

St Helen's Church of England Primary School



Behaviour Policy and Statement of Behaviour Principles

Approved by:	Governing Body	Date:
Last reviewed on:	February 2026	
Next review due by:	February 2027	



St Helen's Church of England Primary School

Behaviour Policy

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1. Purpose

At St Helen's Church of England Primary School, our Behaviour Policy exists to create a safe, respectful, and nurturing environment where every child can flourish academically, socially, and spiritually. Rooted in our Christian values of love, friendship, perseverance, and trust, we aim to guide pupils in making positive choices that reflect these principles in their daily lives. Our vision, inspired by Matthew 22:34–40, calls us to love our learning and learn to love, encouraging children to grow in character and wisdom while showing kindness and respect to others. We celebrate that we are All Different, All Equal, ensuring that every member of our community is valued and treated with dignity. This policy ensures that behaviour expectations are clear and fair with consistent consequences, and aligned with our commitment to fostering a community built on compassion and mutual understanding.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. [Aims](#)

At St Helen's Church of England Primary School, our behaviour approach is rooted deeply in our school vision, inspired by Matthew 22:34–40, where Jesus teaches the greatest commandments: *to love God and to love one another*. This scriptural foundation shapes our belief that we are **all different, all equal**, and that every member of our school community is called to show love, respect, and kindness in all interactions.

[Love and Respect for All](#)

We expect all children to show love and respect to their peers and adults, regardless of:

- appearance
- race
- ethnicity
- religion
- opinion
- background

Similarly, all staff members are expected to model these same values in their relationships with colleagues and pupils. By embracing our differences and recognising each individual as equal and valued, we create a positive and inclusive school environment where everyone can thrive.

[Promoting British Values](#)

Our behaviour expectations also align with the fundamental British Values of:

- **Tolerance**
- **The Rule of Law**
- **Mutual Respect**
- **Democracy**
- **Individual Liberty**

These values are woven throughout our daily practice, helping children learn how to live respectfully within a diverse society, understand their rights and responsibilities, and contribute positively to the school community.

Restorative and Inclusive Practice

We are committed to a **restorative approach** to behaviour. This means:

- All children are listened to.
- Their views are valued.
- Conflicts are approached as opportunities for growth and understanding.
- Pupils are supported to reflect, repair, and restore positive relationships.

Rather than focusing on blame or punishment, we prioritise **de-escalation**, empathy, problem-solving, and helping children understand the impact of their actions with appropriate consequences. This promotes emotional resilience, self-regulation, and accountability.

A Safe and Supportive Learning Environment

Through our vision, values, and restorative practices, we aim to maintain a safe, calm, and nurturing environment where all children can learn confidently and feel secure. Every member of the St Helen's community plays an important role in creating a culture of love, equality, and respect—ensuring that our school is a place where everyone belongs and everyone flourishes.

4. Core Principles

- Respect for self, others, and property.
- Responsibility for actions and choices.
- Positive reinforcement and rewards for positive behaviour.
- Clear, consistent consequences for inappropriate behaviour.
- All adults set an excellent example to pupils at all times.
- All pupils, staff and visitors are free from any form of discrimination.
- The Exclusions Policy explains that all exclusions will only be used as a last resort and outlines the processes involved in suspensions and exclusions

5. Definitions

Expected Behaviour

- Follow instructions from all staff promptly.
- Speak politely and respectfully to peers and adults.
- Complete work to the best of your ability.
- Keep hands, feet, objects and unkind words to yourself.
- Wear the correct school uniform at all times, including a PE kit kept in school
- In the classroom, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Unacceptable Behaviour

- Disruption in the classroom and at break or lunchtimes
- Non completion of classwork or homework
- Poor attitude and rude behaviour
- Refusal to complete tasks/work set
- Being unkind verbally or physically to peers

Serious Unacceptable Behaviour

- Repeated breaches of unacceptable behaviours
- Physical assault of staff
- Destruction/vandalism of school equipment and/or areas
- Any form of bullying including online or via social media and messaging platforms
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Drugs
 - Stolen items
 - Cigarettes or Vapes
 - Mobile phones
 - Tablets and other electronic devices including cameras

6. Bullying

Bullying is defined as the repetitive, intentional harm of an individual or group by another individual or group where the relationship involves an imbalance of power.

