

RELATIONAL BEHAVIOUR POLICY

Brockmoor Primary School • Brierley Hill Primary School

POLICY OWNER	Executive Director: Lana Duffin
APPROVED BY	Governing Body
APPROVAL DATE	September 2026
REVIEW DATE	September 2026
REVIEW CYCLE	Annual

Aspiration and opportunity for every child

Ambition | Success | Perseverance | Independence | Respect | Excellence

Policy owner	Headteacher / SLT / Pastoral Lead
Approved	September 2026
Next review	July 2027, or earlier if guidance changes
Approval level	Headteacher / Governing Body as applicable
Published	School website and available to parents/carers
Related policies	Child Protection & Safeguarding; Anti-Bullying; SEND; Attendance; Equality; Online Safety; Sexual Harassment & Harmful Sexual Behaviours; Exclusions
School behaviour platform	Arbor is the school's primary system for recording behaviour, rewards, incidents, actions and patterns; CPOMS remains used where safeguarding recording is required.

This policy is based on the following legislation and advice from the Department for Education (DfE) on: Behaviour in schools: advice for headteachers and school staff 2024

[Searching, screening and confiscation in schools - GOV.UK](#)

[Equality Act 2010: guidance - GOV.UK](#)

[Keeping children safe in education 2026: September 2026](#)

[School suspensions and permanent exclusions - GOV.UK](#)

[School suspensions and permanent exclusions - GOV.UK](#)

[Supporting pupils with medical conditions at school - GOV.UK](#)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

1. Purpose and principles

Across the Black Country Federation, excellent behaviour is taught, modelled, practised and reinforced. Our behaviour culture is built on high expectations, positive relationships, predictable routines, fair boundaries and restorative practice. We want every pupil to feel safe, valued and able to learn.

Our approach is deliberately both relational and rigorous: we do not lower expectations because a child has additional needs, and we do not use consequences as a substitute for understanding or teaching. We respond to behaviour in a way that protects learning and safety while helping children understand impact, repair harm and develop the skills needed to make better choices.

Our three school rules

1. Follow instructions 2. Use kind hands and feet 3. Use kind words

These rules are taught explicitly, reinforced consistently and applied across classrooms, corridors, playgrounds, trips, clubs, transport and online spaces where the school has a lawful role to act.

2. Aims

- Create a calm, safe, orderly and inclusive environment in which pupils can learn and staff can teach.
- Teach self-regulation, responsibility, empathy, resilience, cooperation and respectful communication.
- Make expectations and consequences clear, consistent, proportionate and predictable.
- Use praise, recognition and House Points to strengthen the behaviours we want to see.
- Use restorative practice to repair relationships and restore learning following conflict or harm.
- Identify unmet needs, barriers and patterns early and provide appropriate support.
- Work in partnership with parents/carers and, where appropriate, external agencies.
- Ensure behaviour decisions are consistent with safeguarding, SEND, equality and attendance responsibilities.
- Use reliable Arbor data to identify patterns, evaluate interventions and improve whole-school practice.

3. Our behaviour culture

Adults are responsible for creating the conditions in which pupils can succeed. Staff will:

- Model calm, respectful and professional behaviour at all times.
- Teach routines and expectations explicitly rather than assuming pupils already know them.
- Use positive narration, specific praise and recognition more often than correction.
- Give clear instructions, check understanding and use reasonable adjustments where needed.
- Correct behaviour calmly, privately where possible and without humiliation.
- Separate the behaviour from the child: the behaviour may be unacceptable; the child remains valued and included.
- Use restorative conversations after incidents so that pupils can return to learning with dignity.
- Record significant incidents and agreed actions accurately on Arbor and safeguarding systems where required.

