking down, a PSP will be enacted, led by SENDCO, Assistant/ Deputy Headteacher

A child friendly version of our 'superstar learning behaviours'

What behaviour looks like...	What we do...
★ Stage 1 – Making Good Choices	
Ready – 👁️👁️ 📖 listening, looking, and ready to learn Respectful – 😊💬 kind words, kind actions Safe – 🚶🛑 walking safely, using equipment correctly	Well done! 😊 Praise 🏠 House points 🟦 Marble in the jar ★ Stickers 📄 Daily 'Values Certificate' 🏆 Super Learner Certificate (weekly)
⚠️ Stage 2 – First Reminders	
😬 Not joining in 🙄 Not listening to instructions 😡 Unkind words or actions 🚶 Leaving the room or walking away 👤 Being rude to adults or children 😴 Not ready to learn 🚶❌ Not walking safely around school 🏠 Being inside at break/lunch without permission	1️⃣ First reminder – 🗣️ "Are we being Ready, Respectful, Safe?" 2️⃣ Second reminder – 🗣️ "Let's try again." ↔️ Move seat if needed ⌚ Thinking time with a timer 💬 Chat to help fix the choice
🚫 Stage 3 – When unsafe or disrespectful choices continue	
🚫 Keep repeating Stage 2 behaviours 🚪 Leaving the classroom without permission	➡️ Go to partner class for time to calm & think 👤 Stand with an adult at break/lunch 🕒 Miss part of lunchtime for a supported chat 📞 Teacher talks to parents
💣 Stage 4 – Serious or unsafe behaviour	
🚫 Keep repeating Stage 3 behaviours 👊 Hitting or hurting on purpose 👊 Fighting 💣 Breaking school or other children's things on purpose ⚠️ Very dangerous behaviour	📄 Logged on CPOMS 👤 Teacher talks to parents 📊 Success chart for at least 5 days 🕒 Supported lunchtime 🏠 Internal suspension + new safety plan 🛑 Fixed-term suspension + meeting with parents

Consistent positive behaviour

Teachers will track children clearly demonstrating our rules and values, reward best examples with 'HEARTS heroes' certificates in class and Super Learner Awards weekly in assembly. Children who are nominated as Super Learners in assembly for going above and beyond will take part in milkshake Monday with a senior leader.

Consistent substandard behaviour

Teachers will log stage 3 and stage 4 behaviours on CPOMS. This is monitored termly by the school behaviour lead at least termly to identify any patterns and actions required. This data is used to understand; how effectively the school approach to behaviour for learning is being implemented; the pastoral/behaviour needs of pupils; potential intervention planning; to monitor impact of intervention work. Children consistently struggling to meet behaviour expectations may be given a success chart to support them to improve their behaviour. In this circumstance, the success chart can be shown to any key adult not necessarily SLT.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act (2010). If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to remedy this. Our trust (Lighthouse Schools Partnership) will also work with its academies to consider this data and whether there are patterns across the trust (recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis).

Whole class reward systems:

Teachers will also support children to work towards a 'class treat' by earning class points throughout the term or year. Teachers will identify a behaviour WILF (what I'm looking for) which is a target behaviour or school value they would like the children to improve on e.g. 'Every child in their seat completing their 'Do Now' within 30 seconds.' or 'Be more empathetic in PE showing good sportsmanship.' The WILF will change when the children begin exhibiting the desired behaviour consistently rather than when the class treat is earned. The class will then accrue marbles in the jar until they reach the agreed number; at which point they will earn their class treat. Previous class treats include: watching a film, time on the field, disco, pyjama day. This helps our children: improve their behaviour, fosters a sense of teamwork: working together towards a common goal and builds relationships between their classmates and the adults who work with them. Teachers will put whole class reward dates in the admin calendar and a message must sent to the office team to inform parents a least 5 days prior to the treat. There will be no more than one whole class reward a term.



