



Coten End Primary School

Relationships and Behaviour Policy

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Introduction

At Coten End Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone at Coten End is valued, treated with respect, fulfils their potential and learns without limits, through an ambitious and inclusive curriculum.

We recognise that for children to behave well, they need to feel safe, have clear, consistent routines and boundaries and understand what is expected of them; children also need to build and sustain positive relationships with both members of staff and their peers. These relationships, expectations and consistent routines can be the driver for positive behaviour in school.

Staff will offer firm boundaries, whilst also offering warmth and nurture. Children's behavioural choices (both positive and negative) are responded to in an equitable way, in order for every child to feel safe and be able to learn in every classroom.

The School Rules are simple and are at the core of what is modelled by adults and expected from children in school:

- Be Safe
- Be Respectful

The school's values (Appendix 3) are also integral. The following values are recognised, valued, promoted, rewarded and championed on a daily basis:

- Collaboration
- Courage
- Curiosity
- Kindness
- Determination
- Responsibility

1. Aims

This policy aims to:

- Ensure that every member of our school community feels safe, valued and respected
- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values and high expectations of the school
- Promote positive choices and behaviour through rewards, praise, respect and understanding of others
- Define what the school considers to be unacceptable behaviour, bullying or discrimination
- To encourage peaceful conflict resolution by teaching children effective communication skills, empathy to help resolve conflicts in a constructive manner
- Explain how staff will respond to behaviour and provide clarity on expectations and staff responses to unsafe, dangerous or persistently disruptive behaviour
- Provide a consistent approach to behaviour management that is applied fairly and equitably to all children

2. Legislation and Statutory Guidance

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

- [Behaviour in schools: advice for Head Teachers and school staff 2024](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)
- [Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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 children
- [Section 88 of the Education and Inspections Act 2006](#), which requires schools to use policy to promote good behaviour and discipline.
- [Section 89 of the Education and Inspections Act 2006](#), which explains how the policy should be used to encourage respect for others and help prevent all forms of bullying.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- [Searching, Screening and Confiscation Advice for schools: 2022](#)

3. Coten End's Behaviour Ethos

Coten End Primary School Aim Statement:

"We believe that learning is for everyone - all of the time. This means that learning should not be disrupted by the behaviour of others. All staff aim to create a culture where the children, who feel happy and safe, feel a sense of belonging and want to attend school.

This safe and nurturing environment encourages children to flourish. Coten End is a place where children's differences are celebrated. Staff are consistent role models, who guide children – encouraging them all to become responsible and kind members of the school community, who achieve well."

In order to create a culture that creates excellent behaviour, we aim to do the following:

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour
- Have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- Set and implement clear boundaries of acceptable behaviour to encourage positive relationships, purposeful learning environments and ensure the safety of all members of the school community

- Provide common, simple and effective structures for promoting effort, achievement and positive behaviour
- Proactively prevent bullying and all forms of discrimination, ensuring robust responses when issues arise.

We believe that quality-first teaching promotes effective learning and excellent behaviour. Our emphasis is on recognising and celebrating effort and success, so that all children feel valued. We will teach all children to take responsibility for their own words and actions - and make sincere apologies with intent to change, understanding the impact that their words and actions had on others. Children will always be encouraged to understand that all actions have consequences (both positive and negative).

The following is expected from all children (equitable support is given to help children achieve):

- Show determination and resilience to work to the best of their abilities at all times and act in a manner that allows others to do the same
- Treat others fairly, with courtesy and respect
- Listen to other people's point of view
- Follow the instructions from school staff (children will be taught that not following direct instructions from adults can be unsafe and dangerous)
- Take care of property, equipment and the environment, in and out of school
- Co-operate and collaborate with other children and adults respectfully.
- Act in a safe and responsible manner at all times.
- Follow the school's rules and understand why we have them
- Engage in restorative conversations; accept consequences when given and take responsibility for own actions
- 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 children can meet behavioural expectations in the curriculum.