4. Pupil expectations

Pupils are expected to:

- Follow reasonable instructions from adults first time.
- Use kind hands and feet and keep themselves and others safe.
- Use kind, respectful and appropriate language.
- Listen when others are speaking and allow everyone to learn.
- Move safely around school and care for the environment.
- Be honest, take responsibility for choices and accept reasonable consequences.
- Try their best, ask for help appropriately and use agreed strategies to regulate themselves.
- Respect difference and never use discriminatory, racist, homophobic, sexist, disablist or otherwise abusive language or behaviour.
- Report bullying, harassment, harmful sexual behaviour, safeguarding concerns or anything that makes them feel unsafe.

5. Recognition and rewards

Recognition is central to our policy. Rewards should be frequent, specific, authentic and linked to the behaviour or learning habit being recognised. Staff should avoid creating a culture in which rewards are expected simply for compliance.

Arbor and House Points

House Points are recorded through Arbor. Staff may award House Points for, for example, exceptional effort, perseverance, kindness, helpfulness, independence, respectful conduct, excellent learning habits or contribution to the school community. House Points should recognise genuine positive behaviour and should not be routinely removed as a punishment.

- Verbal and non-verbal praise.
- Specific recognition linked to the school values.
- House Points recorded in Arbor.
- Certificates, stickers, badges and celebration opportunities.
- Celebration assemblies and recognition of achievements inside and outside school.
- Class or group celebrations where these support the culture of cooperation.
- Recognition of progress, not only attainment or perfection.

6. Teaching behaviour and routines

Behaviour is part of the curriculum. At the beginning of each academic year and whenever necessary, staff explicitly teach and rehearse routines including entry and exit, transitions, listening, independent work, group work, movement around school, playground expectations, lunch, assemblies, trips, online safety and seeking adult help.

Where behaviour falls below expectations, the first response should normally be a proportionate teaching response: remind, redirect, model, practise and reinforce.

7. Responding to behaviour Concerns

The Federation uses a consistent behaviour system, known as Good to be Green, to promote positive behaviour, support pupils in making the right choices and maintain a calm, safe and purposeful learning environment.

Our behaviour expectations are based on three simple rules:

- Follow instructions
- Use kind words
- Use kind hands and feet

These expectations are explicitly taught, modelled and reinforced across all schools within the Federation.

Green: Ready to Learn

All pupils begin each session on green, recognising that every pupil starts with a fresh opportunity to make positive choices and succeed.

Most pupils remain on green by consistently meeting Federation expectations.

Stage 1: Reminder

A non-verbal cue, redirection or verbal reminder will be given to reinforce expectations and provide the pupil with an opportunity to correct their behaviour.

Stage 2: Stop and Think

Where behaviour continues, the pupil will receive a clear warning and opportunity to reflect on their choices and re-engage positively with learning.

Stage 3: Yellow

If behaviour does not improve, the pupil may be placed on yellow. This indicates that Federation expectations have not been met and that further intervention may be required.

A restorative conversation will take place to help the pupil understand the impact of their behaviour and identify strategies for improvement.

Stage 4: Red

Where behaviour continues despite support and intervention, or where a serious incident occurs, the pupil may be placed on red.

Consequences may include:

- Removal from the activity or learning environment
- Directed reflection time
- Restorative meeting
- Loss of social time
- Parent/carers communication
- Behaviour support interventions
- Referral to a senior leader

At the conclusion of the restorative process, pupils will be supported to successfully re-engage with learning and return to green.

8. Restorative practice

Restorative practice is a core component of the Federation's behaviour culture and reflects our commitment to developing respectful, safe and inclusive school communities. It is not a reward for poor behaviour, nor does it replace appropriate sanctions where these are required. Instead, restorative practice works alongside consequences to help pupils understand the impact of their actions, repair relationships, rebuild trust and make positive choices in the future.

The Federation believes that behaviour is a form of communication and that pupils learn best when expectations are clear, relationships are strong and opportunities are provided to reflect on and learn from mistakes. Restorative approaches support pupils to take responsibility for their actions while maintaining high standards of behaviour and accountability.

Where appropriate, restorative practices may be used following incidents of conflict, disruption, unkind behaviour, bullying-related concerns (where safe and suitable to do so), damage to property, breaches of school expectations or following the completion of a sanction.

