



St Peter's Eaton Square C of E Primary School

Behaviour Policy 2026 to 2027

Love Thy Neighbour Luke 10:27

Policy information	Details
Policy owner	Headteacher
Approved by	Governing Body
Approval date	Autumn 2026
Last reviewed	September 2026
Next review	September 2027 or earlier if guidance changes
Applies to	All pupils, staff, volunteers, visitors and school-run extended provision

This policy must be read alongside the Child Protection and Safeguarding Policy, Anti-bullying Policy, Online Safety Policy, SEND Policy, Staff Code of Conduct, Searching and Confiscation arrangements, and the school suspensions and permanent exclusions guidance.

1 Purpose and principles

This policy sets out how St Peter's creates a calm, safe and supportive environment in which every pupil can learn, flourish and feel that they belong. Our Christian vision, Love Thy Neighbour, and our values of love, hope, service, wisdom, forgiveness and faith shape the way we teach behaviour, respond to difficulty and repair relationships.

We have high expectations for every pupil. Adults teach routines explicitly, notice and reinforce positive conduct, respond consistently when behaviour falls below expectations, and provide additional support where a pupil needs it. We treat behaviour as communication without excusing conduct that harms others or disrupts learning.

Safeguarding takes priority over the behaviour ladder. Where behaviour may indicate abuse, exploitation, neglect, child-on-child abuse, harmful sexual behaviour, serious violence, online harm or another safeguarding concern, staff must follow the Child Protection and Safeguarding Policy immediately and speak to the DSL or a deputy. A safeguarding response and a proportionate behaviour response may operate together.

2 Aims

- Maintain a safe, respectful and orderly school where pupils can learn without disruption.
- Teach pupils emotional literacy, self-regulation, responsibility and ways to repair harm.
- Apply clear routines and predictable responses consistently across classrooms, playgrounds, clubs, visits and extended provision.
- Prevent and respond to bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Make reasonable adjustments for disabled pupils and pupils with SEND while maintaining safety and high expectations.
- Work in partnership with parents and carers, and seek early support where behaviour may reflect unmet need or wider vulnerability.

3 Scope

The policy applies during the school day, before and after school provision, school clubs, educational visits, residential visits and other school-organised activities. The school may respond to misbehaviour outside school, including online behaviour, where there is a clear connection to the school community or where the behaviour threatens another pupil, adversely affects the school's reputation, or could affect the orderly running of the school. Staff will consider safeguarding, the pupil's age and needs, and whether another agency should be involved.

4 The St Peter's Way

The St Peter's Way is our shared Code of Conduct. It makes clear what being a keen learner, respectful, kind and safe looks like at St Peter's. Staff teach and model these expectations in lessons, around the school, on the playground, in Collective Worship and when pupils represent the school elsewhere.

The St Peter's Way	What this means in practice
We are keen learners	We use our Listening Checklist to ensure we are ready for learning in all lessons. We ensure our classroom is a calm and quiet space for learning. We complete all tasks with our best effort. We talk to ourselves with kind words and a growth mindset.
We are respectful	We use our manners when addressing adults and children, including holding doors and saying good morning. We wear our uniform with pride. We use quiet restaurant voices in the lunch hall. We allow others to reflect quietly during Collective Worship. We show respect and care for our school environment.
We are kind	We use positive and encouraging language towards each other. We use kind hands. We notice and support the needs of our peers and community. We celebrate and value our differences. We respect the opinions and beliefs of others.
We are safe	We walk silently when moving around the school and when leaving school at the end of the day. We stay in single file in our line. We stop and freeze when the playtime bell rings. We follow the instructions and guidance of the adults in charge.

Adults refer directly to the relevant part of the St Peter's Way when recognising or correcting behaviour, for example: 'We are safe when walking around our school' or 'We are respectful by allowing others to reflect quietly during Collective Worship.'

5 Roles and responsibilities

Governing Body

- Approve and monitor this policy, hold leaders to account for its fair and effective implementation, and fulfil statutory responsibilities relating to suspensions and permanent exclusions.
- Ensure the policy supports safeguarding, equality duties, SEND duties and pupils' welfare.

Headteacher and senior leaders

- Establish a clear behaviour culture, make expectations visible and ensure staff receive induction, training and support.
- Monitor patterns, including repeated removal from class, prejudice-related incidents, bullying, suspensions and any disproportionate impact on groups of pupils.
- Ensure concerns about unmet need, mental health, safeguarding or SEND receive timely assessment and support.
- The headteacher alone may suspend or permanently exclude a pupil. In the headteacher's absence, the acting headteacher may exercise this power.