4. Encouraging Positive Behaviours in School

At Coten End, we know long-term behavioural change comes from developing internal discipline rather than purely extrinsic rewards. We teach positive behaviour in the following ways:

- We have clear expectations that at the beginning of each school year the main focus is building positive relationships with all children as these relationships are essential to support positive behaviour. Teachers also ensure that positive relationships are built with children who start at Coten End during the academic year.
- This is started through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday, enabling children and staff to begin to get to know each other.
- The promotion of positive relationships continues every day at Coten End. Children should feel safe, valued, respected and unconditional positive regard, by all adults, at all times.
- All adults show kindness, make connections, listen to children and greet them when they see them.
- We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning. We aim to work with

parents and carers, and keep them informed at each stage of the policy.

4.1 Praise and positive reinforcement

We recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with praise and recognition through rewards such as the following:

- Positive praise - flooding the positive behaviour in every classroom, 'catching the children getting it right,' for following our rules and showing our values
- Positive facial expressions and non-verbal acknowledgements
- Displays recognising the effort children have put into learning (e.g. Mathematician and Writer of The Week)
- Phone call or note home/chat at the classroom door
- See another member of staff/class (to show work/receive praise)
- Personalised compliments
- Stickers (including values/rules stickers)
- House points (points are earned individually but all points contribute towards weekly totals which are then shared in Celebration Assemblies)
- Stars in the jar (stars earned as a class, in order to earn a class treat when jar full)
- Achievement Awards (shared in front of parents at Celebration Assemblies)
- Values Awards (shared in front of parents at Celebration Assemblies)
- Headteacher Awards (shared in front of parents at Headteacher Awards Assemblies at end of year)

4.2 Consistency and consistent use of scripts

- At Coten End, a culture is promoted where children know that, whichever adult they are talking to, the same high expectations for behaviour are present and the way their behaviour is managed consistent.
- By aiming for consistency in the use of agreed scripts from all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same (personalised scripts may be agreed upon, if needed, for some children - see 7.2).
- This consistent approach will also ensure that children, who have been hurt or upset, know that their feelings will be acknowledged, supported and that a repair will be facilitated.
- Staff may have reminders of this policy through email, briefings or staff meetings.
- New staff are given this policy as part of their induction and this policy is reviewed by staff and governors regularly.

4.3 Routines, repetition and structure with established clear and agreed boundaries/expectations

- Having clear, predictable routines that all children are aware of will create a sense of feeling safe and being prepared. These may be rehearsed and revisited at points throughout the year.
- We use visual timetables for whole classes to share what the day is going to include.
- Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and 'Now and Next boards' may be used with children requiring additional support.
- Children need to know and understand the school and class expectations. Each teacher works with their class to devise an age-appropriate Rights Respecting Charter (Appendix 2),

based on the UNCRC, at the start of the year - detailing a shared set of rights for all members of the class community, to instil the values of respect, equality, and social justice in children.

4.4 Recognising the importance of transitions for children

- Following holiday periods, between school years, moving class to class and even small transitions between activities during the school day (like returning from break or lunch or moving from one activity to the next) are all examples of transitions for young people.
- As well as generic support and nurture offered to help with this, personalised support, for children who find transitions challenging or anxiety-inducing, is offered by staff.
- Enhanced support for transitions are offered for some children (e.g. personalised plans made for transitions to a new class in the next academic year - or daily support through 'soft starts', each morning, to help with the transition into school).
- We are mindful that changes in routine can be difficult for children and need to be carefully managed with preparation and support.

5. Roles and Responsibilities

5.1 The governing board

The governing board of Coten End Primary School is responsible for:

- Reviewing this policy in conjunction with the Executive Headteacher and Head of School
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher and Head of School to account for its implementation

5.2 The Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for:

- Reviewing this policy in conjunction with the governing board
- 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 children
- 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 children 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 children both sanctions and support when necessary

5.3 Teachers and staff

Staff are responsible for the following:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS, as appropriate
- Challenging children to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

5.4 Parents and carers

Parents and carers, where possible, should do the following:

- Get to know the school's Relationships and Behaviour policy and reinforce it at home, where appropriate
- Support their child in adhering to the school's 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 misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- When talking to their child about their behaviour, show a 'united front' with school, so as not to undermine the school's decision (even if further discussion with the school may be needed).
- Actively engage in school events - so that the child feels a sense of belonging
- 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.