A Restorative Meeting will take place after any behaviour incident, following an Internal Placement (IP), Federation Internal Placement (FIP), suspension, or where relationships have been affected by a pupil's behaviour.

The purpose of the meeting is to:

- establish what happened and ensure all parties have an opportunity to be heard;
- explore who has been affected and how;
- encourage the pupil to acknowledge responsibility for their actions;
- identify the impact of the behaviour on others and the wider school community;
- agree actions to repair harm and restore relationships where appropriate;
- identify any support, intervention or reasonable adjustments required;
- promote a successful reintegration into lessons and school life.

Restorative Meetings may involve pupils, parents/carers, school staff and other appropriate professionals. Meetings will be facilitated by a trained member of staff and conducted respectfully, impartially and in a manner that is appropriate to the age, understanding and needs of those involved.

Participation in restorative processes does not remove the requirement for pupils to comply with any sanction that has been issued. Where harm has occurred, pupils will be expected to take appropriate actions to repair the situation. These actions may include a verbal or written apology, restorative conversation, community contribution within school, replacement of damaged property, or other reasonable actions agreed by the school.

The Federation recognises that restorative approaches are not appropriate in every circumstance. The safety, well-being and wishes of those affected will always be carefully considered. No pupil or member of staff will be required to participate in a restorative meeting where it would be unsafe, inappropriate or potentially cause further distress.

Records of significant restorative conversations and meetings will be maintained where appropriate and will inform future pastoral support, behaviour planning and risk assessment. Outcomes from restorative meetings may contribute to individual behaviour support plans, reintegration plans and wider safeguarding arrangements.

Through restorative practice, the Federation aims to strengthen relationships, develop empathy, build resilience, promote accountability and ensure pupils learn from their experiences while maintaining the high standards of behaviour expected across all schools within the Federation.

9. Regulation and emotion coaching

The Federation recognises that behaviour is a form of communication and that pupils may temporarily lose access to their usual regulation skills when experiencing emotional distress, anxiety, frustration, sensory overload or other challenges. When this occurs, adults will prioritise safety, connection and co-regulation before engaging in problem-solving or applying restorative approaches.

The Federation uses the Zones of Regulation framework to help pupils develop emotional awareness, self-regulation and positive coping strategies. Through this approach, pupils are supported to identify their emotions, recognise changes in their level of alertness and develop strategies to regulate their feelings and behaviour appropriately.

The Zones of Regulation are:

- **Blue Zone:** Feeling sad, tired, unwell, bored or low in energy.
- **Green Zone:** Feeling calm, focused, happy and ready to learn.
- **Yellow Zone:** Feeling worried, frustrated, excited, nervous, overwhelmed or beginning to lose control.
- **Red Zone:** Feeling angry, distressed, panicked, overwhelmed or out of control.

Staff will support pupils in recognising their current zone and identifying appropriate strategies to return to the Green Zone where they are best able to engage positively with learning and relationships.

When supporting a dysregulated pupil, adults will:

- Remain calm and model regulated behaviour.
- Prioritise safety for all pupils and staff.
- Use calm, respectful and age-appropriate language.
- Reduce language and processing demands when appropriate.
- Offer a quieter space, movement break or sensory support where needed.
- Use breathing, grounding and self-regulation strategies.
- Allow appropriate time for regulation.
- Use trusted adults to provide reassurance and co-regulation.
- Validate feelings without endorsing unsafe, harmful or inappropriate behaviour.
- Set clear and consistent boundaries regarding behaviour expectations.

Once a pupil has regulated and is ready to engage, staff will support reflection through restorative conversations and emotion coaching. This may include:

- Exploring what happened.
- Identifying triggers and emotional responses.
- Considering the impact of behaviour on themselves and others.
- Discussing alternative choices and coping strategies.

- Agreeing plans for future success.
- Repairing relationships where appropriate.

