



Positive Behaviour Policy (including Anti-bullying)

With God's love, we grow and flourish together

Date of Review	Chair of Governors
January 2024	Mr David Lloyd
September 2025	Mr David Lloyd
September 2026	Father Barrie Scott

This policy will be reviewed annually and updated sooner where statutory guidance, Trust policy or the school's safeguarding arrangements change.

Our Theologically Rooted Christian Vision

With God's love, we grow and flourish together

We are a vibrant, connected and inclusive school. Rooted in God's love, creativity and nature inspire learning. We nurture joy and perseverance so that everyone flourishes as unique individuals.

Love shapes the way we live and learn together. We know we are loved. We know we belong. With compassion, confidence and hope, we grow thoughtful, responsible citizens who are ready to make a difference in our world.

'Above all, clothe yourselves with love, which binds us all together in perfect harmony.'

Colossians 3:14

Our Core Christian Values



We Love: A selfless and unconditional commitment to action resulting in service and compassion towards others.



We Hope: Confidence in the future informed by the power of love and the purposes of God, helping to build trust, community, safety, and connection.



We Belong: Being accepted, loved, and included by God and others; knowing you are part of God's family that cares for one another.

Our Behaviour Values

God's love is expressed through us and outworked through the following values which shape our behaviour choices and actions.

 Honesty <i>"Speaking the truth in love"</i> (Ephesians 4: 15)	 Kindness <i>Clothe yourselves with kindness, humility, gentleness and patience</i> (Colossians 3: 12)	 Respect <i>In humility, value others above yourselves</i> (Philippians 2: 3)
<i>With God's love, we are truthful so we can be trusted and grow in wisdom.</i>	<i>With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.</i>	<i>With God's love, we care for others, ourselves and our school, so we listen and use good manners.</i>
Bible Story: Zacchaeus (Luke 19: 1-10) Zacchaeus was a man who had stolen from his community for his whole life; but then he met Jesus. It was a turning point for him to think about how he lived. He found out it was never too late to change and once he knew he was forgiven he became an honest and generous man.	Bible Story: The Good Samaritan (Luke 10: 25-37) The Good Samaritan looked after a man who most would have expected him to ignore. He did the unexpected and showed kindness to someone who people considered an enemy.	Bible Story: King David (1 Samuel 24:1-22) King David as a young man had a chance to steal the throne and those around him encouraged to do so. However, because he respected his King, David refused to harm King Saul. He left him safe to sleep, cutting a piece off his robe to prove he could have killed him but showed respect instead.
 Perseverance <i>"Perseverance (produces) character and character, hope"</i> (Romans 5: 4)	 Self-Control <i>"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"</i> (Galatians 5: 22)	 Forgiveness <i>"Forgive us our sins as we forgive those who sin against us"</i> (Luke 11:4)
<i>With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.</i>	<i>With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.</i>	<i>With God's love, we choose to forgive and let things go, accepting when someone is sorry, so we can build bridges and form trusting relationships.</i>
Bible Story: Noah's Ark (Genesis 6-9) Noah spent many, many years building the ark out in a desert land where no-one had ever seen a flood. Noah was surrounded by people encouraging him to give up and stop – but he didn't – he carried on and completed the task that God had set for him.	Bible Story: Jesus tempted in the desert (Matthew 4: 1-11) Having not eaten for 40 days and 40 nights, feeling weak, tired and alone, Jesus still resisted the temptations set before him to be selfish and foolish. He knew he could do the things he was being tempted to do but decided on a better way.	Bible Story: Salvation (John 19: 16-37) Love and forgiveness are central to Jesus' life and teachings. His surrender shows God's grace, calling believers to forgive as they've been forgiven. Forgiveness breaks resentment, heals, and fosters reconciliation, essential for peace and healthy relationships. Ultimately, it embodies the Christian message, revealing love's transformative power and the hope of new beginnings.

Intent: Our Behaviour Principles

Purpose

At Coleshill C of E Primary School, our behaviour culture is rooted in our Christian vision: **"With God's love, we grow and flourish together."** We believe that every person is created in the image of God and is therefore of inherent worth, deserving dignity and respect. We recognise and celebrate differences in background, experience and ability, providing equitable support so that every member of our community can belong and flourish.

Positive relationships are central to our approach. Through clear expectations, consistency and compassionate support, we create a safe and inclusive environment in which pupils can learn, grow and make good choices. Our core values of **love, hope and belonging** guide how we treat one another and how we respond when things go wrong. Pupils are supported to reflect on their behaviour, understand its impact, take responsibility and repair relationships. Mistakes are treated as opportunities for learning, while appropriate boundaries and high expectations help everyone feel safe, valued and able to flourish.

Our approach is therefore built upon the following core principles:

> **Safeguarding is everyone's responsibility.** Behaviour may be an indicator of abuse, neglect, exploitation, harmful experiences or unmet need. Staff will remain professionally curious and consider whether behaviour raises a safeguarding concern. Any such concern will be recorded and reported immediately to the designated safeguarding lead or a deputy, in accordance with the Child Protection and Safeguarding Policy. Safeguarding procedures will take precedence over behaviour procedures where necessary.

> **A Relational Approach:** loving, caring attitudes that support building self-esteem and self-confidence. Every individual child needs to feel loved, valued and cared for. 'Some children follow rules; some children follow people' (Dix, P; 2017).

> **Individual's Flourish:** concern for the physical, mental, spiritual and emotional wellbeing of individuals. Everyone is taught to be part of a caring, ordered environment where individuals feel valued, safe and secure. This includes awareness of individual's additional needs and adverse childhood experiences (ACEs). Pupils need to be taught how to self-regulate and develop self-control, to make positive choices to serve them through later life.

> **Justice, Forgiveness and Respect for others:** Clear boundaries and routines help children feel safe and secure. Conflict resolution needs to be taught; reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of our restorative approach. Some behaviours have consequences in order to find justice, resolution and to help rebuild trust and safety within the community.

Our Behaviour Principles

>We are Trauma Informed

We believe in providing a nurturing environment that recognises children's Adverse Childhood Experiences (ACEs) and is built on the understanding that before self-regulation comes attachment. We continue to develop an understanding around the effect that trauma has on the brain and how this can have an impact on the child's development and how a child behaves or reacts to certain situations.

We adopt an approach where the adult understands that behaviour is communication of an emotional need, taking a non-judgemental, curious and empathetic attitude towards behaviour. It is the responsibility of the adult to seek to identify what is being communicated and then help the pupil communicate this in more appropriate ways.

We understand the important role of the adult in developing relationships built on empathy, acceptance, attunement and trust to be able to support a child through co-regulation. For more information, it is helpful to understand the Window of Tolerance. <https://www.youtube.com/watch?v=Wcm-1FBrDvU&t=8s>

>We are Relationship Focussed; Building Community through Restorative Practice

We put relationships first, developing a positive school culture and climate that fosters belonging, connection, inclusion, respect and value for all members of the community.

Restorative Practice has relationship, respect, reintegration and repair at the heart of culture. Our restorative practice is underpinned by our Christian understanding of forgiveness and justice. Behavioural mistakes are learning opportunities. Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child and others. Sometimes pupils will learn the necessary lesson through a consequence; other times what is required is the teaching of specific skills to help them make more appropriate choices in the future. It might be a combination of the two.

>We are Inclusive of Diverse abilities and Backgrounds

Our school is an inclusive school that meets the needs of a range of children and we are committed to the emotional, mental health and wellbeing of our staff, children and parents.

We will

- Provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
- Foster caring attitudes and celebrate diversity so achievements in all areas are acknowledged.
- Be fair to everyone; this is not about everyone getting the same (equality) but about everyone getting what they need (equity). We will therefore make reasonable adjustments in accordance with the child's 5 ability to self-regulate and recognise underlying factors that might be contributing towards the behaviour that is causing concern.
- Encourage a calm, purposeful learning environment in the school.
- Use a graduated approach to supporting pupil's with behavioural development (Appendix 1)

Behaviour Expectations and Pupils with SEND/ SEMH needs

All children belong in our school community and our behaviour policy will serve to promote calm environments that universally support all children and enable them to learn.

We seek to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Behaviour, Belonging and Attendance

Regular attendance, positive behaviour and belonging are closely connected. A calm, safe, inclusive and supportive school environment helps pupils attend regularly and engage successfully in learning.

Absence will not be treated as pupil misbehaviour. The school recognises that absence can be a symptom of wider barriers relating to wellbeing, bullying, SEND, physical or mental health, safeguarding or family circumstances. Staff will listen to pupils and families, identify barriers and work with them to provide appropriate support.