5.5 Children

Through their induction to Coten End when starting, and through reminders, recognition, praise and adult responses, children are expected to add positively to the behavioural culture of the school.

The following expectations and actions relate to children's responsibilities in school:

- Children are aware of the expected standard of behaviour in school, and when representing school, and they behave in a way befitting their awareness.
- The children are aware of the school's rules, routines and values and they try their hardest to demonstrate these at all times.
- Children's behaviour shows an awareness that they will receive praise, recognition, rewards and consequences based on their actions and words.
- Bespoke support (pastoral support and interventions) will be offered for some individuals, when attempting to show the expected standard of behaviour – ensuring that support is equitable based on the child's needs and vulnerability.
- Children will be asked to give feedback on their experience of the behaviour culture in school so that this can be used when reviewing the success of the implementation of the policy.
- Extra support and induction will be provided for children who join the school part way through the academic year.

6. Responding to Behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Staff are expected to do the following:

- Raise children's self-esteem and develop their full potential;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe, stimulating and pleasant environment, physically and emotionally that encourages children to be engaged;
- Display the school's rules and values and explicitly reference them during discussions and when rewarding children;
- Develop a positive relationship with children, which may include the following:
 - Greet children positively every morning
 - Establish clear routines
 - Communicate expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour
- Use strategies for dealing with low-level disruption
- Model the expected behaviour at all times, demonstrating how positive relationships are formed through respectful and kind interactions.
- Establish a good relationship with parents/carers early in the academic year, so that all children can see that the key adults in their lives share a common aim.
- Be aware that maintaining an open and consistent communication with parents/carers often directly influences the child's positive behaviour in school.
- Recognise that each child is an individual, and to be aware of each child's needs;
- Be aware that sometimes enhanced communication with parents will be necessary in order to improve the child's behaviour in school.
- Seek support from Phase Leaders, the SENDCo and SLT when adapting practice and support for the class and individuals (escalate to support from the Behaviour Lead, if needed).

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. As a result, we will do the following:

- consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- follow our Safeguarding and Child Protection Policy and consider whether pastoral support, 'Early Help' intervention or a referral to Children's Services is appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information.

6.3 Using a Restorative Approach

If children feel safe, happy and respected they are more likely to display positive behaviours. They don't always get this right; adults should always model forgiveness. Being 'restorative' focuses on building positive relationships based on responsibility, respect and fairness.

In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour and must take responsibility for it and any resulting consequences.

The Restorative framework is based upon 'knowing the effect that I have on others.' The approach promotes children finding positive ways of repairing harm caused, whilst taking responsibility for their actions.

Where serious or dangerous behaviours do arise, children need to encounter adults who are calm, consistent and respond in a predictable, empathetic way. When a child is displaying these behaviours, we remember this means they are ultimately not feeling safe or happy.

In partnership with senior leaders and the SENDCo, teachers will develop personalised plans for children, so that staff can use agreed scripts and actions with children who are finding it difficult to regulate emotionally - and are displaying serious or dangerous behaviours.

Restorative Conversations:

Incidents should be dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

Restorative conversations will only take place when those involved are emotionally ready and where they are appropriate for the circumstances.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process of restoration. When there has been an incident/s between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

The Restorative Questions:

- **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- **How were you thinking/feeling and how did it make others think and feel?** What each person was thinking and feeling at the time, before and since.
- **Who has been affected and how?**
- **What can we do to put things right?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- **What have we learnt and how can we respond differently next time?** How can they meet the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict.

Language to use during the Restorative Conversation:

- **Encouraging:** Tell me some more about that...
- **Clarification:** Can you help me understand that more?
- **Checking:** So, did I hear you say....? Am I right in thinking...?

- **Summarising:** So there seems to be several things bothering you...and earlier you said....
- **Empathy:** It's understandable that you are worried/upset about this...
- **Affirmation:** Thanks for telling me that/I appreciate you talking about this with me.