The Federation recognises that some pupils may require additional support to develop regulation skills. Where appropriate, reasonable adjustments, pastoral support, behaviour support plans, SEND provision, external agency involvement, Internal Placement (IP) or Federation Internal Placement (FIP) may be implemented to help pupils successfully access learning and meet behaviour expectations.

Through the consistent use of emotion coaching, restorative practice and the Zones of Regulation, the Federation aims to develop emotionally literate, resilient and self-regulating learners who are able to understand, manage and take responsibility for their behaviour.

10. Serious and unsafe behaviour

Some behaviour requires an immediate senior response and may bypass the ordinary graduated steps. Examples include violence or credible threats of violence, serious aggression, dangerous behaviour, serious bullying, discriminatory abuse, serious disruption, possession of prohibited items, significant damage, sexual violence or serious harmful sexual behaviour, and behaviour presenting a significant safeguarding risk.

The immediate priority is safety. Staff should summon appropriate support, separate pupils where necessary, secure the environment and follow safeguarding procedures. Consequences will be proportionate and may include removal from a lesson, managed loss of social time, parent/carer involvement, a behaviour support plan, suspension or permanent exclusion where lawful and appropriate.

There are named staff that are trained with positive handling to be able to deescalate and to intervene when there is significant risk to safety and pupils need to be kept safe.

11. Bullying, discrimination and harmful behaviour

The Black Country Federation does not accept bullying, discriminatory behaviour, harassment, sexual harassment, sexual violence or other harmful behaviour. Incidents are taken seriously, investigated promptly and recorded appropriately. Responses will consider the safety and wellbeing of those affected, the behaviour and needs of the child who caused harm, and any wider safeguarding concerns.

- Bullying is addressed through the Anti-Bullying Policy and safeguarding procedures.
- Racist, homophobic, sexist, disablist or other discriminatory incidents are recorded and followed up.
- Sexual harassment and sexual violence are never dismissed as 'banter', 'just a joke' or mutual behaviour.
- Victims are supported and protected from further harm; pupils who cause harm receive appropriate education, boundaries and support.
- Where a safeguarding threshold is met, CPOMS and the DSL process take precedence over ordinary behaviour recording.

12. SEND, neurodiversity and individual needs

We apply high expectations fairly while recognising that some pupils may require reasonable adjustments, additional teaching or a different route to the same expectation. Behaviour is not automatically treated as a manifestation of SEND, but staff must consider whether SEND, communication needs, unmet learning needs, sensory factors, trauma, health, attendance or other circumstances may be contributing to the behaviour.

- Use reasonable adjustments and individualised strategies where appropriate.
- Seek advice from the SENCO and pastoral team when patterns persist.
- Work with parents/carers and relevant professionals where appropriate.
- Review whether interventions are effective rather than simply increasing sanctions.
- Record agreed strategies so that adults can respond consistently.
- Do not use a behaviour plan as a substitute for identifying or assessing SEND needs.

13. Persistent behaviour and support plans

Where behaviour is persistent, frequent or significantly affects learning or safety, the school will move from incident-by-incident responses to planned intervention. This may include a pupil voice meeting, parent/carer meeting, ABC/pattern analysis, targeted teaching, check-in/check-out, social skills or nurture work, mentoring, an individual behaviour support plan, SEND assessment or multi-agency support.

Plans should specify:

- The small number of priority behaviours or skills.
- The triggers, patterns and likely functions identified from evidence.

- Preventative strategies and reasonable adjustments.
- The adult response and agreed consequences.
- The pupil's regulation and help-seeking strategies.
- How success will be measured in Arbor.
- A review date and named adults responsible.

14. Arbor: recording, monitoring and accountability

Arbor is our central behaviour information system. Accurate recording allows leaders to identify patterns, support pupils and evaluate whether our policy is working.