- Deliberately hurtful physically, mentally or emotionally
- Repeated often over a period of time
- Difficult to defend against

Types of Bullying	Definition
Emotional	Being unfriendly, excluding or tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Sexist • Homophobic • Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic e.g., gender, race, religion

• Disability-based	
Online Cyber	Bullying that takes place online, such as through social networking sites, messaging apps including group chats, gaming sites, devices or via images, audio, video or content generated by AI to upset another individual
Direct or Indirect Verbal	Name calling, sarcasm, spreading rumours, teasing

6.1 Anti-Bullying Prevention Statement

At St Helen's Church of England Primary School, we are committed to creating a safe, inclusive, and nurturing environment where every child feels valued and protected. Guided by our Christian vision and the teaching of Matthew 22:34–40—to *love one another*—we actively work to prevent all forms of bullying and ensure that every child can learn and grow without fear.

Our Preventative Measures

To prevent bullying before it occurs, we have established clear systems, consistent expectations, and a whole-school ethos built on respect, equality, and compassion:

A Strong, Shared Behaviour Culture

- All pupils and staff follow our school vision of **all different, all equal**, showing love, respect, and kindness to everyone.
- Adults model positive behaviour and respectful relationships at all times.

Clear Expectations and Teaching of Positive Behaviour

- Behaviour expectations are explicitly taught, revisited regularly, and reinforced through collective worship, PSHE and RE lessons.
- Children learn about differences, diversity, and inclusion to promote understanding and reduce prejudice.

Promotion of British Values

We actively embed the values of:

- Tolerance
- Mutual Respect
- Democracy
- Rule of Law
- Individual Liberty

These values help pupils understand their rights, responsibilities, and the importance of treating others fairly.

A Restorative, Relationship-Focused Approach

- All children are listened to and their views are respected.
- Restorative conversations are used to resolve conflict, rebuild relationships, and reduce the likelihood of repeated harm.

- Staff are trained to de-escalate situations calmly and sensitively.

Vigilant Supervision and Safe Spaces

- Staff supervise key areas of the school carefully, including playgrounds, corridors, and lunch spaces.
- Classrooms are structured to foster collaboration, safety, and mutual respect.
- Children know where to go and who to talk to if they feel unsafe or worried.

Clear Reporting Routes for Pupils and Parents

- Pupils are encouraged to talk to any trusted adult in school.
- Parents and carers are invited to share concerns immediately so early action can be taken.
- All concerns are recorded, monitored, and followed up appropriately.

Early Intervention and Consistent Follow-Up

- Patterns of behaviour are monitored to identify emerging concerns quickly.
- Support is offered to both the child experiencing harm and the child causing harm to prevent further issues.

A Whole-School Commitment

- Anti-bullying expectations are part of the curriculum, collective worship, and school culture.
- Staff receive regular guidance and training.
- The school works closely with families and external agencies when needed.

Our Commitment

St Helen's is dedicated to ensuring that every child feels safe, respected, and valued. Through proactive education, strong relationships, and a restorative, compassionate approach, we work together to prevent bullying and uphold our belief that **every individual is loved equally and uniquely by God.**

7. Roles and Responsibilities

7.1 The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

7.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour core principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- 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 policy to offer pupils both consequences and support when necessary
- Ensuring that the data from CPOMs behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

7.3 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 to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via CPOMs

- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following negative behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's 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 that is 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 the 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.

8. School Behaviour Curriculum

At St Helen's Church of England Primary School, we are committed to fostering a healthy, happy and safe learning environment where every child can flourish. Our approach to behaviour is rooted in positive relationships, respect, and the belief that all children can make good choices with the right guidance and support.

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

9. Responding to behaviour

Staff use a restorative approach to help children reflect on their actions, understand the impact of their behaviour on others, and repair relationships in a supportive and respectful way. Through restorative conversations and guided reflection, pupils learn empathy, responsibility and problem-solving skills that contribute to a harmonious school community. Consequences are given in a fair and equal manner to ensure a consistent, whole-school approach to negative behaviour.

Positive praise is central to our practice. We recognise and celebrate children's efforts, progress and positive behaviours, reinforcing our school Christian vision and encouraging a culture in which kindness, respect and responsibility are consistently promoted. By modelling compassion and offering encouragement, staff create an atmosphere where children feel valued, motivated and confident to achieve their best.

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum to ensure a consistent whole-school approach to behaviour.
- Have a Zones of Regulation Area for pupil's to share and co-regulate their emotions
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement – class dojo, house points, their own personal reward choices.
 - Deal with low-level behaviour in line with the behaviour policy and ensure all negative behaviour beyond a verbal reminder is recorded on CPOMs alerting the Assistant Headteacher and Headteacher.