All staff

- Model calm, respectful behaviour and build positive relationships with pupils.
- Teach and revisit routines, notice positive conduct and apply the correct ladder consistently.
- Use Emotion Coaching and regulation strategies when appropriate, while keeping boundaries clear.
- Record required incidents accurately and pass safeguarding concerns to the DSL or deputy without delay.
- Never promise confidentiality following a disclosure. Listen, reassure the child, avoid leading questions, record the child's words and report immediately in accordance with the safeguarding policy.

Parents and carers

- Support the St Peter's Way, ensure regular and punctual attendance, and share information that may affect their child's wellbeing or behaviour.
- Raise concerns initially with the class teacher and work with school on agreed support and repair.

Pupils

- Follow the St Peter's Way, take responsibility for choices, tell an adult when they feel unsafe or worried, and take part in reflection and repair.

6 Teaching positive behaviour

Positive behaviour is taught, practised and reinforced. At the beginning of each year and after breaks, staff explicitly teach classroom, transition, playground and dismissal routines. Adults use consistent language, visual reminders and calm correction. Pupils learn emotional literacy through PSHE, Zones of Regulation, Level Up and Emotion Coaching. Some pupils need co-regulation before they can regulate independently.

7 Recognition and rewards

Adults use specific praise so pupils understand what they have done well. Recognition may include:

- verbal praise, positive feedback and contact with home
- house points, Dojo points, stickers and class or group rewards
- sharing work with another class, senior leader or the headteacher

- weekly awards, including reading, writing, learning and kindness recognition, presented as part of Celebration Worship
- postcards home, newsletter recognition and special celebration with school leaders

Rewards support intrinsic motivation and community responsibility. Staff avoid public comparisons that may shame pupils and make reasonable adjustments where needed.

8 Emotion Coaching and regulation

Stage	Adult response	Example language
1 Recognise and calm	Notice the emotion, communicate acceptance and support regulation.	I can see this is hard. I am here to help you feel safe and calm.
2 Validate and label	Help the pupil name the feeling without assuming.	I wonder if you are feeling frustrated. Have I understood that correctly?
3 Set the limit	Separate the feeling from unsafe or unacceptable behaviour.	It is okay to feel angry. It is not okay to hurt someone or stop others learning.
4 Problem solve and repair	Explore safer choices, restore relationships and plan for next time.	What could help next time? What do we need to do to put this right?

Emotion Coaching does not delay action needed to keep people safe. When a pupil is highly dysregulated, adults first reduce risk and help the pupil become calm enough to reflect. Restorative discussion takes place when all involved are ready.

9 Graduated response

Adults respond at the lowest effective step, but serious incidents may require an immediate higher response. Staff do not need to work through every step where safety, harm or severity requires faster action. Once behaviour has improved and any necessary repair is complete, the pupil should have a fresh start. Staff must not remove an agreed consequence simply because a pupil objects, but may adjust timing or form where this is reasonable and safe.

- Give directions briefly, privately where possible and in language the pupil understands.
- Describe the behaviour and restate the expected behaviour. Avoid labels, sarcasm or public humiliation.
- Consider context, age, SEND, disability, trauma, communication needs and whether behaviour signals a safeguarding concern.
- Protect the learning and safety of other pupils and support the pupil to re-engage promptly.

10 Classroom behaviour ladder

The following ladder replaces the previous classroom sequence in this policy and aligns with the current school poster.

Step	Response	What happens
1	First reminder	The adult reminds the pupil of the expected behaviour and refers to the St Peter's Way. Emotion Coaching is used where appropriate.
2	Second reminder	The adult gives a clear final reminder of the expected behaviour and the next step. The pupil has another opportunity to correct the behaviour.
3	Thinking Area	The pupil reflects in the classroom Thinking Area and uses agreed strategies to change their learning energy and regulate feelings. Work continues where practicable.

Step	Response	What happens
4	Buddy Class to reflect	The pupil goes to the agreed Buddy Class, completes missed work and updates a reflection sheet before returning. The class teacher ensures a calm return and any necessary repair.
5	Swapped playtime	The pupil has a swapped playtime as a proportionate consequence. Parents or carers receive a text. The pupil discusses regulation, choices and repair with an adult. The adult responsible for issuing Step 5 must record the incident, action taken, parental communication and outcome on CPOMS.
6	SLT involvement and formal parent letter	The pupil is referred to a member of SLT to discuss and reflect on the behaviour. Parents or carers are contacted and a formal letter is sent home setting out the concern, the school's expectations and the support that will be put in place. The incident, action taken and parental communication must be recorded on CPOMS. An individual behaviour or support plan may be introduced, with SENCO or DSL involvement where appropriate.

