Blenheim Primary School Behaviour Policy (2026-27)

Purpose of this policy

In applying this policy, Blenheim Primary School will consider its duties under the Equality Act 2010. It will also consider the individual needs of pupils with SEND. The school will have regard to its safeguarding and suspensions and exclusions policies where appropriate.

This policy can extend to activities outside the school day and off the school premises when the pupil is taking part in any school organised or school related activity, travelling to or from school, or when identifiable as a pupil at the school. It also includes any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public or adversely affect the reputation of the school, including online behaviours.

It is aligned with Keeping Children Safe in Education. Behaviour that suggests a pupil is at risk of harm will trigger a safeguarding response.

This policy outlines our approach to behaviour in accordance with the following guidance:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive Interventions, including the use of reasonable force, in schools
- Keeping Children Safe in Education
- Searching, Screening and Confiscation
- Behaviour in Schools
- SEND Code of Practice
- Mental health and behaviour in schools
- Mobile phones in schools
- Human Rights Act 1998
- Equality Act 2010

Rationale

At Blenheim Primary School, we respond to behaviours through a relational practice approach.

At Blenheim Primary School, we are committed to creating a safe and welcoming environment for all members of our community. Every person in our school has a right to feel valued, respected, have a sense of belonging and be ready to learn. We believe in building strong and supportive relationships with all of our children to enable them to be the best they can be. Our relational approach to behaviour means that all adults are **predictable, consistent and empathic**. All interactions are encouraging, show empathy and offer nurture; interactions are built on kindness and respect. These relationships between our staff, our pupils, with parents and carers and with our wider community are integral to being a successful school and enabling all pupils to make the best possible progress. Trusting, honest and caring relationships must exist between all members of the school community – most importantly, relationships must be authentic. This is how we do it here.

Our relational practice approach focuses on:

- **Developing relationships**

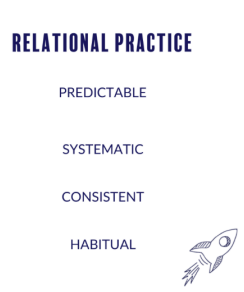
This involves building strong and authentic relationships, supporting inclusion and setting and maintaining boundaries with empathy. Equitable positive noticing is part of our everyday positive reinforcement; it not only builds self belief in pupils but is the key to maintaining and sustaining positive rapport with children. We believe that every child deserves to be positively noticed every single day, because it enables them to feel important, valued and like they belong.

- **Responding calmly**

We use relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to help support dysregulated or distressed children.

- **Repairing and restoring**

Using restorative conversations is part of our daily interactions to support a harmonious environment. We facilitate restorative encounters to resolve conflict and harm and to support change. This is done with empathy, kindness and without shame.



Culture and Ethos

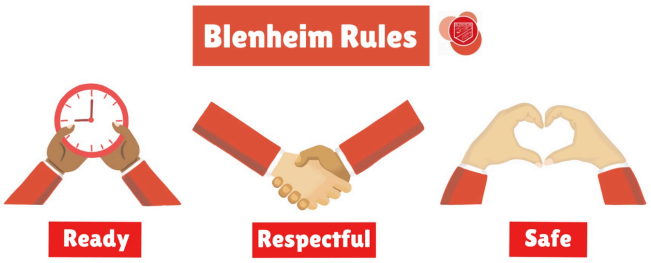
At Blenheim, we care about all of the children in our school. We want every child to know we have them in our minds, that we care about them as a person and we care about what they are doing. Our culture offers predictability, consistency and empathy so that all children have a strong sense of belonging. Every interaction with children says:

You matter to us.
You are safe with us.
You belong here.
You deserve to learn here.

We want every child to feel part of our school community and build a sense of belonging, so from the moment they set foot in our school, children begin to learn to follow a set of simple rules and learn what it means to live by a set of values, which we call our ASPIRE Values.

We ensure children know what is expected of them after this induction into our school community by reminding children of our culture and ethos through regular assemblies and through the ongoing promotion of our school rules and Values every day of the school year.

Blenheim Rules



Everyone at Blenheim Primary School is expected to follow three simple rules. We learn to be *ready, respectful* and *safe* so that we are able to be the best we can be. Adults at Blenheim use these words consistently to teach children clear routines and remind them of their expectations. We use Blenheim's rules to help children know when they are getting things right and talk to them when they are not meeting expectations. The rules protect and enable relationships to be built on strong foundations and allow our pupils to learn about behaviour effectively.