- Record significant behaviour incidents promptly and factually.
- Record the behaviour, context, response, consequence and restorative/support action where relevant.
- Avoid emotive or judgemental language; describe observable behaviour.
- Record positive recognition and House Points consistently so leaders can monitor the balance between recognition and correction.
- Use Arbor data to analyse frequency, location, time, lesson, pupil group, type of behaviour and repeat patterns.
- Review patterns by relevant protected characteristics and SEND where lawful and appropriate, to identify disproportionality.
- Use data to intervene early rather than simply to count sanctions.

Safeguarding boundary

Arbor does not replace CPOMS. Any safeguarding concern, disclosure, allegation, child-on-child abuse or other matter requiring safeguarding recording must be referred and recorded through the school's safeguarding system in line with the Child Protection and Safeguarding Policy.

Suspensions will be reported to our Local Authority (Dudley) Pupil Access Team and support will be sought for staff and the pupil.

15. Managed loss of social time

Where proportionate and reasonable, pupils may receive a short, supervised loss of social time as a consequence for behaviour that falls below Federation expectations. This should be used to support reflection, restoration, regulation, completion of a reasonable task or preparation for a successful return to learning.

Managed loss of social time will be applied fairly, consistently and for the shortest appropriate duration. It will not be used as a routine exclusion from play, as a substitute for effective behaviour support, or in place of addressing the underlying causes of behaviour.

Where appropriate, a restorative conversation or restorative meeting will take place to help pupils understand the impact of their behaviour, repair relationships and identify positive strategies for future success.

When implementing this consequence, staff will take account of the pupil's age, developmental stage, SEND, medical needs, safeguarding considerations and individual circumstances to ensure that responses remain reasonable, proportionate and inclusive.

16. Removal from lessons and internal inclusion

Where a pupil is unable to access learning safely or their behaviour is significantly disrupting others, a temporary change of working space or supervised internal inclusion may be used. This is a school-based behaviour response and is not an informal or unrecorded suspension. The pupil should be reintegrated as soon as it is safe and appropriate, with learning and restorative follow-up.

The Federation's graduated process is:

Stage 1: Internal Placement (IP)

The pupil will be assigned to an Internal Placement within their own school. This provides a structured alternative learning environment, away from their usual class or year group, while allowing them to continue their education and engage with targeted support and intervention.

Stage 2: Federation Internal Placement (FIP)

Where concerns remain or further intervention is required, the pupil may be placed in a Federation Internal Placement (FIP) at another school within the Federation. This placement is intended to provide additional support, intervention and reflection opportunities whilst ensuring the pupil remains engaged in education within the Federation.

Stage 3: Suspension from the Federation site

Where previous interventions, including a Federation Internal Placement (FIP), have not secured the required improvement, or where the circumstances are sufficiently serious, the Headteacher may impose a suspension in accordance with statutory guidance and legal requirements. Parents/carers will be informed without delay and the Federation will fulfil its statutory duties regarding education during the suspension period.

17. Physical intervention and reasonable force

Staff should use de-escalation and co-regulation wherever possible. Reasonable force may only be used where lawful and necessary, for example to prevent injury, protect a person, prevent serious damage or maintain safety. Any physical intervention must be proportionate to the circumstances and recorded and reported in line with school procedures and current DfE guidance.

The school will ensure that staff are appropriately trained where training is required. Physical intervention is never used as a punishment or to secure compliance merely because a pupil is refusing an instruction.

Names of trained staff are available from main office. Where a physical intervention takes place, it is recorded on CPOMS and via a bound and numbered book. This book is stored within the Headteachers office.

18. Searching, confiscation and prohibited items

Searching and confiscation will be carried out only by staff who are authorised and in accordance with current legislation, DfE guidance and school procedures. Searches will be conducted respectfully, with attention to dignity, safeguarding and the legal requirements concerning prohibited items, consent, staff presence and what pupils may be required to remove.

Examples of prohibited items include weapons, alcohol, illegal drugs, stolen items, tobacco/vapes and related products, fireworks and items likely to cause injury or be used to commit an offence. School rules may also identify additional items.