A swapped playtime means the pupil receives a break at a different time, with appropriate supervision. Pupils will not be deprived of food, drink, toilet access or necessary movement and regulation support.

Serious, unsafe, discriminatory or safeguarding-related behaviour may result in an immediate referral to SLT at Step 6. Staff do not need to work through the preceding steps. The incident must be recorded on CPOMS and reported to the DSL where there is a safeguarding concern.

11 Playground behaviour ladder

Step	Response	What happens
1	Reminder	The playground supervisor addresses the behaviour and reminds the pupil of the expected behaviour.
2	Second reminder	The supervisor gives a final reminder and explains the next consequence.
3	5 minute time out	The pupil sits on the designated bench for five minutes, with supervision, to calm and reflect.
4	10 minute time out	The pupil sits on the designated bench for ten minutes. The class teacher is informed.
5	Sent to SLT	A member of SLT supports the pupil to discuss and reflect on the incident. Parents or carers are informed when appropriate. The adult responsible for the Step 5 response must record the incident, action taken, parental communication and outcome on CPOMS.

12 Wrap Around Care and clubs ladder

At each step, adults use Emotion Coaching and regulation strategies where appropriate. Pupils may move directly to a higher step where behaviour is serious, unsafe or discriminatory.

Step	Response	What happens
1	Reminder	The adult addresses the behaviour, reminds the pupil of the relevant part of the St Peter's Way and gives them an opportunity to make a positive choice.
2	5 minute time out	The pupil has five minutes away from the activity, with appropriate supervision, to regulate and prepare to rejoin safely.
3	10 minute time out and reflection	The pupil sits out of the activity for ten minutes. An adult supports them to reflect on what happened, who was affected and what they need to do differently.

Step	Response	What happens
4	Sent to SLT on duty	A member of SLT supports the pupil to discuss the incident, regulate and reflect. The pupil may complete a separate supervised activity before returning to the group. The incident is recorded on CPOMS where appropriate.
5	Parent or carer contacted	A parent or carer is contacted by telephone. The concern and previous support are explained, and expectations for continued attendance are made clear. A short behaviour agreement or support plan may be introduced. The adult responsible for Step 5 must record the incident, action taken, parental conversation and outcome on CPOMS.
6	Formal parent letter	A formal letter explains the continuing concern and warns that the pupil's place at the provision may be temporarily restricted or withdrawn if the behaviour continues. Any decision is made by a senior leader, considers SEND, neurodivergent and safeguarding needs, is proportionate and is reviewed.

Serious behaviour, including fighting, racist or homophobic language or conduct, serious threats, harmful sexual behaviour or behaviour that places anyone at immediate risk, must be reported directly to SLT and recorded on CPOMS. Staff do not need to work through each step before seeking support.

13 Serious incidents and immediate escalation

The following may require immediate senior leadership and safeguarding involvement rather than starting at Step 1:

- physical assault, fighting, serious threats, use or threatened use of a weapon, or behaviour creating an immediate risk of harm
- bullying, including cyberbullying, or repeated intimidation
- racist, faith-based, homophobic, biphobic, transphobic, misogynistic, misandrist, disablist or other discriminatory language or conduct
- sexual harassment, sexual violence, harmful sexual behaviour, sexually inappropriate conduct or language
- making or sharing nudes or semi-nudes, including content that is digitally altered or wholly generated using artificial intelligence
- serious online abuse, coercion, blackmail, exploitation or threatening messages
- serious or deliberate damage, theft, possession of a prohibited item, absconding or persistent refusal that compromises safety
- behaviour that may indicate criminal exploitation, sexual exploitation, modern slavery, radicalisation or serious violence

This list is not exhaustive. Staff use professional judgement and seek advice from SLT or the DSL. The school records discriminatory and bullying incidents so patterns can be identified and addressed.

Behaviours that are above and beyond the graduated ladders, including fighting, racist or homophobic language or conduct, other discriminatory behaviour, serious threats and significant unsafe behaviour, must be reported to SLT and recorded on CPOMS, the school's internal behaviour and safeguarding recording system. The DSL must also be informed immediately where the incident raises a safeguarding concern.

14 Safeguarding response to behaviour

KCSIE 2026 requires a child-centred response and recognises that safeguarding concerns may present through behaviour, mental health, repeated removal from class, absence, serious violence or harmful behaviour. Child-on-child abuse is a safeguarding issue for both the child harmed and the child alleged to have caused harm. It must never be dismissed as banter, part of growing up or an inevitable part of school life.