Restorative conversations during break and lunchtimes

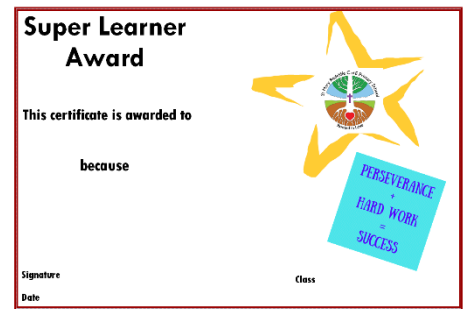
At St Mary Redcliffe C of E Primary School, any time a child is asked to miss part of their break or lunchtime, this time is always used purposefully to support learning, regulation and the repair of relationships. Children are never kept in without a restorative conversation.

When is a child kept in?

A child may be asked to miss part of break or lunchtime when they have not demonstrated the school rules of Ready, Respectful, Safe as per the stages of behaviour above, particularly where:

- Unsafe behaviour has occurred
- Disrespectful interactions continue after reminders
- A child is dysregulated and unable to reflect independently

This time is not punitive and is never used as a sanction alone. It is a *time in*, not a *time out*.



How this is done ?

1. **Ensure regulation first:** The adult checks whether the child is regulated enough to talk. If needed, the child is given grounding time (quiet standing, breathing, movement, water).
2. **Hold a restorative conversation:** The adult uses the school's shared restorative language (see scripts below). The focus is on understanding the behaviour linking it to Ready, Respectful, Safe. Repairing impact on others and planning for success next time.
3. **Restore and return:** The child is supported to re-join play or learning positively wherever possible and the adult briefly feeds back to the class teacher if needed.



Restorative Language and Scripts for Staff

Staff use calm, predictable scripts so children hear the same language from all adults across the school. These scripts explicitly reference our school rules and values.

Opening the conversation: I'm not here to tell you off. I'm here to help you get back to being Ready, Respectful and Safe.	Linking behaviour to school rules: Which of our school rules do you think was tricky for you just now – ready, respectful or safe?	Exploring feelings: How were you feeling at the time? Or on a scale of 1–10, how big did this feel to you?
Exploring impact Who else was affected by what happened? Or how might they be feeling now?	Repairing and moving forward What could you do differently next time so you stay ready, respectful and safe?	When a child is dysregulated or resistant I can see this feels hard right now. When you're ready, we'll talk about how to help you succeed. Or right now, my job is to help you feel safe. We'll talk about the behaviour once your body is calm.
Re-entry script (before returning to class or playground) Tell me one thing you'll do next time to show you are being ready, respectful or safe. Or thank you for talking this through. I'm looking forward to seeing you try again.		



The classroom offers a safe space

We believe that the learning environment plays a vital role in supporting positive behaviour, high expectations and a culture of nurture. Every classroom should be a calm, safe and purposeful space where children feel secure, valued and ready to learn. This reflects our core principle of nurture, ensuring that all children are supported to thrive both academically and emotionally.

Our environment should consistently reinforce our school rules: Ready, Respectful, Safe.

- A well-organised and orderly space helps children to be *ready* for learning.
- A tidy, carefully maintained environment shows *respect* for ourselves, others and our school.
- Clear, clutter-free spaces contribute to a *safe* and calm atmosphere for all.

All adults have a responsibility to model these expectations and explicitly teach children to take pride in their surroundings.

Classrooms at St Mary Redcliffe must be:

- Clutter-free and well organised, promoting calm and focus
- Equipped with tidy desks and shared spaces, including those of adults, modelling high standards at all times
- Fitted with clearly labelled drawers and resources, using agreed whole-school labelling systems
- Maintained so that resources are accessible, purposeful and support independence

Working walls should be used effectively to support current learning, providing scaffolds, vocabulary and models that are relevant, clear and purposeful.

The learning environment should reflect our school values, promote a culture of craftsmanship, and celebrate our children's learning through an ethic of excellence.