Staff will remain alert to changes and patterns in attendance, punctuality or engagement. Where these may indicate a safeguarding concern, including neglect, abuse or exploitation, the concern will be reported immediately to the designated safeguarding lead or a deputy.

Further information about monitoring absence, supporting families and the school's graduated response is contained in the [Attendance and Punctuality Policy](#).

Implementation: Underpinning Strategies

In order to implement our principles the following underpinning strategies will be used.

>Values Driven: Building character and intrinsic motivation through our Christian values

Our values are taught through Collective Worship and PSHE lessons. Values driven behaviour is celebrated and reflected upon through our positive recognition and reward.

- Practising Self-Control: Teaching and supporting all children become self-regulated and self-disciplined
- Practising Honesty: We teach children to accept responsibility for their own actions and make positive choices
- Practising Forgiveness, Kindness and Respect: We teach children to practise forgiveness, kindness and restoration (for example through the 'Solve it together' technique Appendix 4)

>Positive and Consistent

Positive self-esteem contributes to the ability to use self-control and self-regulation. Self-esteem can be built through positive affirmation, praise, recognition and reward.

We will:

- Draw attention to positive behaviour by praising, rewarding and celebrating children who demonstrate our values or positive attributes. (See Recognition and Rewards Appendix 3)

- Describe, model and encourage clear and concise expectations of behaviour through collective assemblies, in class time and in nurture to ensure that all children understand what is appropriate.
- Teach visible consistencies and routines. Routines aid children in understanding and knowing what is expected at all times in all places and the predictability helps to make children feel safe and secure. Visible consistencies at Coleshill C of E Primary School are included for example in the manner and expectations of how children move around school, how children are greeted by adults within the school each day and the way children present in and wear their uniform (see Appendix 2).

>Self Regulation and Emotional Literacy:

Zones of Regulation is taught as part of our PSHE curriculum. This programme teaches children emotional literacy; being able to identify and label emotions supports with increased self-awareness, positive mental health and development of self-regulation skills.

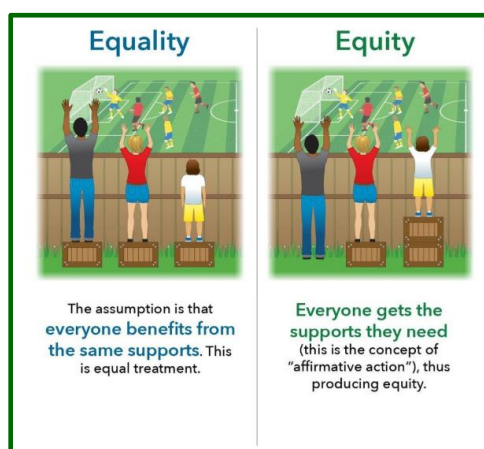
<https://zonesofregulation.com/>

>Equity: A Graduated Approach

The majority of pupils are able to follow our expectations with little, if any, need for support. They are able to regulate their behaviour appropriately, make appropriate choices and, where they make mistakes, are able to learn from these through making reparation such as an apology or another appropriate response. Consequences may be appropriate to enable the child to reflect on their behaviour and be supported where needed.

In some circumstances, to treat children with dignity, kindness, tolerance, respect and equity, where the universal rewards and consequences are not effectively promoting positive behavioural development, an individualised approach to behaviour management will be implemented through our Graduated Approach (Targeted support). This may include children who, for whatever reason(s), are struggling to regulate their emotions and behaviour. In this instance, typically staff will follow a plan that focuses upon de-escalation, co-regulation and restorative conversation.

See Appendix 1: A Graduated Approach



>Safe, Fair and Consistent; Consequences and Sanctions

Clear boundaries ensure that children feel safe and secure. Staff will at all times show respect, love and kindness to pupils, understanding that positive relationships develop positive behaviour. This can mean the use of consequences in response to unacceptable misbehaviour. The aim is to maintain our high expectations and ensure that all children are safe and can learn in a calm environment.

A response to behaviour may have various purposes

- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support (DFE; 2022)

Our behaviour policy is relational in approach with equity as its underpinning, therefore there are times that flexibility is necessary. Staff will consider that 'all behaviour is communication'; staff will seek to take account of any identified contributing factors (for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home).

See Appendix 3: Responding to Misbehaviour: Consequences and Sanctions

>Restorative Practice & Emotion Coaching

Children may need support during an incident. See Appendix 5 for Emotion Coaching Stages and Appendix 1 for de-escalation strategies.

Following an incident, once parties are regulated, repair and rebuild is an important stage of our approach. Pupils are supported in acknowledging the impact of their behaviour on a relationship, be it with another pupil or an adult. Responsibility, not blame, is the focus of this process, using restorative practice as a framework. The focus is upon the importance of children:

- taking responsibility for their behaviour and its impact upon others;
- learning from their behavioural mistakes;
- doing what is needed to restore relationship where their actions have caused a relational rupture.

See Appendix 4: Emotion Coaching

>Monitoring Individual's Behaviour

All behaviour (both rewards and consequences) are logged, and in serious misbehaviour, through Arbor or CPOMS. This enables us to monitor behaviour and look for patterns in order to support the child. Behaviour information will be

considered alongside attendance, safeguarding, bullying, SEND, wellbeing and pastoral information so that emerging patterns and underlying needs can be identified at the earliest opportunity.

In cases of dysregulation, we need to be aware that there are experiences in school that can trigger student patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations. It is the responsibility of teachers to be curious and identify triggers and patterns of behaviour in order to find ways to best support the child. Inquiries into circumstances outside of school may also support the member of staff to further understand the possible reasons behind behaviour.

- ABCC forms will be completed following significant incidents to support analysis of triggers (Appendix 5)
- If a pattern of ongoing misbehaviour emerges, this will be highlighted to the SENDCO to consider whether a behaviour plan is required as part of our Graduated Approach
- Discussions will be held with relevant staff/parents/carers to identify possible underlying causes. This is particularly true of those pupils who have been identified as having Social, Emotional and Mental Health needs (SEMH) – or whose behaviour indicates that exploration of this possibility is needed. In some instances, this might involve input from external professionals such as an educational psychologist, behaviour support, Speech and Language specialists, etc.
- Parents/carers will be informed and involved in discussions, as will the pupil themselves. In deciding upon the most appropriate form of action to take, staff will:
 - assess the severity of the misbehaviour
 - assess to what extent it has: impeded others' right to be safe, treated respectfully, to teach, learn or develop,
 - take into consideration any extenuating circumstances.

Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate.

See Appendix 1; A Graduated Approach

>Monitoring and Evaluating School Behaviour

Coleshill C of E Primary School has evaluative measures in place to monitor the effectiveness of our behaviour system. Concerns are documented and analysed by SLT to identify trends and indicate where further support is required. Data is analysed from:

- Arbor and CPOMS data analysis
- Behaviour incidents
- Attendance, punctuality and patterns of absence
- Suspensions
- Permanent exclusions
- Use of pupil-support units and managed moves
- Incidents of searching and confiscation
- Child-on-child abuse, discriminatory incidents and harmful sexual behaviour, including analysis by relevant pupil characteristics.
- Anonymous surveys for staff, pupils, governors and parents regarding their perceptions of our behaviour culture

- Suspensions and Exclusion are monitored by the Executive Team, Governors and Warwickshire County Council.

Dealing with Serious (Critical) Incidents

At Coleshill C of E Primary School the safety of all members of the school community is paramount. We focus on the two key principles of Protective Behaviours:

1. We all have the right to feel safe all the time.
2. We can talk with someone about anything even if it feels awful or small.

Occasionally there may be an incident which impinges upon these rights. A serious or critical incident includes where there is:

- Significant physical/emotional/mental/ sexual harm to another child
- Physical/emotional/mental/sexual harm to an adult
- Self harm
- Sustained and/or substantial danger to property
- Sustained harassment or bullying

Staff will:

- Ensure the child (or other children) can go to a place of safety
- Alert the Headteacher or another senior member of staff

The Senior Leader, supported by another adult where appropriate, will supervise or support the child involved in the critical incident.

- The Senior Leader will decide upon the appropriate action to take in line with the school's Behaviour Policy
- In the case of an adult causing the critical incident, all children will be moved to a place of safety immediately, the Headteacher or senior staff alerted and the police called by dialling 999. If appropriate the Lockdown plan may be activated.
- The school will endeavor to contact parents of a child who is involved in a critical incident as soon as is practically possible

The Headteacher and Governing Body of the school have a duty of care to all pupils and staff, and the behaviour policy takes appropriate account of health and safety of all children and adults in school.