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's negative behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9.3 Behaviour, Consequences and Parent Communication

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of negative behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Behaviour	Classroom Consequence	Playground Consequence
Refusal to complete work, listen to instructions and/or low-level disruption	S1: First instance: verbal reminder and positive encouragement from class teacher/TA. ↓ S2: If refusal continues: pupil leaves the classroom for 15 minutes to work in a different classroom and reflect on behaviour. ↓ Restorative conversation to be had on return to the classroom with class teacher/TA. ↓ S3: If refusal continues when returned to the classroom, child to be sent to complete their work in Assistant Headteacher or Headteacher's Office until they are ready to return to the classroom environment to learn. If the child does not change their behaviour and become ready to learn, this could lead to a suspension and parents will be called.	S1: First instance: verbal reminder, 5 minutes time to reflect on the bench followed by a restorative conversation with adult supervising. Class teacher to be informed. ↓ S2: If refusal to listen to instructions continues: removal from playground for the rest of the session. If the incident is towards the end of break or lunch, the following break time will be taken. Class teacher to be informed. ↓ S3: Repeated incidents (not limited to the same day): removal from playground for one week including break and lunchtime to reflect on their behaviour. Spoken to by the Headteacher or Assistant Headteacher. Continuous refusal to follow instructions during break or lunchtime may result in a suspension.
Parent Communication		
Parents to be informed by class teacher via Arbor communication or phone call if the child has reached stage 2. If escalated to Stage 3, Mrs Kember or Miss Scanlon will contact the parents.		

Behaviour	Classroom Consequence	Playground Consequence
Rude behaviour and/or verbal abuse including swearing at peers or adults Any discriminatory remarks (<i>including racist, sexist or homophobic</i>) will follow our Safeguarding Policy and may result in a suspension.	S1: First instance: verbal warning and restorative conversation with class teacher/TA. ↓ S2: If verbal warning and restorative conversation does not change the behaviour, the child is sent to another classroom to reflect for 15 minutes and complete their work. ↓ S3: Restorative conversation to be had on return to the classroom with class teacher/TA. If the behaviour continues, the child is removed from the playground for break or lunchtime to reflect on their behaviour and if disrupting the learning of others will be sent to another classroom for the rest of the day. If behaviour is persistent/repeated (not limited to the same day) the number of break or lunchtimes lost will increase for reflection time. The child may be sent to work in Assistant Headteacher's or Headteacher's office which could lead to a suspension.	S1: First instance: verbal reminder, 5 minutes time to reflect on the bench followed by a restorative conversation with adult supervising. Class teacher to be informed ↓ S2: If verbal warning and restorative conversation does not change the behaviour, the child is removed from the playground and loses the next break/lunch. Restorative conversation to be had after break/lunch with adult supervising. Class teacher to be informed ↓ S3: If behaviour is repeated (not limited to the same day) the number of break or lunchtimes lost will increase for reflection time. ↓ S4: If persistent/repeated (not limited to the same day): removal from playground for the rest of the week. Spoken to be Assistant Headteacher or Headteacher and this could lead to a suspension.
Parent Communication Parents to be informed by class teacher via Arbor communication or phone call if the child has reached stage 2 or 3. If escalated to the final stage, Mrs Kember or Miss Scanlon will contact the parents.		
Physical altercations with peers or towards adults (including, but not limited to: shoving, hitting, kicking, destruction of property)	S1: First instance: verbal reminder with reflection time outside of the classroom followed by a restorative conversation with class teacher/TA/children involved. ↓ S2: If behaviour continues: removal from classroom for the rest of the day. Sent to complete work in a different classroom. ↓ S3: Repeated and/or serious incidents (not limited to the same day): removal from classroom for one week including break and lunchtime to reflect on their behaviour. Spoken to by the	S1: First instance: verbal reminder, 5 minutes time to reflect on the bench followed by a restorative conversation with adult supervising. Class teacher to be informed. ↓ S2: If behaviour continues: removal from playground for the rest of the day. If the incident is towards the end of lunch, the following break time will be taken. Class teacher to be informed. ↓ S3: If behaviour is repeated (not limited to the same day) the number of break or lunchtimes lost will increase for reflection time. ↓
Parent Communication Parents to be informed by class teacher via Arbor communication or phone call if the child has reached stage 2.		

If escalated to stage 3, Mrs Kember or Miss Scanlon will contact the parents.	Headteacher or Assistant Headteacher.	S4: Repeated and/or serious incidents (not limited to the same day): removal from playground for one week including break and lunchtime to reflect on their behaviour. Spoken to by Assistant Headteacher or Headteacher and this could lead to a suspension. Spoken to by the Headteacher or Assistant Headteacher.
Any verbal abuse or physical violence against staff, volunteers or peers may result in a suspension or exclusion. If the behaviour is serious, continuous or repeated it can be classed as Stage 3 before Stage 1 or 2 consequences occur.		