Displays across classrooms and shared spaces should:

- Showcase high-quality work from across the curriculum, demonstrating the best that every child can achieve
- Celebrate achievement and progress, valuing effort as well as outcomes
- Reflect current or recently completed learning, and be updated regularly
- Include a balance of writing, reading and foundation subjects, demonstrating the breadth of our curriculum



Displays should be presented to a consistently high standard, including:

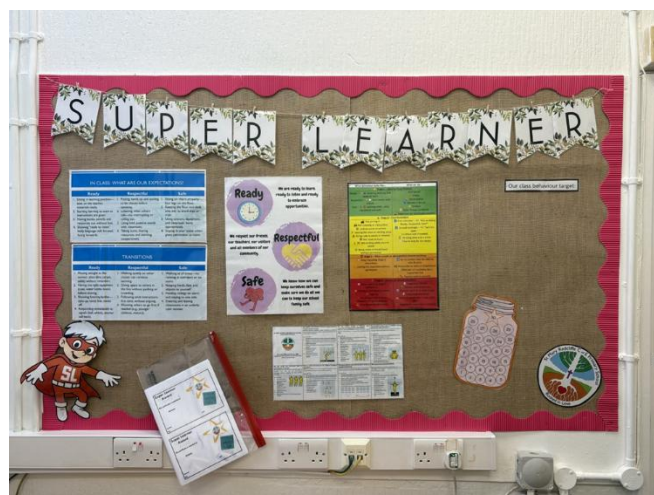
- Clear and appropriately sized titles
- Carefully mounted work with consistent borders
- Clearly named work or accompanied by a pupil photograph
- Handwriting that reflects school expectations for age and stage
- A balance of work that is thoughtfully spaced and not overcrowded
- Written explanations to provide context
- Opportunities for pupil voice, including quotes and questions to promote thinking



Adults should take care to ensure that displays are engaging, purposeful and celebrate what children have learned, reinforcing high expectations and pride in achievement.

To ensure that there is a clear point of reference to the behaviour policy, every classroom must have a behaviour display which looks like this containing:

- The school rules.
- The class behaviour target.
- Expectations around transitions and in class behaviour.
- The stages of behaviour.
- A marble jar to track rewards.



How do we support pupils in meeting our expectations?

At St Mary Redcliffe Primary School we work hard to meet the social and emotional needs of all pupils. We do this through our school's graduated response to SEMH which is outlined in our school's Pupil Mental Health Policy section 8.

SMRP's Graduated Response to Behaviour:

Wave 1 - Universal Offer

High Quality First Teaching (see below)
PSHE Curriculum (Jigsaw)
Whole class and target behaviour incentives
Regulation breaks and activities
Celebrating target behaviour and demonstration of HEARTS values
Visuals to support understandings
Thoughtful, considered seating plans and groupings
Clear communication of behaviour expectations prior to events and activities
Social Stories explaining routines or events
Boxall assessment and implementation of recommended strategies
Transition support

Wave 2 - Targeted Response

All Wave 1 and:
Pastoral Support Plan (short term measure)
Movement breaks
Regulation breaks
Success Chart (short term monitoring)
Break and lunchtime preparation (brief co-planning of responses to previous challenges)
Behaviour interventions (such as social detectives, sports mentoring, ELSA, art therapy, any outreach) for a fixed period
Enhanced transitions (additional information about new key adults, new classroom, new expectations etc.)

Wave 3 - Specialist Support

All Wave 1 & 2 and:
EHCP provision
Individual risk assessments
Long term success chart (with SLT monitoring at least once a week)
1:1 or small group adult support at times of identified challenge
Where appropriate, adaptations to target behaviour
Support from outside professionals or alternative provisions
Where appropriate, reduced timetables, soft starts or altered start/finish times
1:1 or small group additional transition (meeting the key adults or additional visits to their classroom)



What we will do if a pupil brings in a banned/ unsafe item?

If we have suspicion that a child has brought into school an item which is/ could be unsafe, then we reserve the right to search for it. Any search is carried out in line with the DFE's guidance (See appendix 3) Any items found in a pupil's possession which are deemed to be unsafe as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

What will we do if there is child on child abuse / bullying?