- There will be zero tolerance of any form of serious assault on pupils or staff.
- We have the statutory powers to take measures to keep pupils and staff safe, these measures include:
 - Confiscating items from pupils as a disciplinary penalty
 - Disciplining pupils who behave inappropriately on the way to and from the school, for instance when travelling on buses.
 - The headteacher and members of staff authorised by the headteacher may search an individual pupil or their possessions where they have reasonable grounds to suspect that the pupil possesses a prohibited item or another item identified in the school rules as searchable. Searches, confiscation, retention and disposal will be undertaken in accordance with the DfE's *Searching, Screening and Confiscation* guidance and the school's safeguarding procedures.

- A legal duty on schools to make provision to tackle all forms of bullying.
- Providing an appropriate space for children to have time to think or be calm
- Withdrawing children from outdoor play if deemed appropriate
- Restraining a child who is unsafe to others or themselves using reasonable force (staff who have been trained in Team Teach).

The Use of 'Reasonable Force' aligned to May 26 BDMAT positive handling policy

There are limited circumstances in which it may be appropriate for staff to use reasonable force to safeguard a pupil or another person. Reasonable force means using no more force than is necessary, for the shortest possible time and in response to the circumstances of the individual incident.

Any use of force must be lawful, necessary, proportionate, reasonable and in the best interests of the pupil. Restrictive intervention will be used only as a last resort, when less restrictive approaches would be ineffective or would not be safe. It must never be used as a punishment or simply in response to non-harmful non-compliance.

All members of staff have the legal power to use reasonable force where it is necessary to:

- prevent a pupil from injuring themselves or another person;
- prevent a pupil from committing an offence;
- prevent serious damage to property; or
- prevent serious disorder.

Reasonable force may also be used in limited circumstances when searching for prohibited items, in accordance with the law and the school's arrangements for searching, screening and confiscation. It will not be used solely to search for an item that is banned only under school rules.

When deciding whether an intervention is necessary, staff will consider whether safer alternatives are available and will use the least restrictive response for the shortest possible time. Staff will communicate calmly and clearly and continually assess the pupil's welfare and the effect of the intervention. An intervention must be changed or stopped if it increases the risk of harm.

Staff will take account of the pupil's age, size, SEND, communication and medical needs, known vulnerabilities and any relevant equality considerations. Reasonable adjustments will be made where appropriate. Where there is an identified likelihood that restrictive intervention may be required, the school will work with parents and relevant professionals to develop an individual Behaviour Support Plan and risk assessment.

Seclusion will never be used as a punishment. It may only be used as a safety measure during acute dysregulation, where this is necessary to protect someone from harm. Any use must be supervised, last for the shortest possible time, and be recorded and reported in accordance with the [BDMAT Positive Handling Policy](#).

Prevention and De-escalation

The school is committed to reducing the need for restrictive intervention through strong relationships, effective provision, early identification of need and appropriate reasonable adjustments. Staff use calm and respectful communication, co-regulation and agreed de-escalation strategies.

The school supports this approach by:

- establishing calm, predictable and inclusive learning environments;

- teaching pupils to recognise and manage emotions through the curriculum, including myHappymind and myHappymind Plus;
- ensuring staff receive appropriate training in prevention and de-escalation;
- using individual Behaviour Support Plans and risk assessments where necessary;
- working with parents and relevant professionals;
- moving other pupils away from danger where this can be done safely; and
- teaching and rehearsing strategies that help pupils regulate and seek support.

Formal positive-handling training is provided through the Trust's Team Teach arrangements. The headteacher determines which staff require this training according to the school's risk assessments and identified needs.

Recording and Reporting

Every significant use of force and every incident of restraint or seclusion will be recorded and reported in accordance with the BDMAT Positive Handling Policy and the Trust's agreed systems and templates. Records will be completed as soon as practicable and, wherever possible, on the same day.

Parents will be contacted at the earliest appropriate opportunity and informed as soon as practicable, normally on the same day. Written notification will be provided where required by the BDMAT policy. Where informing a parent may be likely to cause serious harm to the pupil, the alternative reporting arrangements set out in the BDMAT policy will be followed.

Any concern or allegation about the inappropriate use of force will be addressed through the school's safeguarding and complaints procedures and, where relevant, the procedures in *Keeping Children Safe in Education*, including consideration of referral to the LADO.

Post-incident support and review

Following an incident, the school will:

- check the welfare of the pupil and staff involved and arrange medical assessment or treatment where necessary;
- provide appropriate emotional support;
- offer the pupil and staff involved an opportunity to reflect and debrief;
- support restorative work and the repair of relationships;
- review the circumstances, triggers and de-escalation strategies;
- update the pupil's Behaviour Support Plan and risk assessment where necessary; and
- consider whether further support, reasonable adjustments, professional advice or staff training are required.

Detailed requirements relating to restrictive intervention, seclusion, recording, parent notification, staff training and post-incident review are set out in the BDMAT Positive Handling: Use of Reasonable Force Policy, which must be followed by all staff.

Preventing Recurrence of Misbehaviour

Coleshill C of E Primary School have adopted a range of strategies to support pupils to manage their behaviour and to reduce the likelihood of suspension or permanent exclusion.

Appendix 1: Behaviour Graduated Approach

Behaviour Outside of School Premises

School has the power to and will sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In response to non-criminal behaviour and bullying which takes place outside of the school premises or online, Coleshill C of E Primary School will refer to this policy and our whole school system; the behaviour will be dealt with within school. Behaviour outside of school or online that school might sanction pupils for include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

Suspected Criminal Behaviour

Where a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering information to establish only the facts of the case. These initial investigations will be fully documented, and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action they take does not interfere with any police action taken. However, school does retain the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to also make a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Roles and Responsibilities

The Governing Body will:

- Be positive role models, promoting the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Support the implementation of the behaviour policy
- Provide advice to the headteacher regarding disciplinary issues and exclusions (Appendix 8)
- Review the effectiveness of the policy
- Ensure that the Behaviour Policy, Child Protection and Safeguarding Policy, Attendance Policy and related procedures operate together effectively.

The Headteacher will:

- Be a positive role model, using the school values of honesty, kindness, perseverance, respect and self-control
- Ensure the health and safety and welfare of all children

- Build positive relationships within the school community, making sure children, parents and staff are respected, listened to, feel valued and are treated fairly
- Implement the positive behaviour policy, reinforcing the need for consistency
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of children displaying distressed or dysregulated behaviour where appropriate
- Support staff when dealing with distressed behaviour and the law
- Implement the Suspension and Permanent Exclusion Policy where appropriate

School Leaders will

- Be visible, engaging with pupils, building relationships and modelling high expectations of behaviour.
- Support staff with understanding behavioural culture and expectations and strategies for implementing the behaviour policy.
- Support Staff with CPD
- Support a child in crisis where appropriate
- Engage with professionals and deepen their own professional expertise on influential factors on behaviour, such as SEND, Mental Health needs, safeguarding needs, disabilities, attachment and adverse childhood experiences to be able to support a child appropriately in crisis.
- Monitor behaviour patterns
- Consider behaviour information alongside attendance, safeguarding, SEND, bullying and wellbeing information to identify patterns, emerging risks and pupils requiring additional support.

Staff will:

- Be a positive role model, using the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Foster positive relationships within the school community, making sure children, parents and staff are respected, listened to, feel valued and are treated fairly
- Be calm and consistent, thereby creating a calm and safe learning environment
- Be consistent with high expectations, boundaries and routines
- Implement the positive behaviour policy
- Work in partnership with the behaviour team (Headteacher / SENCO/ Pastoral Lead) to ensure all policies and Behaviour plans are followed, behaviour dealt with and paperwork completed.
- Seek to be regulated and calm before dealing with dysregulated behaviour
- Use a toolbox of strategies to support a child through co-regulation where appropriate (Appendix 1)
- Teach emotional literacy and support children with expressing their emotions using PSHE, circle time and restorative conversations
- See behaviour as the child communicating unmet needs, separating the behaviour from the child and recognising the child's ACEs
- Actively monitor and identify triggers to pre-empt misbehaviour
- Reflect on their practice and the developing needs of children in their care
- Be equitable in their practice, recognising and supporting children with differing needs and backgrounds as appropriate.
- Ask for support when needed and offer support to colleagues in developing skills in positive behaviour management
- Inform parents and carers about the welfare and behaviour of their children
- Remain alert to changes in behaviour, attendance, punctuality or engagement that may indicate a safeguarding concern and report concerns immediately to the DSL or a deputy.
- Challenge discriminatory, abusive, sexualised or harmful behaviour between children and never dismiss it as banter, part of growing up or 'boys being boys'.