6.4 Responding to Misbehaviour

When a child'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 misbehaviour. Staff will endeavour to create a predictable environment by always challenging unsafe, dangerous and disrespectful behaviour - and by responding in a consistent, fair and proportionate manner so children know, with certainty, that misbehaviour will always be addressed.

De-escalation strategies will be used by staff to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When deciding on the consequence for a child's misbehaviour, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

When deciding on the consequence for a specific child, and for a specific behaviour, context will always be used so the need and vulnerability of the child is considered, as well as the location and other factors. Staff will use the contextual knowledge about the child and the incident to ensure that the consequence is reasonable, equitable and proportionate.

The following list, whilst not exhaustive, gives examples of the types of consequences that may be used, when they would be used and why:

- A first, verbal reminder of the expectations of behaviour in the classroom or around school
- A second, verbal reminder of the expectations of behaviour in the classroom or around school
- A restorative conversation, facilitated by an adult, in order to achieve repair (so the perpetrator of the incident realises the impact that their behaviour had on others – and takes accountability for their words and actions).
- Whilst the child will be actively involved in the restoration, which may involve the child discussing what an appropriate consequence may be, ultimately the adult dealing with the incident will decide on the most appropriate consequence
- Sending the child to another class or allocated space for 'time in' – in another classroom
- Expecting work to be completed – missing a part of break or lunchtime (if the behaviour caused the child to miss learning time)
- Missing part of break or lunchtime (if time for reflection regarding their behaviour is needed – this may be written on a 'Reflection Card', thinking time or verbally reflecting with staff)
- Limitations and restrictions at break or lunchtime (the child may, on that day or week, have reduced time on the playground or it may be enforced that the child plays in a different location e.g. a courtyard or the Reception garden).
- Loss of privileges – for instance, the loss of a prized school responsibility
- Withdrawal of the child from the classroom or playground due to persistent, unsafe or dangerous behaviour (see 7.1)
- Suspension, for a fixed period, from school
- Permanent exclusion, in the most serious of circumstances

6.5 Impact of emotional regulation on behaviour

Research points to how a child's emotional stability (whether regulated or dysregulated on the broad spectrum) can directly affect behaviour and their ability to concentrate, learn and retain information.

<https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school> (Ofsted, 2024) highlights the importance of schools recognising how the curriculum and teaching can have a sizeable impact on children's social and emotional behaviours:

"...some children need well-established routine and precise instructions on how to behave. They need to know how to understand their own and others' emotions..."

The guidance also encourages school leaders to consider how teaching, in the widest sense, instils positive behaviour and attitudes:

The Education Endowment Fund's research (<https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function>) also highlights the importance of children, in the early years at school, being explicitly taught skills to help with self-regulation and their executive functioning:

"Teaching self-awareness can improve executive function and self-regulation. There is promising evidence that activities designed to help children better label, understand, and manage their emotions can benefit self-regulation and executive function."

Coten End staff help children label social and emotional feelings; an example of this is how 'Zones of Regulation' (Appendix 1) allow children to recognise feelings, which can sometimes directly impact on behaviour.

Staff consistently tell children that whilst some behaviours may be unsafe or disrespectful behaviours and not acceptable, all feelings are valid.

Staff are aware how 'big feelings' can make it extremely challenging to self-regulate, access the executive functioning part of the brain and make safe and respectful behavioural choices. This is explained to children using age-appropriate language.

For a number of different reasons, some children may find it difficult to regulate during the school day. Sometimes, staff will proactively use specific provision or strategies to encourage regulation; at other times, activities, strategies and scripts will be used by staff to help de-escalate and help the child to regulate after a period of dysregulation.

Below are just some examples of provision and strategies used by staff at Coten End, to aid regulation:

- Regulation Support plans (Appendix 4), which involves staff and parents agreeing on consistency of personalized approach, responses and scripts to aid regulation.
- Specific provision aimed at facilitating sensory regulation (e.g. Sensory Ciuits, which use alerting, organising and calming activities – proactively).
- 'Soft-starts' (provide a calm, low-pressure, and welcoming transition from home to school, allowing children to emotionally and mentally regulate before academic learning begins).