Our school has specific policies which map out our response to these kinds of behaviours. Please read our bullying and Safeguarding policies on the school website.

What does this look like if my child has SEND / additional needs?

At SMRP we recognise that pupils with Special Educational Needs and Disabilities (SEND) may require additional, personalised support to thrive within our whole-school behaviour approach. This forms part of our legal duty under the Equalities Act 2010. These duties are:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may be mapped out within a Risk Assessment and Behaviour Plan for an individual pupil. In rare cases, it may be necessary as part of a pupil's risk assessment for staff to step in to use physical intervention to keep a child or those around them safe. On the occasion that a physical intervention is required as a last resort, it will be for the minimum time and force necessary. Any incident of this nature is recorded and reported to parents and Governors.

At SMRP, we seek to ensure that we enable success for all pupils and so we make the following adjustments as part of our wave 1 provision. These are listed here:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

More Serious Behaviour Incidents:

If earlier interventions have not worked in supporting a pupil to meet the schools expectations, the school may implement the **LSP Pastoral Support Plan** process. A PSP is a school lead process which seeks to garner the support of all involved with the pupil to provide strategies and interventions to support a pupil to reengage positively in school life. This is a wave 2 intervention and runs for 8 weeks as part of the school's SEMH graduated response. As part of this process an individualised risk assessment may be drafted to ensure that risk mitigation has taken place to keep everyone safe.

In rare cases, where the earlier interventions and the LSP PSP process has not led to positive re-engagement of the pupil in school life, a more serious consequence such as a suspension from school may be issued.

Use of physical intervention (reasonable force)

In some rare cases, staff in school may need to intervene physically to support a pupil to keep everyone safe. This is called physical intervention or reasonable force. All members of staff have a duty to use physical intervention, in the following circumstances, to prevent a pupil from:

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

Incidents of physical intervention/ 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

Our policy for Safe Touch and physical intervention outlines our approach in more detail and can be found on the school website.

Suspensions and Permanent Exclusion:

All LSP school leaders should be following the LSP decision making process regarding suspensions / PEX.

For further details about suspensions and PEX please see the LSP Suspension and PEX Policy.

Local Authority Inclusion Panels

Any pupil who is at risk of suspension should be discussed at the local authorities **Inclusion Panel**. This step ensures that any supportive resource that the LA can deliver is done so to support a pupil re-engaging with school. Contact details to refer into the Local Authority Inclusion Panel for support are below.

North Somerset: <mailto:Jaida.aldred@n-somerset.gov.uk>

BANES: <mailto:InclusionPanels@bathnes.gov.uk>

Bristol: <https://www.bristol.gov.uk/keeping-kids-in-school/for-schools/support-for-schools/primary-inclusion-surgeries>

Searches and confiscation

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks and drawers
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened and why
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

- The data will be analysed every year by the Headteacher.
- The data will be analysed from a variety of perspectives including by protected characteristics. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

At each review, the policy will be approved by the Headteacher and Chair of Governors.

Links with other policies

This behaviour policy should be read in conjunction with the following policies:

- Anti-Bullying policy
- Attendance policy
- Child protection and safeguarding policy
- SEND policy
- LSP Pupil Mental Health Policy
- Sex and relationship education policy

Our approach to supporting behaviour is based on research:

We have used evidence and guidance from a number of publications, with particular reference to:

- Now you see us Report on Boxall Profile. (Nurture UK Executive summary 2019)
- Mental Health and Behaviour in Schools (DfE, 2018)
- Timpson Exclusion Review (2019)
- Improving Behaviour in Schools (EEF, 2019)
- Included, Engaged and Involved Part2: A positive approach to preventing and managing school exclusions (The Scottish Government 2017)
- Behaviour in Schools DfE Feb 2024 <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- SEND code of practice. 2014
- Restrictive interventions, including use of reasonable force, in schools' (DfE, effective from 1 April 2026)