Children will:

- Use the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Conduct themselves in manner which keeps themselves and others safe
- Adopt learning behaviours which support their own and other's learning
- Be reflective of their own feelings and adopt strategies to self-regulate
- Learn to empathise with the feelings of others
- Be responsible for their own actions and their impact on others
- Engage in restorative conversations as a means of forgiveness and reconciliation

Parents/Carers will:

- Support the school's behaviour policy and reinforce at home, working in partnership with school.
- Be respectful of others, aware of the school's values
- Foster good relationships with the school and support the school in the implementation of this policy
- Trust that staff are putting the child at the centre and doing the best they can with the knowledge, resources and time they have available.
- Celebrate with their child their achievements, recognition and rewards
- Talk to their child's class teacher if they have any concerns about their child's learning or wellbeing
- Ensure their child attends school regularly, punctually and is appropriately dressed in school uniform
- Attend any meetings linked to reviewing their child's progress and/or behaviour.

Anti-Bullying and Anti-Harassment

Aims

The aim is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and to provide coaching and support for the pupil who has experienced the behaviour and the pupil displaying or alleged to have displayed it.

Child on Child Abuse and Safeguarding (KCSIE 2026)

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child on child abuse'. Child-on-child abuse is a safeguarding matter for both the child who may have experienced harm and the child alleged to have caused it. It can take place inside or outside school and online. The absence of reports does not mean that abuse is not occurring.

The school adopts a zero-tolerance approach to child-on-child abuse. Abusive or discriminatory behaviour will never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys". Staff will identify and challenge concerning behaviour early because timely, evidence-informed support can prevent its escalation.

Child on Child abuse can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents;
- serious physical assault or the threat of harm involving a weapon;
- harmful sexual behaviour, sexual violence and sexual harassment, which may include misogyny or misandry;
- coercion or pressure to engage in sexual activity.

Bullying and Harassment Definition

Bullying and harassment are defined as deliberately hurtful behaviour, repeated over a period of time, that intentionally hurts another individual or group. The relationship involves an imbalance of power and can happen face to face or online. If left unaddressed, bullying at school can have a serious impact on a young person's mental health, self-esteem and ability to thrive in education.

See more information from the [Anti-Bullying Alliance](#)

Bullying can/may:

- Be physical abuse, such as: hitting, kicking, shaking, biting, violence and harassment
- Be emotional abuse, such as: name calling, spreading rumours or social inclusion
- Involve intimidation or threats of violence
- Involve racial, sexual or homophobic abuse
- Be perpetrated by an individual or a group
- Take place online or via technology (cyberbullying)
- Be motivated by real or perceived differences (e.g. a child who may not be, but is perceived by other children to be LGBTQ+)
- Involve an imbalance of power
- Disproportionately impact children with SEN and disabilities

Sexual Violence and Sexual Harassment between Children

Sexual violence refers to crimes under the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault; whilst sexual harassment incorporates a wider range of 'unwanted conduct of a sexual nature', such as: sexual comments or lewd "jokes", sexualised bullying, non-consensual taking or sharing of sexual images/videos (such as upskirting), or physical behaviour such as: deliberately brushing against someone or 'pinging' bra straps.

Sexual violence and sexual harassment can/may:

- Occur between two children of any age and sex
- Be physical and/or verbal
- Occur online and/or offline
- Be perpetrated by individuals or groups, against individuals or groups
- Be a standalone incident, or part of a wider pattern of sexualised behaviour
- Be perpetrated against some children more than others, such as: girls, children with SEND or LGBTQ children.
- May include non-contact activities such as involving children in look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same setting.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Child on Child abuse, Bullying and Harassment are anti-social behaviours and affect everyone. These behaviours are unacceptable and will not be tolerated at Coleshill C of E Primary School and Nursery. All issues of abuse, bullying and harassment must be taken seriously and dealt with appropriately. All school staff must be alert to the signs of child on child abuse, bullying and harassment and act promptly and firmly against it in accordance with this policy. The designated safeguarding lead will be fully engaged and make referrals for support as appropriate.

School Policy

We acknowledge that bullying, sexual harassment, abuse and violence can happen in our school and as such our RSE provision (see RSE policy) and curriculum aims to create awareness of these issues and help children understand what good and healthy sexual behaviour means.

We will endeavour to create a culture where children can recognise when they are feeling uncomfortable or unsafe and know who they can talk to in their support network to report it. We will make clear that reporting incidents benefits everyone including

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

The following steps will be taken when dealing with bullying and harassment (including sexual harassment) incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

- All reports will be taken seriously; all pupils involved will be listened to and supported appropriately through our restorative approach
- A clear account of the incident will be recorded on CPOMS
- Any concern involving child-on-child abuse, sexual violence, sexual harassment, harmful sexual behaviour, coercion, discriminatory abuse or the making or sharing of nudes and semi-nudes will be reported immediately to the DSL or a deputy.
- The DSL or deputy will determine the safeguarding response, including recording, risk and needs assessment, parental contact and whether advice or referral to children's social care or the police is required.
- Behaviour consequences may be applied where appropriate, but they will not replace or delay the safeguarding response.
- Records will be made on CPOMS in accordance with the Child Protection and Safeguarding Policy.
- The Headteacher will review the log regularly and will keep all staff informed on a one-to-one and collective basis
- Class teachers will be the first point of call for incidents and, if it persists, they will advise the Headteacher either directly if appropriate and through CPOMS
- Parents will normally be informed at an appropriate stage, taking account of the nature of the concern, the wishes and welfare of the children involved and any risk that parental contact could place a child at further risk. The DSL will determine parental contact in safeguarding cases.
- Following the school's behaviour policy consequences will be used proportionately, as appropriate and in consultation with all parties concerned

Pupils who report incidents

Pupils who report incidents, no matter how small, will be taken seriously and will be praised for sharing what they have noticed/observed. We will let pupils know that we will

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Pupils who are being bullied or harassed

Pupils who have been bullied or harassed will be supported through:

- Opportunities to discuss the experience with the class teacher, teaching assistant or other member of staff that they feel comfortable with
- Reassurance of continuous pastoral support in order to restore self-esteem and confidence through Targeted Mental Health Support if appropriate

Pupils who are using bullying and / or harassing behaviour

Pupils who have bullied or harassed will be helped through:

- Discussion of the incident or behaviour with the class teacher or member of staff of their choice
- Establishing the wrong doing and benefits of changing their behaviour
- Teachers making regular contact with parents or guardians to help change the attitude of the pupil

- If necessary, setting up a personalised plan to help the children know how to behave appropriately

We recognise that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it may be because they are communicating their own experience of abuse. Where there are concerns about a child, support will be put in place as appropriate and in accordance with our Child Protection and Safeguarding policy.

Actions taken

The response will be determined by the nature, seriousness, context and impact of the behaviour. Persistent behaviour will result in an escalated response, but a single serious incident may require immediate safeguarding action and a significant consequence.

Incidents and the action taken will be recorded on CPOMS in accordance with the school's safeguarding and behaviour procedures.

Staff will work with all parties to repair the damaged relationship if appropriate. Mitigations may need to be in place to protect other pupils (eg in cases of sexual harassment, bullying or violence) to support the victim. The views and feelings of the victim will be listened to and taken into account, however the final decision around mitigations will be at the discretion of the Headteacher.

Online Behaviour and Safety

Online behaviour forms part of the same safeguarding and behaviour culture as face-to-face conduct. The school will address cyberbullying, abusive or discriminatory messages, coercion, sexual harassment, harmful content, and the making or sharing of nudes and semi-nudes, including AI-generated or digitally altered images.

Keeping children safe online and teaching them to behave responsibly and kindly is a shared responsibility between school and families. Parents and carers are responsible for supervising their child's access to devices, social media, messaging services and online content outside school hours. We strongly expect parents to observe the age restrictions set by individual platforms and to discuss safe and respectful online behaviour with their children.

Parents should address ordinary disagreements arising through their child's use of social media outside school. However, the school may respond to online behaviour occurring outside school where it affects a pupil's safety or wellbeing, threatens another pupil, disrupts relationships or learning in school, has repercussions for the orderly running of the school, or adversely affects the school community. Any safeguarding concern will be referred to the DSL or a deputy, regardless of where it occurred or the platform used.

Pupils and parents must not allow disagreements originating on social media or messaging platforms to be brought onto school premises or used to encourage confrontation, retaliation, bullying or harassment. Disputes between adults will be addressed, where relevant, through the Parent and Visitor Code of Conduct.

Pupils are taught to use technology safely, responsibly and critically, including how to recognise and report misinformation, disinformation, harmful content and unsafe contact through PSHE, RSHE and Computing. Filtering

and monitoring responsibilities are assigned, provision is reviewed at least annually, and the school's online-safety review and risk assessment reflect the risks faced by pupils, including those with SEND.