- Movement breaks, or other reasonable adjustments made to a child's acceptable movement during learning time (e.g. time to be physically active away from the classroom or acceptance that a child will complete some of their learning stood up, for example, rather than the 'blanket expectation' that all children must sit for a set period of time).
- Learning for all children (high-quality first teaching) that involves recognition of sensory stimulation, active and physical learning, learning through play, etc.).
- Labelling feelings (e.g. 'Zones of Regulation') in order to discuss and address common feelings of frustration, disappointment, boredom or anxiety which can be discussed in a way that allows for validation, with the caveat of the need for safe and respectful behaviour.
- Co-regulation (an adult modelling and using specific strategies to regulate alongside the child, e.g. breathing, Sensory Circuit or reading a book together in a calm area)
- Time spent away from peers (if a child becomes highly dysregulated, it may be unsafe for the child to be around lots of children and adults – see 7.1) as it is harder to calm and regulate in a busy or noisy environment.

School leaders at Coten End recognise that 'professional learning' for all staff around regulation, co-regulation, de-escalation strategies, metacognition and self-regulation needs to be prioritised – to encourage every child to feel calm, regulated and achieve well at school.

Whilst school leaders will always acknowledge the challenges that a child may have when attempting to emotionally regulate (even with support), the school will not lower its high expectations of behaviour – unsafe, dangerous and persistently disruptive or disrespectful behaviour will not be tolerated.

6.6 Logging of behavioural incidents

In order to be able to reflect on the support being given to children, identify triggers, analyse behaviours and share incidents with parents, carers and others, behaviour incidents are recorded in line with school recording procedures. The logging should not be onerous and time consuming yet should provide sufficient detail, in order for it to be useful. Staff use STAR (Setting, Trigger, Action and Response) to help record incidents.

6.7 Impact of behavioural incidents on children and staff

Sometimes, children's behaviour can cause emotional harm. Sometimes, children and staff may be physically harmed. In these cases, when a child's behaviour has been extremely unsafe or dangerous, senior leaders have a duty of care to both children and staff.

A child, group of children or a class may have to be supported in having distance from a child whose behaviour is unsafe or dangerous. This may necessitate an evacuation of a room or area. Similarly, if a member of staff has been physically hurt by a child, another adult will swap in, to offer a 'change of face', and help support the child to regulate. The hurt member of staff will be encouraged to take some time away from the child who hurt them and senior leaders will be informed. Once the child is calm, a restorative conversation will be attempted between the child and the person affected by the child's behaviour - ideally before the end of the day. If a child physically hurts another child or member of staff, senior leaders will inform parents.

Both children and staff who have been hurt, nearly hurt or have felt unsafe due to a child's behaviour may need ongoing support and reassurance. This can be particularly challenging for staff who work very closely with children who can sometimes physically hurt others, yet the good

relationship between the child and adult means the adult will return to work with the child who hurt them – sometimes soon after the incident.

Senior leaders always review incidents of this nature. This will normally happen on the day of the incident; the purpose of this to check on the welfare of the affected child/adult, whilst also reviewing what happened before, during and after the incident – so support and provision can be valued (reducing the likelihood of an incident of this nature happening again).

Whilst school leaders will always acknowledge the challenges that a child may have when attempting to emotionally regulate (even with support), the school will not lower its high expectations of behaviour – attempts to physically hurt children or staff will not be tolerated.

7. Consequences for serious incidents or persistent, disruptive behaviours

7.1 Withdrawal from classrooms

In response to serious or persistent breaches of this policy, the school may withdraw the child from the classroom for a limited time.

Children who have been withdrawn will continue to receive education under the supervision of a member of staff that is meaningful, where reasonably practicable. Withdrawal is a serious consequence and will only be used following a serious incident or if persistent disrespectful or unsafe behaviours disrupt the learning or play of their peers.

Staff will only withdraw children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate withdrawal.