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9.4 Example of a Restorative Conversation

This might be a quick chat at break-time in or outside of the classroom, on return to the classroom after reflection time or a more formal meeting with the adult supervising.

Restorative Practice:

5 questions are usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

9.5 Additional Measures

- Recording: All incidents logged on the school's behaviour tracking system - CPOMs.
- Communication: Parents informed promptly for serious or repeated behaviours by telephone or private conversation at the end of the school day.
- Support: Behaviour interventions, ELSA, Zones of Regulation and restorative practices offered to help pupils improve their choices and understand their behaviour.

9.6 Positive Reinforcement

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture including:

- Praise and recognition for good behaviour.
- House points, class dojos and stickers for consistent, positive conduct.
- Celebration collective worships for outstanding behaviour and achievements with We are Proud certificates weekly.
- Reading Certificates for every 30 reads to champion reading for pleasure and promote a love of learning.
- WOW postcards sent home by class teachers, Assistant Headteacher and Headteacher.
- Excellent work shown to Headteacher or Assistant Headteacher and showcased on our All Different All Brilliant Wall.
- Parent Collective Worships led by the children to showcase their learning and celebrate their achievements
- Representing the school at outside events such as The Mini Youth Games
- Positions of responsibility: Worship Council, St Helen's Council, School Ambassador, House Captain, Librarian, Fruit Monitor, Lunchtime Helper

9.7 Reasonable force

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 offence

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/carers

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.

9.9 Off-site Negative Behaviour

Consequences may be applied where a pupil has behaved negatively off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9.10 Online Negative Behaviour

The school can issue behaviour consequence to pupils for online negative behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

10. Responding to negative behaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

At St Helen's, we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of negative behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with negative behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 negative behaviour, 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.

Examples of Preventative Measures for SEND pupils

- Short, planned movement breaks for pupils with SEND who find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Additional training for staff
- Zones of Regulations throughout all classroom to help all pupils begin to manage and recognise their emotions
- Support from staff to co-regulate emotions before behaviour escalates

10.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to consequence the pupil for the behaviour.

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have multiple transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues will be transferred to relevant staff before the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by Miss N Scanlon, Assistant Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by full Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

At St Helen's Church of England Primary School, our behaviour approach is rooted deeply in our school vision, inspired by Matthew 22:34–40, where Jesus teaches the greatest commandments: *to love God and to love one another*. This scriptural foundation shapes our belief that we are **all different, all equal**, and that every member of our school community is called to show love, respect, and kindness in all interactions.

Love and Respect for All

We expect all children to show love and respect to their peers and adults, regardless of:

- appearance
- race
- ethnicity
- religion
- opinion
- background

Similarly, all staff members are expected to model these same values in their relationships with colleagues and pupils. By embracing our differences and recognising each individual as equal and valued, we create a positive and inclusive school environment where everyone can thrive.

Promoting British Values

Our behaviour expectations also align with the fundamental British Values of:

- **Tolerance**
- **The Rule of Law**
- **Mutual Respect**
- **Democracy**
- **Individual Liberty**

These values are woven throughout our daily practice, helping children learn how to live respectfully within a diverse society, understand their rights and responsibilities, and contribute positively to the school community.

Restorative and Inclusive Practice

We are committed to a **restorative approach** to behaviour. This means:

- All children are listened to.
- Their views are valued.
- Conflicts are approached as opportunities for growth and understanding.
- Pupils are supported to reflect, repair, and restore positive relationships.

Rather than focusing on blame or punishment, we prioritise **de-escalation**, empathy, problem-solving, and helping children understand the impact of their actions with appropriate consequences. This promotes emotional resilience, self-regulation, and accountability.

A Safe and Supportive Learning Environment

Through our vision, values, and restorative practices, we aim to maintain a safe, calm, and nurturing environment where all children can learn confidently and feel secure. Every member of the St Helen's community plays an important role in creating a culture of love, equality, and respect—ensuring that our school is a place where everyone belongs and everyone flourishes.

Core Principles

- Respect for self, others, and property.
- Responsibility for actions and choices.
- Positive reinforcement and rewards for positive behaviour.
- Clear, consistent consequences for inappropriate behaviour.
- All adults set an excellent example to pupils at all times.
- All pupils, staff and visitors are free from any form of discrimination.
- The Exclusions Policy explains that all exclusions will only be used as a last resort and outlines the processes involved in suspensions and exclusions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Body board annually.