Smartphones and Mobile Devices

Coleshill C of E Primary School is a mobile phone-free environment. Pupils are prohibited from using mobile phones or other unauthorised smart technology throughout the school day, including during lessons, transitions, breaktimes, lunchtimes and before-school or after-school activities where pupils remain under the school's supervision.

In accordance with BDMAT expectations, smartphones must not be brought into school by primary-aged pupils. Where a pupil requires a phone for safety when travelling to or from school independently, parents may request permission for the pupil to bring a basic non-smartphone capable only of calls and text messages.

Any permitted phone must be named, switched off on arrival and handed to the school office for secure storage during the school day. It may be collected when the pupil leaves school. The school accepts no responsibility for loss or damage to an unauthorised device.

The school will consider individual exceptions and reasonable adjustments where access to a device is necessary because of disability, a medical condition or another exceptional circumstance. Any permitted use will be agreed in advance, limited to its specific purpose, time and location, and recorded in the pupil's relevant individual plan.

If a pupil brings a smartphone or other unauthorised device into school, or fails to hand in a permitted phone, it will be stored securely and the parent or carer will be contacted. Any search or confiscation will be undertaken in accordance with the school's Searching, Screening and Confiscation arrangements.

Where a device contains or may contain evidence of a safeguarding concern or criminal offence, staff will not view, copy, forward or delete the content unnecessarily. The device will be secured and the matter referred immediately to the DSL or a deputy, who will determine the appropriate action.

Conclusion

This Behaviour Policy has been written with Christian values at its heart and we are determined to be a school where children feel safe as well as learn, be confident and happy. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. We have based our policy on a positive approach towards managing behaviour that recognises the individual. It is essential that staff are consistent with high expectations and will challenge unacceptable behaviour. The success of our policy will not be tested by the absence of problems but the way in which we deal with them.



Appendix 1 Living our Christian Values

Christian Values Lived out in our Community

With God's love, we grow and flourish together

Our Values	 Honesty <i>"Speaking the truth in love"</i> (Ephesians 4: 15)	 Kindness <i>Clothe yourselves with kindness, humility, gentleness and patience"</i> (Colossians 3: 12)
	With God's love, we are truthful so we can be trusted and grow in wisdom.	With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.
	Bible Story: Zacchaeus Zacchaeus was a man who had stolen from his community for his whole life; but then he met Jesus. It was a turning point for him to think about how he lived. He found out it was never too late to change and once he knew he was forgiven he became an honest and generous man.	Bible Story: The Good Samaritan The Good Samaritan looked after a man who most would have expected him to ignore. He did the unexpected and showed kindness to someone who people considered an enemy.
Our Actions	As a child in our community: • I am brave to tell the truth, even when it is difficult. • I am honest with myself and try to do better next time. • I say sorry with my words or actions when I have wronged someone.	As a child in our community: • I use kind hands and kind feet to all. • I say kind words to others. • I am caring and generous in my words and actions to all, not just my friends. •
	As an adult in our community: • I model honesty by speaking the truth with kindness, even in challenging situations. • I reflect on my actions and strive for continual improvement. • I acknowledge mistakes and apologise when I have wronged others.	As an adult in our community: • I demonstrate kindness in my interactions with children and colleagues. • I use positive language and encourage others. • I foster a caring and welcoming environment for all.



Christian Values Lived out in our Community

With God's love, we grow and flourish together

Our Values	 Respect <i>"In humility, value others above yourselves"</i> <i>(Philippians 2: 3)</i>	 Perseverance <i>"Perseverance (produces) character and character, hope"</i> <i>(Romans 5: 4)</i>
	With God's love, we care for others, ourselves and our school, so we listen and use good manners. Bible Story: King David (1 Samuel 24:1-22) King David as a young man had a chance to steal the throne and those around him encouraged to do so. However, because he respected his King, David refused to harm King Saul. He left him safe to sleep, cutting a piece off his robe to prove he could have killed him but showed respect instead.	With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard. Bible Story: Noah's Ark (Genesis 6-9) Noah spent many, many years building the ark out in a desert land where no-one had ever seen a flood. Noah was surrounded by people encouraging him to give up and stop – but he didn't – he carried on and completed the task that God had set for him.
Our Actions	As a child in our community: • I treat others as I would like to be treated • I listen to others and take turns to talk. • I accept everyone for who they are, respecting differences in faith, belief, views, and perspectives. • I am polite and use good manners. I look after our school environment.	As a child in our community: • I think deeply about my learning. • I keep trying, even when things are hard. • If I get stuck, I can find another way to solve the problem. • A mistake (FAIL) is part of learning, it is a First Attempt in Learning. • I listen to feedback and am hopeful about how I can improve (growth mindset).
	As an adult in our community: • I listen actively and ensure everyone's voice is heard. • I celebrate diversity and promote respect for all. • I model politeness and good manners. • I take responsibility for maintaining a positive school environment.	As an adult in our community: • I encourage children to persevere and celebrate their efforts. • I model resilience and a positive attitude towards challenges. • I provide constructive feedback and support growth in others.



Christian Values Lived out in our Community

With God's love, we grow and flourish together

Our Values	 Self-Control <i>"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"</i> (Galatians 5: 22)	 Forgiveness <i>"Forgive us our sins as we forgive those who sin against us"</i> (Luke 11:4)
	With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.	With God's love, we choose to forgive and let things go, accepting when someone is sorry, so we can build bridges and form trusting relationships.
	Bible Story: Jesus tempted in the desert (Matthew 4: 1-11) Having not eaten for 40 days and 40 nights, feeling weak, tired and alone, Jesus still resisted the temptations set before him to be selfish and foolish. He knew he could do the things he was being tempted to do but decided on a better way.	Bible Story: Salvation (John 19 16-37) Love and forgiveness are central to Jesus' life and teachings. His surrender shows God's grace, calling believers to forgive as they've been forgiven. Forgiveness breaks resentment, heals, and fosters reconciliation, essential for peace and healthy relationships. Ultimately, it embodies the Christian message, revealing love's transformative power and the hope of new beginnings.
Our Actions	As a child in our community: • I listen and concentrate. • I always try my best. • I manage my distractions. • I regulate my feelings and actions, using strategies to help myself and others stay safe. • I make good choices.	As a child in our community: • I accept apologies, understanding that we all make mistakes. • I seek reconciliation when I disagree with others. • I recognise my feelings and choose to forgive so that I can heal emotionally.
	As an adult in our community: • I model self-control in my words and actions. • I support children in developing self-regulation strategies. • I create a calm and focused learning environment.	As an adult in our community: • I model forgiveness and encourage reconciliation. • I support children in resolving conflicts and moving forward. • I foster an environment where mistakes are seen as opportunities for growth.

Appendix 2

Behaviour Graduated Approach

Universal Provision		
✓ Christian vision and values taught through Collective Worship ✓ Relationship building with staff and peers ✓ PSHE Curriculum: myHappyMind ✓ Timely support for SEND or SEMH needs ✓ Emotional Literacy: Zones of Regulation – following up with check-ins as appropriate. ✓ Emotion Coaching: Restorative Conversations to navigate conflict resolution ✓ Visual Timetables ✓ Recognition and Reward through verbal affirmation and Class Dojo rewards and accolades ✓ Take a break area in each classroom ✓ Restorative practice to support conflict resolution ✓ Open engagement with parents through Class Dojo and through contact with class teacher when appropriate. ✓ De-escalation Toolbox of Strategies used as appropriate		
Verbal advice and support	Withdrawal offered	Diversion
Firm clear boundaries/ direction	Withdrawal directed	Contingent Touch
Humour	Transfer adult / change of face	Calm talking and stance
Negotiation	Reminder about consequences	Patience
Limited choices	Success reminders	Seating plans
Distraction	Grounding	Planned ignoring of behaviour
Reassurance	Movement Breaks	
Targeted Provision		
✓ Individualised Behaviour Plan (IBP) ✓ Regular reporting (eg to SLT at the end of the day as part of behaviour monitoring). ✓ ABCC forms to aid with identifying triggers planning for next steps ✓ Interventions including pastoral support (boomerang, lego therapy, nurture support, ELSA, movement breaks) ✓ Staff reflection through ABCC forms ✓ Pastoral support through school's Family Support Worker ✓ Boxhall Profile assessment		
Specialist Provision		
✓ Mental Health referrals: CAHMS, SOLAR, Forward Thinking Birmingham ✓ Pastoral support plan ✓ Positive Intervention Plan (PIP) ✓ Bereavement Support: Guys Gift, Sycamore Counselling ✓ Specialist Teaching service ✓ Psychologist referral ✓ Early Help		