Withdrawal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe, quieter and less busy space

Children will not be withdrawn from classrooms for prolonged periods of time without the explicit agreement of the Executive Headteacher or Head of School.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate back into the classroom and meet the expected standards of behaviour.

7.2 Personalised plans of support for children – involving parents

Teachers follow the school's guidance in terms of when behaviours are classed as dangerous or persistent. If behaviours are deemed to be dangerous or persistent, the following steps will be taken:

- Additional pastoral support
- Wellbeing support (wellbeing referrals, counselling, etc.)

- Family support (Early Support, led by the school's Parent Support Adviser, or Family Support)
- Conversations with parents from class teacher, if increase in persistent behaviours.
- Conversation with parents from Behaviour Lead to discuss the need for a meeting to discuss the child's behaviour.
- Behaviour Lead and class teacher (and possibly SENDCo) to meet with parents to discuss personalised plan of support (this may involve specific behaviour targets, to help with respectful and safe choices in school).

7.3 Suspensions and Permanent Exclusions

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 Executive Headteacher or Head of School. Suspensions and permanent exclusions will only be used where it is lawful, reasonable, proportionate and necessary (see the school's Exclusion Policy for more information).

Following a suspension from school, a comprehensive plan of support will be put in place. This will start with the invitation to a reintegration meeting, where a member of SLT, the child's class teacher and parents/carers will be present, with the child. The purpose of the meeting is for the child to be welcomed back into school.

A reintegration plan will be created and the Behaviour Lead will regularly review the plan, with parents/carers, in order to make sure the child's return to school is successful – to reduce the likelihood of a repeated suspension. Plans may involve specific or additional support or provision, as well as the agreed strategies which will be used.

8. Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to a child's special educational need or disability.

Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include the following:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child 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, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

The school's Special Educational Needs and Disability Co-ordinator (SENDCo) may observe children and liaise with class teachers to determine whether a child may have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist services such as SENDSupported, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. If the school has a concern about the behaviour of a child with an EHC plan, the Behaviour Lead and SENDCo will meet with parent(s)/carer(s) to discuss the child's behaviour. If appropriate, the school may request an emergency review of the EHC plan.

9. Searching, Screening and Confiscation

In the [Searching, Screening and Confiscation Advice for schools: 2022](#) document, the DfE outline when, why and by whom searching, screening and confiscation may take place.

The core principles of the document are that searching, screening and confiscation must be carried out lawfully, proportionately and fairly. Processes should preserve pupils' dignity and privacy – and consider age, SEN, disability and reasonable adjustments.

9.1 Searching

Only the Executive headteacher, Head of School or an authorised member of staff can search a pupil or their possessions. A search may be considered where there are reasonable grounds to suspect a prohibited item or an item listed in the school rules, or where the pupil gives informed agreement. Prohibited items include knives, weapons, stolen items or any items that may be used to commit an offence or cause injury or damage (the list is not exhaustive).

Before a search, staff should assess urgency and risk, explain why and how the search will happen, and seek the pupil's co-operation. Reasonable force may be used only where reasonable and only for prohibited items.

During a search, the staff member would normally be the same sex as the pupil, with another staff member present as witness. The search should take place privately, where possible, and may cover outer clothing, pockets, bags, desks or lockers (the list is not exhaustive).

9.2 Confiscating

Authorised staff may confiscate items suspected to pose a risk, be prohibited or searchable under school rules, or be evidence of an offence.

Weapons, evidence of an offence and certain pornographic images must be passed to police as soon as reasonably practicable.

For electronic devices, staff may examine data only where there is good reason. If an indecent image of a child may be present, staff must not intentionally view, copy, print, share, store or save it; authorised staff should confiscate the device and refer to the Designated Safeguarding Lead.

10. Monitoring and Review

The policy will be reviewed each year by the Executive Headteacher, Head of School and Local Governing Body (LGB) and formally approved by the LGB every two years.

