


Title: Behaviour Policy		
Owner: Chair		
Full Governing Body Ratification	Date: November 2025	
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Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

The Vision of All Saints is:

‘Our welcoming **Christian** school is a special place. Children are **nurtured** to become aspirational and **responsible individuals**, seizing all opportunities to use their God-given talents and abilities to make a **positive contribution to our school**, our local community and the wider world.’

Several aspects of that vision explicitly shape our behaviour policy:

1. ‘Christian’ - Christian values of treating others as you would want to be treated, of saying sorry and showing forgiveness.
2. ‘Nurtured’ - A policy based on positive praise first and foremost, where relationships are vital in shaping positive behaviour and using the principles of Trauma Perceptive Practice (see Appendix A) which encourages a restorative process where learning takes place. There is strong research evidence that restorative processes, where reflections and learning take place are successful in supporting wellbeing and long term behaviour change.
3. ‘Responsible individuals’ - Recognising that the pupils in our school have 4 rights, but also responsibilities to go with those:

The right to be happy (and the responsibility to make others happy.)
The right to respect (and the responsibility to show respect to others.)
The right to learn (and the responsibility to ensure others can learn.)
The right to be safe (and the responsibility to keep others safe.)

This is to further reinforce the reflective process of enabling long term behaviour change as pupils consider the part they play in upholding the 4 rights through the responsibility they have.

4. ‘Positive contribution to our school’ - We want all pupils to have high standards of behaviour so that they contribute to making our school a place of happiness, safety and fun and where everyone is respected.

Therefore the aims of this policy are:

- To allow every child to shine.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school which encourages parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose, through a shared approach based on Trauma Perceptive Practice.

What are the core principles of Trauma Perceptive Practice?

Trauma Perceptive Practice is the Essex approach to understanding behaviour and supporting emotional wellbeing. It identifies new ways of responding helpfully to children and young people by:

- Building consistent, positive and nurturing relationships with the child.
- Understanding children's communicating behaviours and stress responses.
- Providing targeted support and appropriate interventions when required
- Developing and using more helpful and supportive language when talking to and about children and young people's communicating behaviours.

See Appendix A for a fuller summary of Trauma Perceptive Practice.

To support good behaviour children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat and respond to others with respect so that incidences of child on child abuse are not tolerated (see Child Protection Policy), and neither will bullying (see Anti-Bullying Policy)
- To co-operate with other children and listen to guidance from adults.
- To create a safe and pleasant environment by taking care of property in and out of school. To follow the School Rules.
- To learn to take responsibility for their own actions.

All staff, regardless of role, have a responsibility:

- To establish positive relationships with pupils in accordance with the principles of TPP.
- To treat all children fairly and with respect, and to use appropriate voice levels
- To raise children's self-esteem and develop their full potential,
- To create a safe and pleasant environment, physically and emotionally,
- To be a good role model,
- To use rules and consequences clearly and consistently,
- To recognise that each child is an individual and to be aware of their needs.

What we do to encourage good behaviour

- We ensure that all children are aware of everybody's Rights (and responsibilities).
- We make clear our expectations of good behaviour, by displaying School Rules and adhering to a whole school system of rewards.
- Good behaviour is acknowledged wherever possible by verbal, positive praise.
- We have an "open door policy" and we work with parents/carers to form good relationships so that all children can see that the key adults in their lives share a common aim.
- We treat everyone equally, regardless of race, gender, class, religion or disability.
- Our Shine curriculum and PSHE curriculum are designed to foster good behaviour and positive skills for life such as respect, compassion, resilience and confidence.

Rewards

Whole School Rewards

Star of the Week – presented weekly in the Whole School Assembly and displayed on Achievement Board for outstanding achievements of pupils.

Headteachers Cup - presented weekly in the Whole School Assembly for positive characteristics displayed by pupils such as helpfulness, kindness, caring, respect etc.

House Points – awarded for good behaviour and good work. Total for each house announced weekly in the Whole School Assembly. .

Foundation Stage uses a “super power” system which works alongside the House Points system.

Children may be sent to the Headteacher, Deputy Head or another teacher to show exceptionally good work and for good behaviour. They may receive a Headteachers sticker.