1. Ensure immediate safety and obtain medical or emergency help if required.
2. Listen to the child, take the report seriously, avoid leading questions and do not promise confidentiality.

3. Report the concern to the DSL or deputy immediately and make a clear, factual record on CPOMS in line with school procedures. If there is an immediate risk of harm and a DSL is unavailable, staff must act and contact children's social care or the police as appropriate, then inform the DSL as soon as possible.
4. The DSL decides the safeguarding response, including risk assessment, support, information sharing, referral to Family Help, children's social care, the LADO or police where required.
5. Apply any behaviour response in a way that does not compromise evidence, blame a child for reporting, or create further risk. Support all affected pupils and review safety arrangements.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether consensual or non-consensual and whether the image is real, altered or AI-generated. Staff must not view, copy, print, forward, save or ask a child to send such material. They must report it immediately to the DSL or deputy and follow the safeguarding policy.

15 Bullying and discriminatory behaviour

The school prevents bullying through curriculum teaching, supervision, trusted relationships and prompt response. Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another person or group physically or emotionally. A serious one-off incident may still be harmful and will be addressed even if it does not meet the definition of bullying.

Staff respond to cyberbullying and prejudice-based or discriminatory conduct consistently, including racism and faith-based prejudice. They support the pupil harmed, address the behaviour of the pupil responsible, notify parents where appropriate, record the incident and consider whether safeguarding procedures apply. Retaliation against a pupil who reports a concern is treated seriously.

16 SEND disability mental health and reasonable adjustments

The school applies high expectations fairly. Equality does not always mean identical treatment. Staff consider whether a pupil's SEND, disability, communication profile, medical condition, trauma or mental health need contributed to the behaviour and what reasonable adjustment or support is required. Adjustments may include visual prompts, additional processing time, movement or sensory regulation, co-regulation, a planned safe space, adapted reflection, an individual behaviour plan or an additional reminder.

Known neurodivergent needs are taken into account when adults plan support and respond to behaviour. This may include regular planned regulation breaks, access to an agreed regulation space, visual and sensory support, and additional help to recognise and express feelings. Adults use emotional literacy, Emotion Coaching and Zones of Regulation language to help pupils identify the feeling or zone they are experiencing and choose a safe strategy for returning to learning.

An adjustment does not mean unsafe or harmful behaviour is ignored. Adults maintain boundaries, protect others and teach an accessible alternative. Where concerns persist, the class teacher and SENCO review provision with parents and the pupil, assess unmet need and seek specialist or Family Help support where appropriate. Repeated removal from class or multiple suspensions are treated as possible indicators that further support or safeguarding assessment is needed.

17 Recording communication and monitoring

Event	Minimum action
Steps 1 to 3	Managed by the adult. Record locally only where needed to identify a pattern or support a pupil plan.
Classroom Step 4	Reflection sheet completed. Class teacher reviews the incident and communicates with home where appropriate.
Classroom Step 5	Parent or carer receives a text. The adult responsible for issuing Step 5 must record the incident, action, parental communication and outcome on CPOMS.

Event	Minimum action
Classroom Step 6	SLT contacts the parent or carer and sends a formal letter. Record the incident, action, letter and outcome on CPOMS. Consider an individual behaviour or support plan and SENCO or DSL involvement where appropriate.
Playground Step 4	Class teacher informed. Record repeated or significant incidents.
Playground or club Step 5	SLT involved. Inform parents or carers as appropriate. The adult responsible for Step 5 must record the incident, action, parental communication and outcome on CPOMS.
Serious or above-and-beyond behaviour	Fighting, racist or homophobic behaviour, other discriminatory conduct, serious threats and significant unsafe behaviour must be reported to SLT and recorded factually on CPOMS.
Safeguarding incident	Inform the DSL or deputy immediately and record factually on CPOMS in line with safeguarding procedures.

CPOMS is the school's internal system for recording and monitoring behaviour and safeguarding concerns. Records must distinguish observed facts, the child's own words, professional judgement and actions taken. Leaders review trends by pupil, type, location and protected characteristic, while preserving confidentiality.

18 Restorative response and reintegration

Following an incident, adults support pupils to understand what happened, who was affected, what needs to be repaired and what will help next time. A restorative conversation is not used to pressure a pupil to apologise or meet another pupil when this would be unsafe or inappropriate. The wishes and feelings of the pupil harmed inform the response.

After Buddy Class, removal from an activity or a suspension, a named adult plans a calm return. This may include checking support, revisiting expectations, completing missed learning, repairing relationships and updating a pupil plan. Reintegration should reduce the likelihood of recurrence and avoid stigma.