Most recent review: June 2026

11. Links to Other Policies

This policy should be read alongside:

[Safeguarding Policies:](#)

- **CEPS Safeguarding and Child Protection Policy**

[School Policies:](#)

- **Anti-bullying Policy**
- **Equality, Diversity and Inclusion Policy**
- **Exclusion Policy**
- **OPAL Play Policy**
- **SEND Policy and Information Report**

APPENDIX 1

Zones of Regulation

'Zones of Regulation' is an approach used to encourage self-awareness and tools for effective emotional regulation. The approach categorises different feelings, based on level of alertness and comfort, into different coloured zones. The Zones framework provides strategies to teach children to become more aware and independent in identifying their feelings, judging the appropriateness of their responses, managing sensory needs and regulating their thoughts, feelings and behaviours.

The Four Zones: Our feelings and states determine our zone

- The **red zone** is used to describe an extremely heightened state of alertness or arousal which often results in intense emotions. A person may be elated, angry, devastated or terrified when in the red zone.
- The **yellow zone** is used to describe a heightened state of alertness or arousal which result in elevated emotions. A person may be experiencing stress, frustration, anxiety, excitement or nervousness when in the yellow zone.
- The **green zone** is used to describe a medium state of alertness. A person may be described as happy, focused, content or ready to learn when in the green zone.
- The **blue zone** is used to describe a low state of arousal or alertness. A person may be feeling sad, tired, unwell or bored when in the blue zone.

A central idea around the zones framework is that there are **no 'bad' zones**. It is important to teach and model to children that experiencing all zones at different times is a natural and helpful experience. The framework focuses on teaching children to recognise and manage their zone, based on their environment and the people around them - separating feelings and behaviours.

Strategies for Emotional Regulation

When children struggle with self-regulation, it is often the behaviours that we see and focus on. Through the Zones framework, children are explicitly taught to recognise their feelings and manage appropriate behaviours in different situations.

Everyone will experience the zones differently and will demonstrate different behaviours. Equally, children will have different preferences for strategies to move between zones. Frequent modelling and discussing these differences as a class is key, as well as explicit teaching of how to use each strategy properly, so they can eventually be accessed independently.