Blenheim's rules enable us to deliver our ASPIRE Values. Our ASPIRE Values are the cornerstone of our school. By following the Blenheim Rules, children are able to ASPIRE to be the best they can be.

ASPIRE Values

To encourage positive behaviour and responsible actions at Blenheim, we have agreed six values with pupils, parents, staff and governors, which are linked to the acronym, 'ASPIRE' (Achievement; Support; Perseverance; Independence; Respect; and Enthusiasm). These values include principles for children's behaviour that clearly set out our expectations. We also regularly refer and remind *everyone* in our community of our school's vision:

We want everyone to be inspired; to develop the confidence to face new challenges; and to ASPIRE to be the best they can be.

The ASPIRE Values are discussed with pupils every week during assembly and are a central part of day to day life around our school. All members of the school community refer to them regularly with children. It is important that pupils have a clear idea of what each value means and the responsibility they have as individuals to abide by them. The values are displayed in each classroom and around our learning community so pupils can be reminded of their responsibilities.

The power of routines

At Blenheim, we are passionate about the power of routines. We believe that children need to learn routines to enable them to follow rules easily. Routines are predictable and habitual and enable children to feel a sense of emotional safety. When they are safe and happy, they are ready to learn. At Blenheim, we have familiar whole school routines which all children are taught and reminded of regularly. These include:

A classroom entry routine - every time the children enter their classroom at specific points of the day, they will follow a familiar routine that is known and practised regularly.

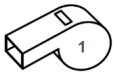
Meet and greet - every child is greeted by a familiar adult when they enter the school building; this builds their sense of emotional safety and security.

Team Stop - a hand is raised and all children repeat the same signal. The expectation is that all children stop what they are doing, raise their hand and are silent. Their eyes should be on the adult delivering the signal. The adult checks for 100% compliance before continuing and starting to speak.

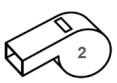
1, 2, 3 for transitions - This is mostly used in RWI lessons but can be used for all transitions around the classroom. 1 = stand up (respectful); 2 = walk to your table and stand behind your chair (safe); 3 = sit down (ready). This is done in silence.

Learning partners - A silent signal is used to allow children to talk to their learning partners. The teachers put their two hands facing each other. When the fingers move in, the children can turn and start speaking.

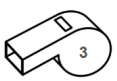
End of playtime and lunchtime - The following end of play time and lunch time routine can be used for any transitions which include bringing the year group together on the playground (e.g. when splitting classes, Y6 maths groups, RWI, Reception after tidy up time in the outside area).



On the first whistle, stop what you are doing, get off of equipment and show that you are ready - **Respectful**



On the second whistle, walk to your line and collect any of your belongings on the way - **Safe**



On the third whistle, face forward in your line in silence and walk into school when your teacher asks you - **Ready**

The PACE model

In every interaction, and especially with children who may be distressed or dysregulated, we follow the PACE model. PACE is a way of thinking, feeling, communicating and behaving that aims to make children feel safe.

P for Playfulness
A for Acceptance
C for Curiosity
E for Empathy

Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. It allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children to feel connected to, and understood by important adults in their life; they too can slow down their own responses. When children experience adults doing the best they can to understand them, trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts and behaviour, they start to believe that adults really will keep on trying until things get better for everyone. This creates lifelong skills to manage emotional regulation.

At Blenheim, we relentlessly work to build mutual respect, demonstrate calm, consistent adult behaviour and unconditional care and compassion for all children. We use the language of our values and rules consistently.

This is how we do it here

Staff at Blenheim deliberately and persistently catch children doing the right thing and praise them in front of others. Every child has a right to this and in turn, it helps to build their sense of belonging and self belief. Building self belief helps children and young people better regulate their own emotions. It makes them more likely to feel they belong and ensures they proactively engage in learning because they believe 'they can'. Staff know their classes well and develop positive and emotionally rich relationships with all children. We respond to the behaviour and not the child. This creates a sense of belonging for all and every child receives a calm and predictable response.

The consistency of adult responses lies in ensuring that all staff are in the 'right state' to respond to a child's behaviour and that all staff know what to do to support children with their behaviour. We use three phases to a relational approach to supporting children's behaviour.

'Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.'
Paul Dix, When the Adults Change, Everything Changes.

Three phases to support behaviour

Our relational approach to behaviour follows three phases that are sequential: the promotion phase, the adjustment phase and the follow-up phase.