19 Removal from class and internal arrangements

Removal from class is used only when necessary to restore order, protect safety or enable learning to continue. It is not a routine substitute for appropriate classroom support. Pupils remain supervised in a suitable space and are supported to regulate and reflect. They return to class as soon as the supervising adult recognises that they are calm, safe and able to rejoin learning successfully. Where appropriate, the adult supports a positive return and any necessary repair with the class teacher or other pupils.

Repeated removal is recorded and reviewed with the class teacher, SENCO and SLT so that any unmet need, reasonable adjustment or additional support can be identified. Removal from class is distinct from a suspension and must not be used to avoid statutory suspension duties.

20 Reasonable force and restrictive intervention

St Peter's is a non-contact school. Staff are advised not to touch pupils or use force as a behaviour-management strategy. Adults use clear instructions, space, de-escalation, Emotion Coaching and support from SLT to reduce risk. Physical intervention would be considered only where a child or another person is in immediate danger and where the action is necessary, reasonable and proportionate to prevent harm. Force is never used as a punishment.

The Deputy Headteacher is a trained Positive Handling trainer and provides regular updates to all staff on expectations, prevention, de-escalation and the very limited circumstances in which physical intervention may be necessary. Staff must consider the additional vulnerability of pupils with SEND, known neurodivergent needs, medical conditions or past trauma.

Any use of physical intervention must be reported immediately to the headteacher and DSL, recorded promptly on CPOMS and communicated to parents or carers unless doing so would present a safeguarding risk. Leaders review the incident, the support provided and whether any pupil plan or risk assessment requires updating.

21 Searching confiscation and mobile phones

Only authorised staff may search a pupil, and searches and confiscation must follow current DfE guidance, the school's safeguarding procedures and any separate policy. Staff consider the pupil's age, SEND, communication needs, dignity and risk. Where a search reveals a safeguarding concern, the DSL is informed immediately.

Pupils in Years 5 and 6 may bring a phone to school only under the school's mobile phone arrangements. Phones must be handed to the office and collected at home time. They must not be used during lessons, clubs or school activities. Misuse, including harmful content or communication, may trigger both a behaviour and safeguarding response.

22 Suspensions and permanent exclusions

Suspension and permanent exclusion are serious decisions. The headteacher makes them in accordance with the current statutory guidance, considering the evidence, the pupil's views, safeguarding, SEND, equality duties and whether reasonable adjustments and appropriate support have been provided. Permanent exclusion may be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

The school will notify parents, the local authority and the governing body as required, provide education and reintegration support in accordance with statutory duties, and explain review and representation rights. The school will not use informal or unofficial exclusions, send a pupil home to cool off without formally recording a suspension, or use part-time timetables as a behaviour sanction.

23 Complaints

Parents and carers who are concerned about the application of this policy should first speak with the class teacher, then the SEN/Inclusion Lead (Mrs Foley). Formal complaints follow the school's Complaints Policy. Complaints about suspension or permanent exclusion follow the statutory route explained in the decision letter.

24 Training review and policy links

All staff receive behaviour and safeguarding induction and regular updates. Leaders use behaviour information, pupil and parent voice, safeguarding learning, SEND review and staff feedback to evaluate implementation. The Governing Body reviews this policy at least annually and earlier where legislation, statutory guidance or school practice changes.

Key guidance

- Keeping Children Safe in Education 2026, Department for Education, in force from 1 September 2026.
- Behaviour in Schools: advice for headteachers and school staff, Department for Education.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, statutory guidance effective from 26 July 2026.
- Searching, Screening and Confiscation: advice for schools, Department for Education.
- Use of Reasonable Force and Other Restrictive Interventions in Schools, current Department for Education guidance.
- Equality Act 2010 and Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Appendix 1 Staff quick reference

If this happens	Do this
Low-level disruption	Use the relevant ladder calmly and consistently. Teach the expected behaviour and support re-engagement.
Pupil is dysregulated	Reduce risk, co-regulate and use agreed support. Reflect only when the pupil is ready.
Serious or discriminatory conduct	Make the situation safe, involve SLT and record. Consider safeguarding immediately.
A pupil discloses harm or abuse	Listen, reassure, do not promise confidentiality, do not investigate, record the child's words and report immediately to the DSL or deputy.
Nude or semi-nude content, including AI-generated content	Do not view, copy, forward, save or ask for it to be sent. Report immediately to the DSL or deputy.
Unsure whether it is safeguarding	Speak to the DSL or deputy. If in doubt, report.