Appendix 3

Visible Consistencies & Relentless Routines

Examples of school-wide visible consistencies and relentless routines

1. All children are greeted at the door as they come in in the morning so that every child feels seen and has a sense of belonging.
2. Walking in a calm and orderly manner around the school building
 - Walk in single file on the left side of corridors
 - Hold hand rails when ascending/descending stairs
3. Instilling a sense of pride for all who attend Coleshill C of E Primary School.
 - Correct school uniform to be worn at all times (unless there is a fundraising non-uniform day when parents will be informed via the school's website)

4. We transition from class to elsewhere using STARS

S Stand up silently

T Tuck your chair in quietly

A Attention to teacher

R Register order in line

S Single file line walking

5. End of the lesson preparation

S Stack books in a neat pile

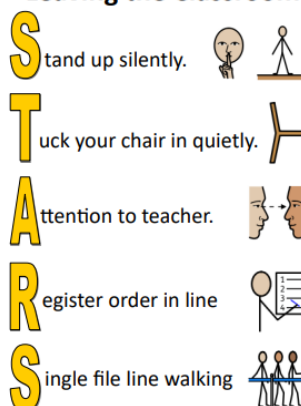
T Tidy equipment away

A Area clear on your desk

R Rubbish in the bin

S Silently facing front

Leaving the Classroom



We do all this without talking

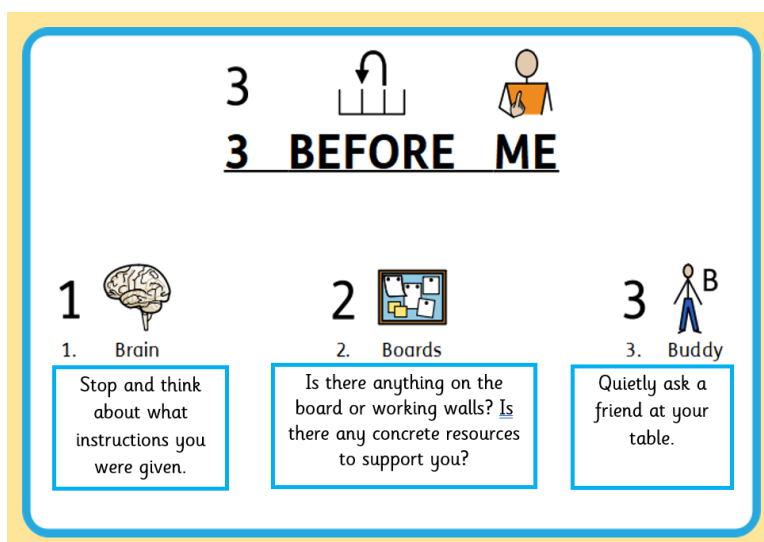
End of the Lesson



We do all this without talking

6. 3 before me

Brain – Board – Buddy






marvellous
moving


Smart


walking,


no talking


facing


forwards


looking


hands


by


side


no talking


Track Me


good sitting


good looking


good listening


Track Me


good sitting


good looking


good listening



Lesson Routines



Timings	Teachers	Support Staff	Children
Start of a lesson	- Instruct monitors to give out any books/paper resources - Give clear instruction to write the date and LI - A timer is put on the IWB - Teacher circulates and checks for presentation <i>This should take 2-3 minutes.</i>	- Finish interventions - Support children who need <u>particular support</u> with this routine.	- Monitors give out books - Date is written and underlined - LI is stuck in
End of a lesson	- Instruct children to close books and tidy equipment away. - Monitors collect books and give out the next books. - Scan the room for compliance - This is done in silence. <i>This should take 2 minutes.</i>	- Tidying up all classroom areas and outside areas outside of the classrooms - Sharpen pencils - Complete additional jobs assigned by the teacher	- Relax and listen attentively to the story - Engage and participate where needed
Teacher talking	- Teacher instructs children to put their eyes on the teacher and track the teacher - Ensure 100% compliance	- Monitor and scan the bags/lockers area and line to support the process - Ensure children have coats and all <u>belongings into</u> a bag.	Prayer - Children participate Collect belongings - Put belongings in bag - Put on coat and zip-up
Managing equipment	- Teacher instructs to pick up xxxx - This is done in silence - Count down from 5 to 1 - Scan for 100% compliance	- Make sure children are ready with coats and bags - Tidy up any missed bits within the classroom.	Stay in line, quiet and listen for their names.
STARS line	- Instruct to line up in STARS - This is done in silence - Scan the room	Monitor and dismiss if teacher is talking to a parent.	Stay in line, quiet and listen

Appendix 4

Responding to Positive Behaviour: Recognition and Reward

Our behaviour policy seeks to celebrate achievement, conduct and behaviour. In a positive culture, children feel affirmed and valued.

Recognition is given through

- Verbal praise, strategically used, motivates children and communicates our expectations and values.
- Achievement Assembly, held fortnightly for Infants/ Juniors.
- Positions of responsibility, eg through our Coleshill Young Leaders programme
- Rewards, which build motivation, self-confidence and self-esteem. See table below for further detail.

Rewards	Behaviour Examples	Who is involved
2 Praise points Where values are noticed Silver Awards 10 praise points Gold Awards: 50 praise points Gold lanyard which gives 'first in the line' priority for a week Milestones Achieved once levels of points are achieved (eg 50 points = Copper, 100 points = Emerald)	Honesty eg - telling the truth - reflective editing Kindness eg - helping others - showing empathy Perseverance eg - Keeping trying - independence Respect eg - good manners, - looking after our environment - uniform compliance Self-Control eg -using strategies to self-regulate - Focused learning Forgiveness eg -proactively engaging in restorative practice, building bridges to restore relationship Completing Homework Reading outside of school (Points given for each daily read)	Class teacher, Teaching assistant Parent notification via Class Dojo for awards
Achievement Awards Large range of Subject and achievement related awards available to 'collect' on Class Dojo	Subject academic achievement eg Genius Geographer, Powerful PE, Amazing Art etc	Class Teacher Parent notification via Class Dojo

Also including 'top of the class', 'top of the school' for praise points award.		
Class Attendance Reward Class with the highest attendance 150 class points	Flapjack Friday – biscuits provided for the class with the highest attendance, announced in Achievement Assembly weekly.	Headteacher
Class Rewards We encourage the class to work as a team to collect as many praise points as possible during the half term. At the end of the half term, the number of points achieved will be used to unlock a class reward.	Examples include -Play at the park, free time session on laptops and ipads, extra playtime, fast pass to Lunch, bring your own treat for snacktime.	Student council are instrumental in choosing class rewards to work towards.
Houses Praise points are totalled every week for each house.	House point totals are celebrated in achievement assembly. House Winners of the week are celebrated	House Captains

Responding to Misbehaviour: Consequences and Sanctions

Consequences need to:

- ✓ Be fair and consistent.
- ✓ Be appropriate to the level of behaviour exhibited.
- ✓ Be given in a firm, yet respectful way when the child and adult are regulated
- ✓ Communicate the specific behaviour that is unacceptable so that the child can learn and understand why