Class Rewards

Each teacher will use a range of strategies to help motivate pupils and this is dependent upon the age of the pupil.

Key Stage 1 often uses Class Dojo as a motivator to provide instant feedback and to encourage good learning behaviours. This acts as a good transition of super powers in EYFS into the House system which KS2 especially interacts with as a motivator.

Some classes might use Class Awards such as Tiger of the Week or Dragon of the Day. They are presented to children who have worked hard, tried hard or behaved very well. These are presented daily or weekly in class. There is no limit to the number of certificates per week, or the number of times a child can receive them.

Stickers, stamps and mini certificates may be given out at each class teacher’s discretion. Support staff may also give out such rewards.

Managing Behaviour through Consequences

School rules are on display at the front of the school. (See Appendix D)

The School Rights displayed in each class room will be introduced at the beginning of the year and are referred to by the class teacher.

Where children exhibit behaviour that gives cause for concern, the hierarchy of unacceptable behaviours is used to determine the consequence of that behaviour. This is to ensure they are dealt with fairly and consistently.

Unacceptable behaviour is reported to the SLT, where appropriate, and in accordance with the hierarchy of unacceptable behaviours sheet. These incidents are recorded on a hierarchy of unacceptable behaviours sheet (see Appendix B) which is then added to the CPOMS online monitoring and safeguarding package under the ‘behaviour’ criteria and the consequences of those actions are decided and communicated with the child and parent where appropriate.

Very serious incidents (see hierarchy) or those that require physical intervention, or involve behaviours possibly related to racism or bullying are recorded on our CPOMS package by the Headteacher, Deputy Headteacher or SLT. Racist incidents are also recorded separately in a Racist Incident log kept in school. They are reported to the Governing Body through the Headteachers report. Again the consequences of those actions are decided and communicated with the child and parent.

Incidents resulting in fixed or permanent exclusion are reported to ECC pupil services through a copy of the letter sent to the excluded child's parents. A copy of the exclusion letter must be sent to the Local Authority via suspensions@essex.gov.uk.

Lunchtime arrangements

In line with TPP we first manage behaviour through a proactive approach where we actively seek to support pupils who find lunchtimes difficult and engage them in positive play.

Behaviour at lunchtime is managed in the same way as all other times, including the use of the Hierarchy of Behaviour to manage behaviour consistently and fairly and as part of a restorative process that brings about long term behaviour change.

MDAs may give out appropriate stickers to reward kindness, manners etc. and other rewards may be introduced as appropriate.

Reasonable Force

The use of force by staff to restrain or control pupils to maintain safety for all pupils will be a rare event.

Statutory guidance from the DfE states that school staff might use such force as is reasonable 'in the circumstances'. The guidance states that: 'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder'

The key Department for Education document, 'Use of reasonable Force: Advice for headteachers, staff and governing bodies' can be found in the link below and for the purposes of this policy, the definition of reasonable force and its use is taken from the guidance:

'The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

[Use of reasonable force](#)

Our 'Physical Intervention and Physical Contact with Pupils Policy' covers this in greater detail.

Screening, searching and confiscation

Searching and screening can be a helpful tool in keeping the school community safe. The Headteacher/Deputy Headteacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items are defined in the Education Act 1996 and are:

- knives or other potential weapons;
- Alcohol;
- illegal substances/drugs;
- stolen items;
- tobacco and cigarette papers;
- Fireworks;
- pornographic images;
- any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.

If anyone at the school has reasonable grounds for suspecting a pupil is in possession of a prohibited item, authorised staff may search the pupil without their agreement. Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system. This is irrespective of whether an item is found.

An authorised staff member carrying out a search may confiscate any item that they suspect:

- poses a risk to staff or pupils;
- is prohibited;
- is identified in the school rules as an item for which a search may be made;
- is evidence in relation to an offence.

This is in line with DFE guidance.

Suspensions and exclusions

Suspensions and exclusion will be considered if there is sufficient evidence that a pupil has committed a disciplinary offence and that by allowing the pupil to remain in school it would seriously harm the education or welfare of the pupil or others in the school. This can be fixed term or permanent and must be sanctioned by the Headteacher. Suspension or exclusion will be considered in line with the hierarchy of Behaviour.