19. Mobile phones and electronic devices

The Federation's expectations regarding mobile phones, smart watches and other electronic devices will be communicated clearly to pupils, parents/carers and staff.

In line with Department for Education guidance, mobile phones and personal electronic devices should not disrupt learning, compromise safeguarding, or negatively affect behaviour, wellbeing or educational outcomes. Devices brought onto Federation premises must be handed in, switched off, securely stored or used only in accordance with the procedures of the individual Federation school. This is for Year 6 ONLY.

Unauthorised use of mobile phones or electronic devices may result in confiscation in accordance with the Federation's Behaviour Policy and the Department for Education's guidance on Searching, Screening and Confiscation. Confiscated items will be returned in line with Federation procedures.

The Federation will take appropriate action where electronic devices are used to:

- Bully, intimidate or harass others;
- Engage in cyberbullying or online abuse;
- Access, create, possess or share inappropriate content;
- Record, photograph or film individuals without permission;
- Facilitate harmful sexual behaviour, sexual harassment or sexual violence;
- Compromise safeguarding, privacy or the safety of others;
- Support illegal, dangerous or discriminatory activity.

Any device linked to a safeguarding concern, child-on-child abuse, bullying incident, harmful sexual behaviour or potential criminal activity will be managed in accordance with safeguarding procedures and may be referred to the Designated Safeguarding Lead, external agencies and/or the police where appropriate. Relevant incidents will be recorded on CPOMS in line with the Federation's Child Protection and Safeguarding Policy.

20. Off-site and online behaviour

The Federation may respond to behaviour outside school premises where it has lawful authority to do so, including behaviour:

- on educational visits, residential visits and school trips;
- while travelling to and from school;
- while wearing school uniform or otherwise identifiable as a pupil of the Federation;

- while representing the Federation at sporting, cultural or other events;
- online or through the use of electronic devices, where such behaviour may have consequences for the orderly running of the school, poses a threat to another pupil or member of staff, adversely affects the reputation of the Federation, or has a significant impact on the safety, wellbeing or education of members of the school community

The Federation will take appropriate action in response to off-site or online behaviour, including incidents involving bullying, cyberbullying, discrimination, harassment, child-on-child abuse, harmful sexual behaviour or conduct that presents a safeguarding risk. Responses will be proportionate, reasonable and consistent with current legislation, safeguarding requirements and Department for Education guidance.

21. Attendance, punctuality and behaviour

Attendance, punctuality and behaviour are closely connected and are essential to pupils' educational achievement, wellbeing and sense of belonging. Poor attendance, persistent absence, lateness or disrupted patterns of attendance may create barriers to learning, affect relationships, reduce engagement and increase anxiety or vulnerability.

The Federation is committed to promoting excellent attendance through a culture of high expectations, support and early intervention. Attendance concerns will be addressed in accordance with the Federation's Attendance Policy and current statutory guidance. The Federation will work in partnership with pupils, parents/carers and external agencies, where appropriate, to identify barriers to attendance and provide timely support.

Attendance difficulties will not automatically be treated as misconduct. Staff will consider any safeguarding, SEND, medical, emotional wellbeing or family factors that may be affecting attendance and will seek to provide appropriate support before considering formal intervention. However, pupils are expected to attend regularly, arrive on time and engage positively with learning.

The Federation will monitor attendance and behaviour information together to identify patterns, target support effectively and ensure that pupils receive the help they need to be successful in school.

22. Suspension and permanent exclusion

Suspension and permanent exclusion are serious sanctions and will only be used in accordance with current legislation and the Department for Education's statutory guidance. These measures may be considered where a pupil's behaviour is sufficiently serious, persistent, or poses a risk to the safety, welfare or education of others, and where other interventions have been unsuccessful or are no longer appropriate.

In line with the Federation's commitment to inclusion, early intervention and maintaining pupils within education wherever possible, a graduated response will ordinarily be followed before suspension is considered, unless the severity of the incident warrants immediate suspension or permanent exclusion.