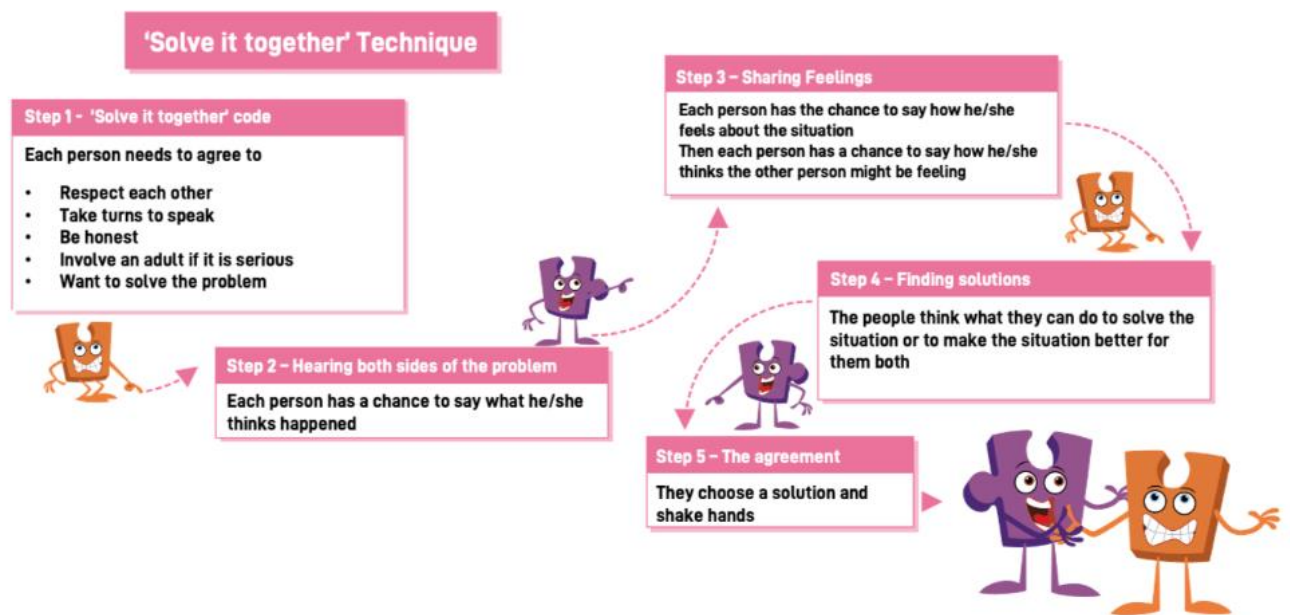
	Misbehaviour Examples	Who is involved	Consequence/ Action
L1	- Breach of our school values eg -unkind to others -disrespectful to others -dishonest -lack of self-control -lack of perseverance -incorrect uniform - Low level disruptive behaviour eg -talking instead of listening -misusing equipment -refusal	Teacher, Teaching Assistant	Further verbal reminder 2 demerits If appropriate, teacher may take minutes off playtime or ensure that a wrong is put right (eg through service linked to misbehaviour such as tidying where there has been disrespect of classroom environment).
L2	- Persistent low level disruption to learning (escalation from L1). - Hurts another child (eg as a result of rough play) - Swearing (use of swear words) - Using resources inappropriately - Leaving an environment without permission - Y4-6: non-completion of homework (does not require phone call) - Failure to hand an authorised basic mobile phone to the school office on arrival	Class Teacher, Teaching Assistant, Phase Leader, Parent	5 demerits Parent Communication (face to face / phone call). Teacher to apply appropriate sanction: >where behaviour is persistently interrupting other's learning, child to continue learning in alternative year group for a period of that lesson (before returning). > SLT lunchtime detention; this may include a written task relevant to the misbehaviour. >Service linked to misbehaviour (eg tidying environment to make a wrong right again)
L3	Serious Misbehaviour is defined as: - Repeated breaches of the school rules (eg x3 L2s in a week) - Creating an unsafe environment within the classroom/ playground - Bullying – all forms - Racist, faith-targeted, homophobic, biphobic, transphobic, sexist, misogynistic or other discriminatory language or behaviour. - Swearing at a peer or adult	HT/ DHT/ Phase Leader Class teacher Parent	In addition to above, where behaviour is persistently at Level 2, SLT review of context and factors to implement Graduated approach strategies, which may include appropriate pastoral support. Following factual investigation of the details of the incident and balancing of context and contributing factors, sanctions for serious misbehaviour may include: Time Out with member of Heads team

	• Intentionally hurting another child / fighting • Physical towards an adult • Sexual violence, sexual assault, harmful sexual behaviour or coercion. (These will be managed first as safeguarding concerns in accordance with the Child Protection and Safeguarding Policy) • Possession of a smartphone (not handed in at the office). Using a mobile device to record, photograph, message, harass or share harmful content; or attempting to access or distribute inappropriate material. • Vandalism • Theft • Smoking, vaping • Possession of any prohibited items. These are: - Knives or weapons - Alcohol - Illegal drugs - Stolen items - Tobacco and cigarette papers - Fireworks - Pornographic images - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) • Other such behaviours at the discretion of the Headteacher		• Parent communication • Loss of privileges (eg removal from outdoor provision for period of time) • Disciplinary removal from the classroom • Suspension • Permanent Exclusion Suspensions and Exclusions are at the discretion of the Headteacher as proportionate to the incident and considering equitable measures. See Suspensions and Permanent Exclusions Policy. Further actions post critical incident may include ongoing support such as • Review of stage within the Graduated Approach • Review of appropriate pastoral support. • Reintegration through restorative conversations, which may include a parent, child, HT reintegration meeting • Regular reporting eg to SLT at the end of the day as part of behaviour monitoring
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Appendix 5

Resolving Conflict with Peers Framework

This 'Solve it Together' technique is taught through our PSHE curriculum delivery and supports our restorative approach. This would be used during the recovery stage, when both parties are regulated and in the 'green zone'.

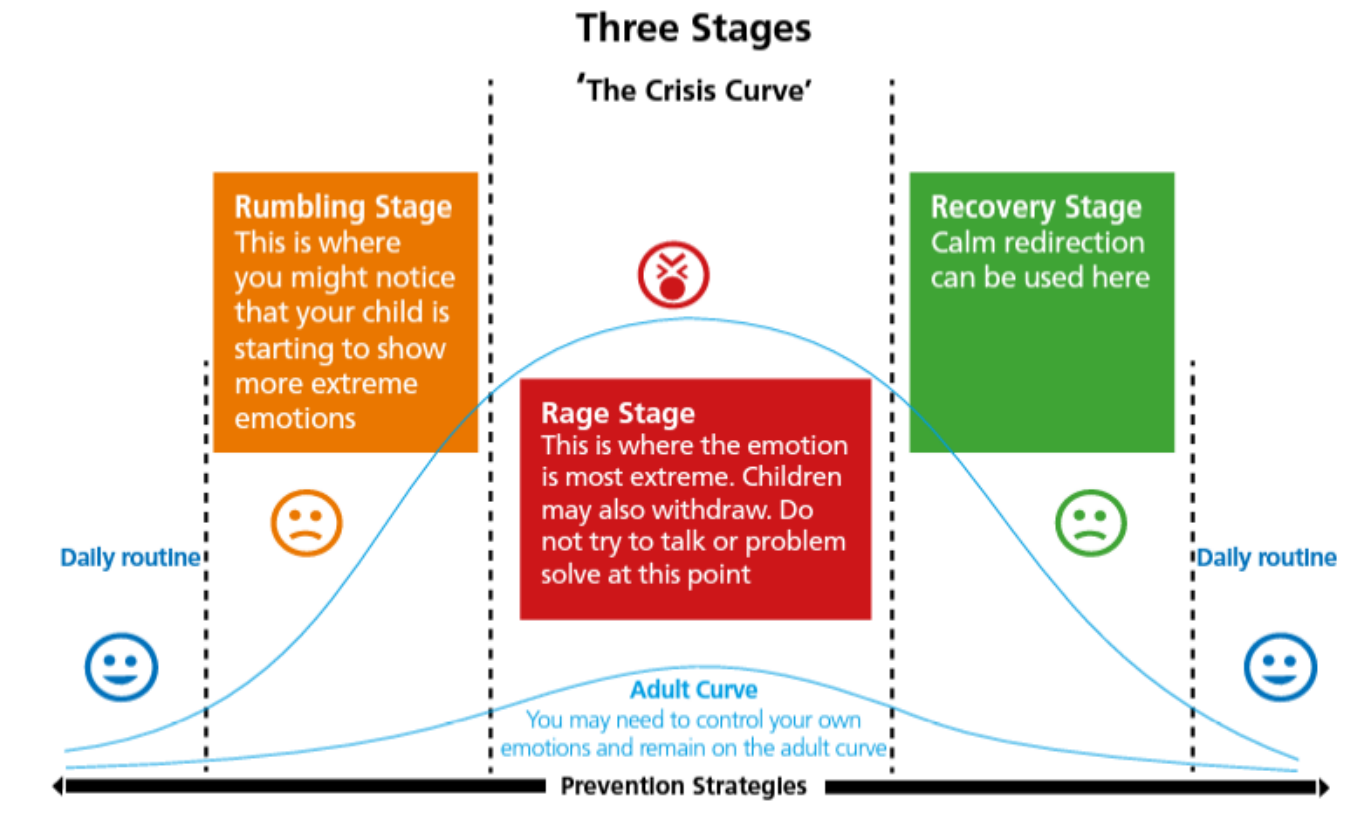


Appendix 6

Emotion Coaching

Emotion Coaching is an evidence based strategy for supporting a child to self-regulate and build resilience.