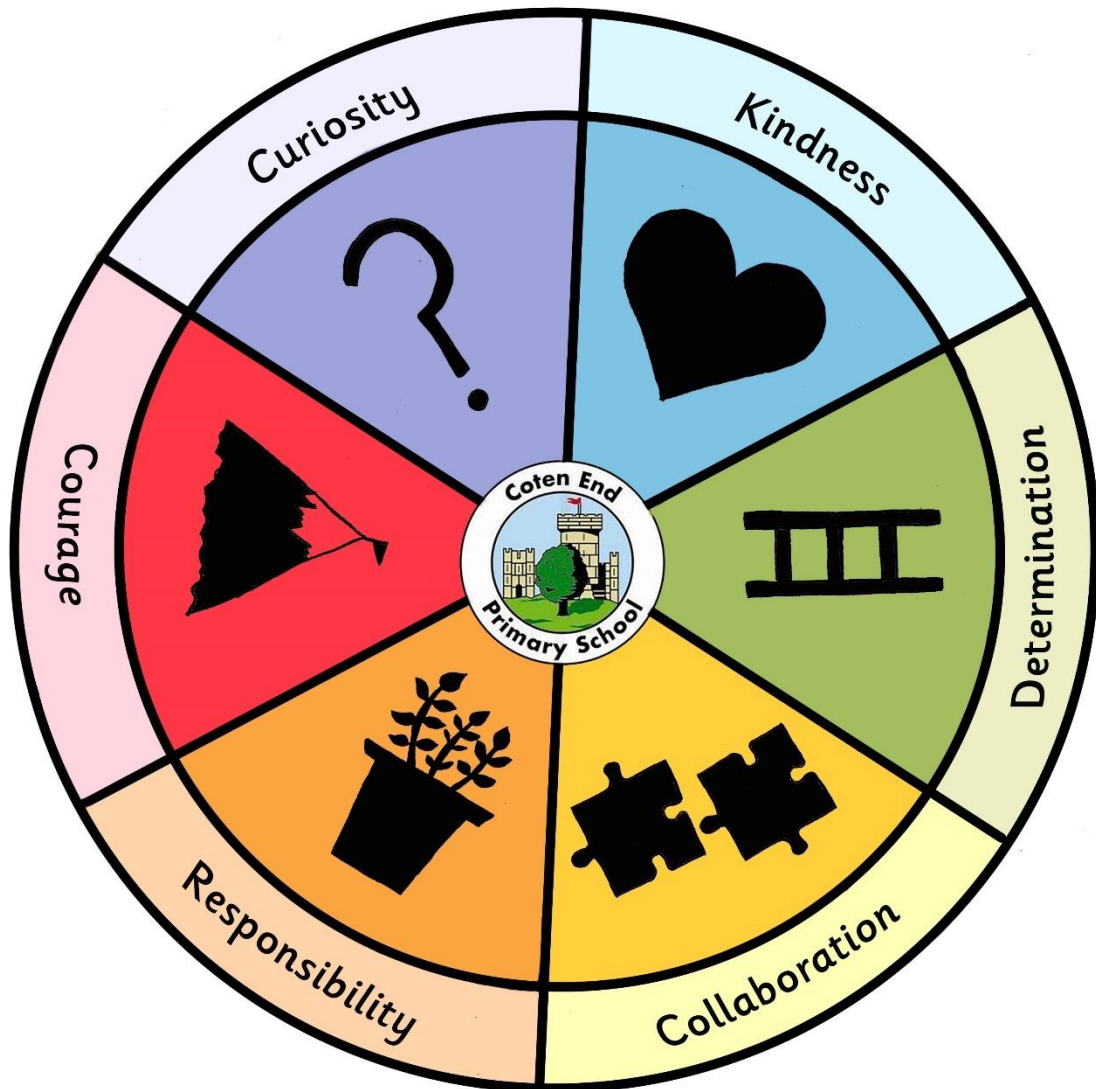
APPENDIX 2

UNCRC



APPENDIX 3

Values and Rules



Coten End's Rules					
Be respectful			Be safe		
Coten End's Values					
Collaboration	Responsibility	Courage	Curiosity	Kindness	Determination
Working co-operatively as part of a team to accomplish a common goal.	Choosing to confront something that you find difficult and standing up for what you know is right.	Being inquisitive and having a strong desire to learn something.	Continuing to try when faced with a challenge and not giving up when mistakes are made.	Listening to, feeling and understanding the needs of others and trying to help meet those needs.	Being dependable, making good choices and taking accountability for your actions.

APPENDIX 4

Regulation Support Plan

	Signs of agitation for this pupil		Staff interventions which work for this pupil
0	All Calm Pupil on task and behaving appropriately List what this looks like for the pupil	0	Normal teacher /student interaction List the normal interactions for the green zone
1	Low level behaviours which if left unchecked could escalate List behaviours here	1	Supportive responses (calm and clear) - A familiar adult to approach and check that **** is feeling ok - List next steps that are successful in supporting a return to calm
2	Medium level behaviours or non compliance at previous stage List behaviours here	2	Limit setting responses List next steps that support a de-escalation
3	High level behaviours List common behaviours here	3	High level responses Outline the responses that have been successful/are outlined in specialist advice for this pupil
4	Recovery behaviours What does behaviour look like immediately after an escalation? How will we know they are ready to move on?	4	Recovery responses - Praise signs of **** calming down - Reassure *** that you are ready to listen to **** - Allow time to calm down and put things back "do you think you could put the chair back?" - Time away from other children to talk with adult (if possible)
5	Depression After serious incident people can become depressed, may not want to interact.	5	Depression supportive handling responses - Support and monitor - Respond to indication of communication from pupil - Show concern and care - Do not attempt disciplinary issues at this stage
6	Pupil ready to respond and communicate	6	Follow up - Positive listening and debrief - May include (<i>edit as appropriate for the child</i>): - Verbalise to *** what is going to happen next, including any follow up or natural consequences. Finish with a positive of how **** is going to be reintegrated to the class. ***** to have a restorative conversation with anyone affected with an adult accompanying him. - Recording, reporting and communicating to parents.