Permanent Exclusion:

Permanent exclusion will be used only as a last resort, in response to a serious breach or persistent breaches of the behaviour policy, and where allowing the pupil to remain in the Federation would seriously harm the education, welfare or safety of the pupil or others.

All decisions regarding Internal Placements (IP), Federation Internal Placements (FIP), suspensions and permanent exclusions will be lawful, reasonable, proportionate and fair. The Federation will take account of individual circumstances, including safeguarding considerations, any special educational needs and disabilities (SEND), equality duties, and the views of the pupil. The Federation will not use unofficial exclusions or any form of unlawful off-rolling.

The Federation will work with the Pupil Access team from our Local Authority Dudley to ensure that pupils and families are treated fairly and are aware of their rights throughout any formal process.

23. Reintegration following serious incidents or suspension

The Federation believes that every pupil should be supported to make a successful return to learning following a serious behaviour incident, Internal Placement (IP), Federation Internal Placement (FIP) or suspension. A return to school should be viewed as an opportunity for a positive fresh start, with appropriate support, high expectations and clear planning in place.

Where appropriate, a reintegration meeting will take place with the pupil and, where necessary, parents/carers. The meeting will consider:

- what happened and the impact of the incident;
- what has been learned;
- the pupil's views and any support required;
- any safeguarding, SEND or wellbeing considerations;

- reasonable adjustments that may be required;
- strategies to promote future success;
- how the Federation, pupil and parents/carers will work together moving forward.

The reintegration plan may include:

- a named check-in adult;
- restorative conversations or restorative meetings;
- adjusted transitions or timetables where appropriate;
- nurture, pastoral or mentoring support;
- curriculum support;
- behaviour targets;
- a behaviour support plan;
- SEND review or additional intervention;
- involvement of external agencies where appropriate. The purpose of reintegration is to help pupils re-engage successfully with learning, rebuild relationships, restore confidence and reduce the likelihood of further incidents, while maintaining the Federation's high expectations for behaviour, attendance and conduct.

These will be recorded on CPOMS.

24. Roles and responsibilities

Role	Key responsibilities
Governors	Provide oversight; ensure the policy is suitable, lawful, implemented and reviewed.
Headteacher / SLT	Set culture; ensure consistency; monitor Arbor data; lead serious incidents; support staff; ensure safeguarding and statutory compliance.
SENCO / Pastoral Team	Support assessment of need, reasonable adjustments, targeted interventions and multi-agency working.
All staff	Teach expectations; model behaviour; respond calmly and consistently; record significant incidents; safeguard pupils.
Pupils	Follow rules, participate in restorative processes and take increasing responsibility for choices.
Parents/carers	Support school expectations, communicate relevant information and work with staff on agreed plans.

25. Parent and carer partnership

The Federation recognises that positive partnerships with parents/carers are essential in promoting high standards of behaviour, wellbeing and attendance. We are committed to working collaboratively with families to support pupils to be successful in school.

- Parents/carers will be treated with respect and kept appropriately informed when behaviour is persistent, serious or requires additional intervention or support.
- The Federation will seek relevant information that may help staff understand a pupil's needs, circumstances and the most effective strategies for supporting positive behaviour.
- Where concerns arise, the Federation will work in partnership with parents/carers to identify solutions, provide support and establish consistent expectations between home and school.
- Parents/carers are encouraged to communicate concerns promptly through the appropriate member of staff and, where necessary, through the Federation's complaints procedure.

- The Federation will respect confidentiality and will not disclose personal information relating to other pupils when discussing behaviour incidents.
- Where a pupil is subject to a Behaviour Support Plan, Internal Placement (IP), Federation Internal Placement (FIP), reintegration plan or other targeted intervention, parents/carers will be involved wherever appropriate in planning, reviewing and supporting agreed actions.

26. Staff consistency and professional development

Consistency does not mean that every pupil receives an identical response. It means that adults apply the Federation's behaviour principles fairly, calmly and consistently, while taking account of individual circumstances, SEND, safeguarding considerations and reasonable adjustments where appropriate.