Parents will be informed of any exclusion by a letter sent home with the pupil on the same day or within one working day. The school will contact them by phone or in person.

A reintegration meeting will be arranged with the parent on the first day back after the period of suspension. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. An agreement will be drawn up which will outline expectations regarding pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

Exclusions, The Equality Act 2010 and Making Reasonable Adjustments

The Equality Act 2010: Part 6, defines children to whom this applies as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities'.

To prevent discrimination the school will not treat pupils less favourably for a reason related to their additional needs than to someone to whom that reason does not apply, without justification.

The school will make 'reasonable adjustments' to the application of the behaviour policy.

Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Use of individual behaviour plans (IBPs) or Individual Support Plans (ISPs)
- Individual timetables
- Friendship circles, buddy, mentor
- Internal exclusion
- Inclusion in intervention programme
- Support from external services

This does not mean that pupils with additional needs have an excuse for disruptive or anti-social behaviour. The DDA states that: 'Where a child has a disability which causes 'behavioural difficulties', a school will be required to consider what adjustments they might make in order to manage behaviour.'

Appendix A

Summary of TPP - Trauma Perceptive Practice

TPP is a research based approach to understanding behaviour and supporting emotional wellbeing. It places a huge emphasis on building quality relationships, supporting children with co-regulation into self regulation and ultimately building resilience.

Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included, then they will develop the skills and brain systems that provide resilience to stressors, now and in later life. The TPP approach aims to provide this for all children as inevitably life for us all involves elements of and varying degrees of stress and adversity.

Social and emotional health in early childhood is defined as the 'developing capacity to form secure relationships, experience and regulate emotions, explore and learn'. These in turn form the basis for the development of a range of behaviours required to learn and engage with others.

Without these capacities, children and young people cannot successfully participate in social interactions, manage conflict, form intimate connections, express empathy to others and develop a positive sense of who they are. Children who develop these vital social and emotional capabilities are then able to engage in education. Those who experience problems in social health often fail in school, may struggle to make and sustain friendships and may have very negative feelings about themselves.

TPP is a whole school approach that aims to help all children by understanding their behaviour and how best to support them through a reflect, repair and restore approach. While it supports those who have experienced early trauma, it also has huge benefits as an approach for all children.

Appendix B

Hierarchy of Unacceptable Behaviours

Type of Behaviour	Examples of Behaviour	Action	Consequences	Consequences for lunch time
Minor Incidents	<ul style="list-style-type: none"> ★ Not accepting reasonable reminders ★ Poor standard of work due to lack of effort ★ One off name calling ★ First offence of minor swearing, rudeness or rude gestures to children and staff ★ Low level disruptive behaviour ★ Inappropriate physical interaction e.g. pushing and shoving ★ First offence of minor untruths ★ Misuse of ICT - one off - not accessing correct IT in class 	Handled by class teacher or by MDA/CT on duty	<ul style="list-style-type: none"> ❖ Discussion with child/ren involved. ❖ Verbal reprimand ❖ Loss of social time eg Playtime, lunchtime, golden time, etc to reflect ❖ Restorative approach linked to the unacceptable behaviour eg apologise for name calling/ restorative conversation 	<ul style="list-style-type: none"> ❖ Discussion with child/ren involved. ❖ Verbal reprimand ❖ Time out – shadow an adult on the playground. ❖ Not allowed to use a specified piece of equipment for one play.
Medium Incidents	<ul style="list-style-type: none"> ★ Refusal to cooperate ★ Being deliberately rude to staff and children, swearing and rude gestures ★ Persistent disruptive behaviour ★ Being involved in negative/aggressive arguments with another child ★ Teasing other children 	May be handled by class teacher/MDA/TA if one off incident. Otherwise, phase team leaders or SENCO should become	<ul style="list-style-type: none"> ❖ Time out in another classroom to reflect ❖ Loss of social time eg no morning or afternoon play to reflect ❖ Make a verbal or written apology which is sincere ❖ Withdrawal of privileges in school, e.g use of certain play equipment for a couple of sessions 	<ul style="list-style-type: none"> ❖ Time out shadow an adult on the playground. ❖ Loss of social time eg no morning or afternoon play to reflect ❖ Make a verbal or written apology which is sincere ❖ Withdrawal of privileges in school, e.g use of certain play equipment for a couple of sessions