***Promotion phase*: How we celebrate children and catch them getting it right**

The purpose of this phase is to promote, reinforce and encourage positive behaviour within our learners. This is the core of our teaching approach and we believe that every child has the right to be celebrated and positively noticed. Our relational approach to behaviour supports the notion that doing the right thing makes us feel good about ourselves and others, developing integrity and mental wellbeing for the long term. We aim for children to do the right thing because it is the right thing to do (rather than a tokenistic approach to managing behaviours). We believe children respond to a culture of emotional safety, self-belief, opportunity and hope where adults believe in them. We have high expectations for all pupils to be the best they can be.

***Adjustment phase*: How we respond to children who need an extra layer of support**

The purpose of this phase is to provide an opportunity to adjust, respond and support pupils to return to a readiness to learn and play. We understand that all children make mistakes, but it is important for everyone to reflect and take responsibility for their own actions.

***Follow-up phase*: How we follow up on behaviours that do not align with our rules and values**

The purpose of this phase is to recognise and understand that everyone makes mistakes; we are here to help and support our pupils to learn. Follow-up time is an opportunity for children to reflect on their behaviour from a new perspective. True learning comes through restorative conversations, not punishment. These conversations help children understand mistakes as part of growth and give them what they need to change. Adults pick up their own tab; every adult is responsible for maintaining high expectations and calmly providing a *predictable, consistent and empathic response* to ensure emotional safety and learning for every child. In order for us to be equitable in our adult responses, we need to allow for reasonable adjustments for some children, including those with SEND. We are creating a culture of emotional safety, self-belief and opportunity.

Phase	What does this look like?
Promotion Phase How do we celebrate children? How do we catch them getting it right?	- Dojos - Class-specific strategies/class rewards - Positive messages home - Celebration/Superstar assemblies **Positive noticing:** - 'I love that you are…' - 'Thank you for…'

	- ‘I can see that X is sitting up straight with empty hands.’ - ‘We are walking beautifully as a team; thank you everyone.’ **Non-verbal praise:** - Thumbs up - High five - Nod of the head - Smile
Adjustment Phase How do we respond to children who need an extra layer of support?	Adults will pause, listen and reflect before utilising the following tools: **Quick check in**; ‘Are you ok? Is there anything you might need?’ **Verbal reminders (used with a gentle approach, using the child’s name, child level, eye contact, provide space and deliver a clear message in a dignified and kind way):** - ‘Thank you for…’ - Anonymous public corrections; ‘I am just waiting for one more person to be ready.’ - ‘I need you to remember our rule of being ready.’ - ‘I noticed you were….. Remember our rule of….. I need you to….’ - ‘Remember last week when you showed….;I need you to do that now.’ - ‘I know this can be tricky but we need to…’ - ‘This is how we do it here.’ - ‘That may be true and yet, I need you to…’ **Non-verbal reminders:** - Point to visual representations - Thumbs up - Close proximity - Hand gestures **Reset time:** Adults will give the children the time and opportunity to reflect, reset and adjust their behaviour (walking away to give them space, sending them to get a drink/do a job, calm corner, regulation break). **Return to readiness conversation:** This two minute conversation supports a child to return to readiness moving forwards. (See appendix for example). This is a child’s last chance before they may need to move into the follow-up phase.
Follow-up Phase How do we follow up on behaviours which do not align with our rules and	**Three types of restorative approaches:** 1. **Restorative follow-up** This offers an opportunity to explore the emotion or need behind the behaviour so that it can be supported. It is a follow-up from the previous ‘return to readiness’ conversation and a restorative reset for the child to

values?	know how they can move forward in the right direction. - ' I noticed you…..; what's happening for you? What is going on for you right now?' - 'When you are ready to talk with me, I am here' - 'What do you need for the next lesson/tomorrow to…?' 2. **Restorative conversation** (the restorative 5). This is dedicated time to focus on learning around behaviour expectations. This conversation restores and repairs a specific behaviour or incident. This conversation takes a different pace and everything is less forced, less pressured. It could happen whilst walking with the child or playing, such as with Lego - it should happen in a place where there is more space to speak honestly. As you address each question together, remember that in between your truth and their truth is *the* truth. - What happened? - What were you thinking/feeling at the time? - Who has been affected? - What needs to happen to put things right? - Next time, I will…. 3. **Restorative support**. This space offers a non-judgmental opportunity for a reset/change. This conversation (with a familiar adult) helps pupils to **maintain the change for the long run**. What is the need behind the behaviour? - What do you need to help you be successful? - How can I help? - What could we do differently next time? - How can we follow our rules tomorrow? **Natural consequences (see examples in appendix 3):** These are planned and proportionate consequences to behaviours and incidents that do not follow our rules or values. The intention of the consequence is to repair the damage, develop a responsibility for our own actions and to teach children a more appropriate response (rather than just punishing the behaviour). *Remember, it's not the severity or immediacy of the consequence, it's the **certainty** that this follow-up will take place that is important. When and for how long this happens is dependent on the child; both the child and adult need to be calm and ready.* **SLT Involvement:** If a child's behaviour means that they or other people are not safe, the involvement of the Leadership Team and/or SLT may be required. - Communication with parents - Outside agencies/alternative provision - Creation of individual support plans (see appendices for links)