All staff are expected to share the same high expectations, routines, language and behaviour standards in order to provide pupils with a predictable, safe and supportive learning environment. Consistent practice helps pupils understand expectations, develop positive habits and experience fairness across the Federation.

Behaviour systems, safeguarding responsibilities, restorative approaches, emotion coaching and the Zones of Regulation will be included within staff induction and regularly reinforced through professional development, coaching and ongoing training.

Lunchtime supervisors, support staff, supply staff, students, volunteers and all other adults working within the Federation will receive appropriate guidance and support to ensure that behaviour expectations are understood and applied consistently.

Leaders will monitor implementation of the policy, provide support where needed and use behaviour information, staff feedback and professional dialogue to promote continual improvement in behaviour practice across the Federation

27. Monitoring, evaluation and review

Leaders will review behaviour routinely using Arbor and other relevant information. Monitoring will include:

- Positive recognition compared with negative incidents.
- Frequency, severity and location of incidents.
- Repeated incidents and pupils requiring additional support.
- Patterns across times, subjects and transitions.
- Disproportionality or emerging patterns for relevant pupil groups.
- Impact of behaviour support plans and interventions.
- Attendance and behaviour links.
- Pupil, staff and parent/carers voice where appropriate.
- Whether staff are applying the policy consistently.

The policy will be reviewed at least annually and sooner where legislation, statutory guidance, school practice or safeguarding requirements change.

28. Related legislation and guidance

This policy should be read alongside the Federation's safeguarding, attendance, SEND, anti-bullying, child protection, exclusions, online safety and staff conduct policies, together with the most current statutory guidance issued by the Department for Education.

At the time of approval, the principal external guidance documents include:

- Behaviour in Schools: Advice for Headteachers and School Staff (Department for Education, February 2024);
- Keeping Children Safe in Education 2026 (Department for Education, in force from 1 September 2026);
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (Department for Education, effective from 26 July 2026);
- Searching, Screening and Confiscation: Advice for Schools (Department for Education, July 2023);
- Working Together to Safeguard Children (latest statutory guidance);
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (current version);
- Equality Act 2010 and the Federation's Public Sector Equality Duty responsibilities;
- Working Together to Improve School Attendance (current statutory guidance).

The Federation will always operate in accordance with the most recent legislation and statutory guidance. Where a policy reference becomes outdated following a change in legislation or national guidance, the requirements of the latest statutory guidance will take precedence until this policy is formally reviewed and updated

Appendix A – Staff quick guide

1. Connect and calm

Stay calm. Reduce the audience. Use a quiet voice. Prioritise safety and regulation.

2. Correct

Name the rule and the expected behaviour. Give the pupil a genuine opportunity to reset.

3. Consequence

If behaviour continues, apply the proportionate, predictable consequence. Do not argue.

4. Restore

When calm, discuss impact, responsibility and repair. Return the pupil to learning.

5. Record

Use Arbor for significant behaviour/rewards and CPOMS for safeguarding matters.

6. Review

If it keeps happening, do not simply repeat the same sanction. Analyse the pattern and seek additional support.

Appendix B – Restorative conversation prompt card

1. What happened from your point of view?
2. What were you thinking or feeling?
3. Who was affected?
4. What was the impact?
5. What could you have done differently?
6. What needs to happen now to put things right?
7. What will help you make the right choice next time?

Appendix C – Definitions

Term	Working definition
Behaviour	What a person does or says. Behaviour can communicate a need, but explanation does not remove accountability.
Restorative practice	An approach that focuses on relationships, impact, responsibility, repair and future action.
Co-regulation	An adult helping a child return to a regulated state through calm, predictable support.
Bullying	Repeated behaviour involving a real or perceived power imbalance that is intended to hurt, intimidate or undermine another person.
Serious behaviour	Behaviour that creates a significant risk of harm, seriously disrupts learning, breaches safeguarding expectations or otherwise warrants a senior response.