	<ul style="list-style-type: none"> ★ Persistent disrespect towards staff ★ Deliberately kicking/hitting/punching another child 	involved. Parents informed if considered appropriate.	<ul style="list-style-type: none"> ❖ Restorative approach linked to the unacceptable behaviour - restorative conversation 	
Significant Incidents	<ul style="list-style-type: none"> ★ Openly defiant to staff ★ Damage to property/graffiti ★ Deliberate lies ★ Repeated swearing and rude gestures to staff and children ★ Stealing ★ Bullying ★ Deliberate spitting ★ Persistent inappropriate physical and verbal interaction ★ Biting 	<p>Dealt with by Headteacher, Deputy Headteacher or SLT in their absence.</p> <p>Parents informed.</p>	<ul style="list-style-type: none"> ❖ Withdrawal of privileges to include attending events such as sporting events, PTA events and clubs ❖ Clean up damaged property ❖ Child to have a restorative behaviour tracker to be discussed and shared with parents ❖ Child to go on a Behaviour Management Plan created by school with parents ❖ Time out in HT office to reflect ❖ Fixed term exclusion ❖ Restorative approach eg time in pastoral care to reflect on the feelings of others 	<ul style="list-style-type: none"> ❖ Withdrawal of privileges to include attending events such as sporting events, PTA events and clubs ❖ Clean up damaged property ❖ Child to have a restorative behaviour tracker to be discussed and shared with parents ❖ Child to go on a Behaviour Management Plan created by school with parents ❖ Time out in HT office to reflect ❖ Fixed term exclusion ❖ Lunch time exclusion – child to be collected by parents at lunch and returned for afternoon session
Very Serious Incidents	<ul style="list-style-type: none"> ★ Very serious physical or verbal abuse of children or staff ★ Significant physical or verbal abuse of others and property including racially motivated 	Dealt with by Headteacher or Deputy Headteacher School based meeting with parent.	<ul style="list-style-type: none"> ❖ Withdrawal of privileges at home and at school, to include school trips and residentials ❖ Fixed term Exclusion leading to potential permanent exclusion 	<ul style="list-style-type: none"> ❖ Withdrawal of privileges at home and at school, to include school trips and residentials ❖ Fixed term Exclusion leading to potential permanent exclusion

	<ul style="list-style-type: none"> ★ Systematic bullying including online ★ Deliberately dangerous actions ★ Physically losing control ★ Sexually inappropriate behaviour including online 			
<p>Details of Incident (continue overpage where necessary)</p>				<p>Consequences</p>

Behaviour Management Plan

If behaviour is of a significant nature a Behaviour Management Plan will be used to support pupils making long term changes to their behaviour with a solution based approach adopted. See template below.

Solution Focused Behaviour Plan

Name:

Date:

Let's talk about strengths:

What is the pupil good at/enthusiastic about?

Let's talk about concerns:

What are the barriers to their learning?

Let's talk about current strategies and support in place:

What happens when the above concerns arise? What is in place to prevent the above concerns?
Is it working?

Goals	Who?	What?	How?	Why?	When?
<p>Example:</p> <p>To participate fully in P.E. lessons with Mr Smith</p>	<p>Mr Smith</p> <p>Miss Jones</p>	<p>Chunked P.E. lesson with regular breaks.</p> <p>Clear expectations and plan to follow.</p> <p>Praise and encouragement.</p>	<ol style="list-style-type: none"> 1. Help Mr Smith set up for P.E. 2. Get changed and join the lesson for ten minutes. 3. Help Miss Jones with a class task for ten minutes. 4. Return to P.E. lesson for ten minutes. 5. Help Miss Jones for ten minutes. 6. Finish the P.E. lesson and get changed after helping Mr Smith tidy up. 	<p>To help John to achieve success within P.E.</p> <p>To help John regain confidence within P.E.</p> <p>To rebuild a positive relationship between John and Mr Smith.</p>	<p>Wednesday afternoons 1pm-2pm.</p>

Our School Rules