When noticing a child is dysregulated, recognise the stage that child is presenting in



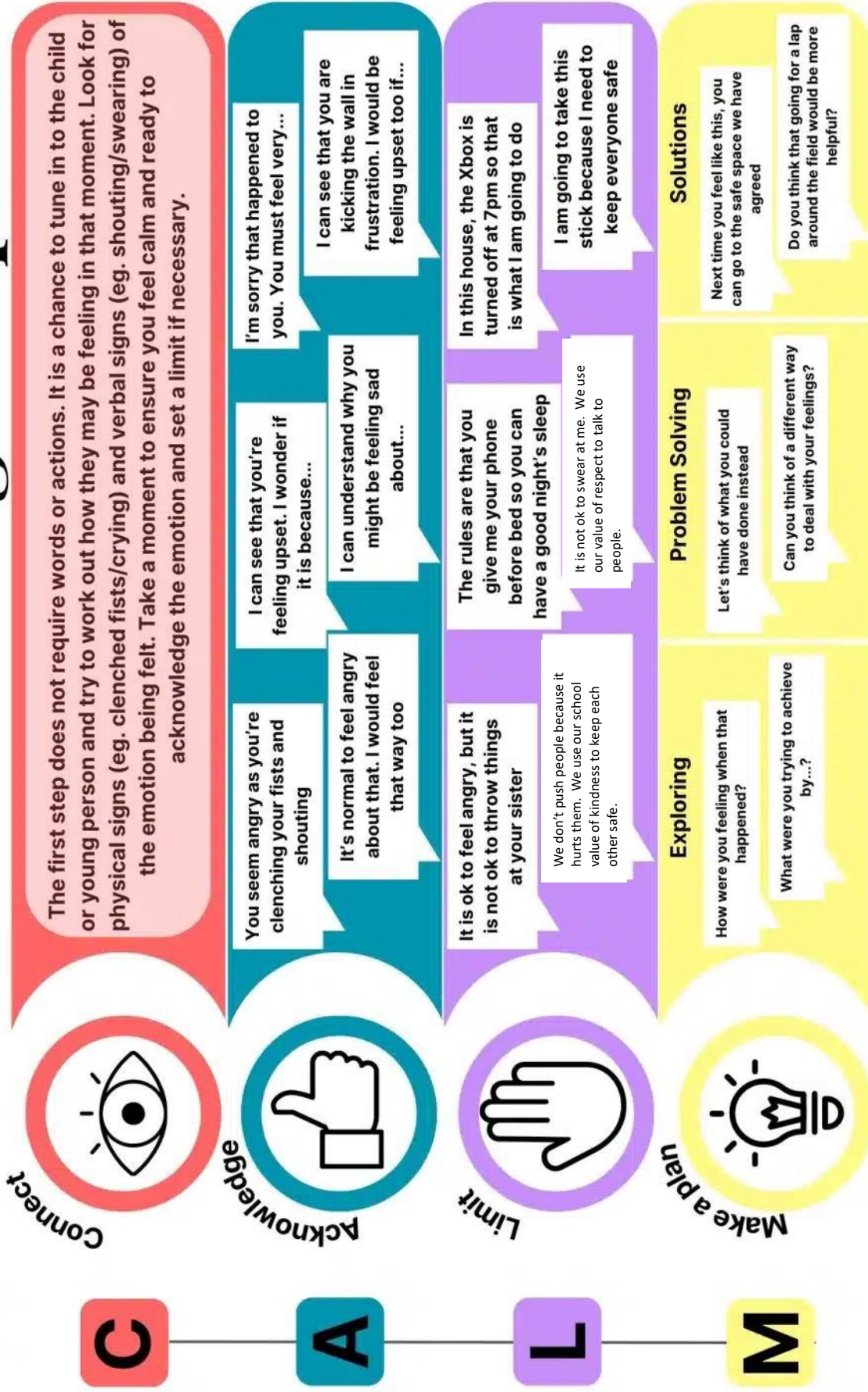
Once the child has reached the Green Zone, we use the CALM script to support our restorative conversation. The script creates a framework that is helpful for both staff and pupil to engage in restorative practice and engage in use of our school values.

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www.camhs.rdash.nhs.uk/wp-content/uploads/2021/04/NL-Emotion-regulation-e-leaflet-02.21.pdf

https://www.researchgate.net/profile/Janet-Rose-8/publication/275041002_'Promoting_children's_well-being_and_sustainable_citizenship_through_Emotion_Coaching'/links/56c8b96108ae96cdd06bb415/Promoting-childrens-well-being-and-sustainable-citizenship-through-Emotion-Coaching.pdf

Emotion Coaching Scripts



Appendix 7

Personal Behaviour Plan

Pupil name:		Class:	
Date of birth:		Medical conditions/needs:	
Date plan starts:		Staff working with the pupil:	
Background Information: <i>(parent and teacher to add to)</i>			
Distressed behaviour <i>(What does it look like?)</i>		Targets <i>(What are we working towards?)</i> <i>How do we get there? Remember to keep it SMART or use 'When I...I will...')</i>	
Strategies for positive behaviour <i>How do we maintain positive behavior?</i> - Phrases to use - Child's interests Rewards for Positive Behaviour <i>When / how often will positive behavior be celebrated?</i> <i>What works to promote positive behavior for this student?</i>		Triggers <i>How do we prevent an incident?</i> - What to look out for - How to respond (reminders, alternative environment)	
Consequences <i>(List, Who is responsible for giving, When/how often)</i> <i>What will happen at school / home?)</i>			

Reactive strategies <i>How do we diffuse the situation?</i> • <i>What to do and what not to do</i> • <i>Phrases to use</i> • <i>Calming techniques</i> <i>At what stage should another member of staff be informed? Who should this be?</i>	Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>						
Adult Responsible In the classroom: Playtime: Lunchtime: Collective Worship: Kids Club:	Crisis Plan Presenting Behaviour: Adult Role: (eg give verbal warning, remove child from room etc). Follow up: <i>(as many crisis plans as needed for different behaviours regularly presenting e.g. if child throws chair....this will happen, if child swears, this will happen etc.)</i>						
Agreement: <table border="0"> <tr> <td>Parent name:</td> <td>Staff name:</td> </tr> <tr> <td>Parent signature:</td> <td>Staff signature:</td> </tr> <tr> <td>Date</td> <td>Date</td> </tr> </table>		Parent name:	Staff name:	Parent signature:	Staff signature:	Date	Date
Parent name:	Staff name:						
Parent signature:	Staff signature:						
Date	Date						
Review Date Who will be involved? How will it be monitored?							

Appendix 8

Personalised Intervention Plan

0

Signs of agitation for this pupil

ALL CALM
• x

1

Low level behaviours which signify observable tension/anxiety e.g.
• x

2

Medium level behaviours e.g.
•

3

High level behaviours e.g.
•

4

Recovery behaviours
•

5

Recovery – better able to engage
•

0

Staff interventions which work for this pupil

Normal teacher / student interaction – positive reinforcement of desired behaviours e.g.
•

1

Supportive responses (calm and clear) e.g.
•

2

High level responses (continue to use LI & L2 responses) e.g.
•

3

Recovery responses
•

4

Recovery – better able to engage
•

Agreed by:

Pupil:

Parent/carer:

School staff:

Support/agency staff:

Date:

2

Positive Intervention Plan for....

This plan is intended to support everyone in returning to calm stage as effectively as possible.

Pupil:

Date:

What to try:
Ⓢ

What to avoid:
Ⓢ

Remember, this is a learning process for everyone. The plan should be reviewed after each incident so that it is helping to support Henry to learn better ways to manage his feelings. In any case, it should be reviewed at least half termly.

1

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Specialist Teaching Service
A.B.C.C. Form

Pupil:
School: Coleshill C of E Primary School
Form completed by:

DATE TIME	ANTECEDENT Describe the context in which the behaviour occurred: the lesson, teacher, what others were doing what happened before etc.	BEHAVIOUR Describe the events factually and in performance terms so an outsider can visualise it exactly.	CONSEQUENCES/ OUTCOME What happened next? What did the individual and others do? What was the effect of these actions?	COMMUNICA TION What do you feel the behaviour was trying to communicate?



Appendix 10

Supporting Documentation

Keeping Children Safe in Education 2026

Working Together to Improve School Attendance, July 2026

Behaviour in Schools: Advice for Headteachers and School Staff

Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement

Searching, Screening and Confiscation: Advice for Schools

Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People

School Policy Links

[Suspension and Permanent Exclusion Policy](#)

[Mental Health and Wellbeing Policy](#)

[Violence and Aggression against staff policy](#)

[Equality, Diversity and Inclusion Policy](#)

[Special Education Needs and Disability Policy](#)

[Safeguarding and Child Protection Policy](#)

[Preventing Radicalisation Policy](#)

[Staff and Volunteer Acceptable Use Policy Agreement](#)

[BDMAT Positive Handling: Use of Reasonable Force Policy, May 2026](#)

RSHE policy

EYFS policy

[Parent and Visitor Code of Conduct](#)

[Attendance and Punctuality Policy](#)

[BDMAT social media letter to parents](#)

Online Safety Policy, Acceptable Use Policy

Research

When the Adults Change, Everything Changes; Dix 2017

After the Adults Change, Achievable Behaviour Nirvana; Dix 2021

[Improving Behaviour in School, EEF](#)