	- Check in and check out (old style report card) - Internal/exclusion routes

Support at Lunchtime - Time to Talk

Time to Talk is run by members of the Leadership Team for children who might need some support during lunchtimes. It might be used to:

- support resolving a friendship issue;
- support a return to readiness (to learn or play);
- repair or restore a relationship when something has gone wrong on the playground (e.g. rules have been broken). In this case, a member of staff will have sent a child into Time to Talk; or
- time for learning and reflection.

Children are also supported by their Wellbeing Ambassadors out on the playground and at Time to Talk. Time to Talk provides a space for adults to talk with children who may need some more support during these times. The purpose is to provide an opportunity to adjust, respond and support pupils to return to a readiness to play if something has gone wrong for them. We understand that all children make mistakes, but it is important for everyone to reflect and take responsibility for their own actions. Occasionally, children may demonstrate behaviours that do not align with our rules and values and need further support. This time can be given in Time to Talk with an adult as an opportunity for children to reflect on their behaviour from a new perspective. True learning comes through restorative conversations, not punishment. These conversations help children understand mistakes as part of growth and give them what they need to change. There may then be a natural consequence in place, for example some time off the playground to write an apology or reflect on their actions.

Responding to incidents

At Blenheim, we do not advocate sanctions in response to all incidents. However, following some incidents, there will need to be a response from adults that may include a sanction, in order to ensure that everyone is kept safe and that children learn how to improve their behaviour. For example, if a child is violent on the playground on a Monday, they may miss time out on the playground on Tuesday and will spend time thinking and talking about what they might do differently with a trusted adult. This is a necessary piece of learning that acknowledges we would be setting the child up to fail if they were back out tomorrow without any developmental input.

Sanctions

Before applying a sanction to a pupil, staff at Blenheim consider:

1. whether any SEND contributed to the misbehaviour;
2. whether a sanction is appropriate and lawful in light of the pupil's disability; and
3. any necessary reasonable adjustments to the sanction itself.

At Blenheim, we will always try to adapt and personalise provision for our pupils in order to ensure that they are able to access education and to reduce the risk of suspension or exclusion.

Possible sanctions include:

- a verbal reminder;
- a restorative conversation with a trusted adult;
- practising safe behaviour during break time or lunchtime;
- writing a letter of apology;
- natural consequences, such as tidying up mess, repairing broken equipment or catching up on lost learning time;
- detentions (Year 6 only);
- suspension; or
- permanent exclusion.

You will find how these sanctions may be applied through the promotion, adjustment and follow-up phases in Appendix 1.

Removal from Classrooms

For some pupils the classroom can be an overwhelming environment and they may choose to spend time away from it, or an adult may suggest this as a proactive strategy to prevent dysregulation. This is not removal.

Removal is a disciplinary measure where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom.

This is different from the use of a restrictive intervention such as seclusion, which should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not a disciplinary response.

Suspension and Exclusion

Headteachers are authorised to use suspension and exclusion as a sanction when warranted, as part of creating a calm, safe and supportive environment where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by relational or pastoral processes, or consequences within the school.

At Blenheim Primary School, we will always try to adapt and personalise provision for all of our pupils and work with parents, carers and external agencies to ensure that children are able to access

education. This may include multi-agency support, statutory assessments, an off-site direction, or a managed move. When a pupil has an EHCP we will inform the Local Authority if behaviour is becoming a concern and will consider requesting an early Annual Review.

In some circumstances it may be necessary to exclude a pupil for their behaviour, including for behaviour that takes place out of school e.g. when travelling to and from school, on school trips and residentials or online.

Exclusions can be for a fixed period (known as a suspension) or permanent.

Suspension may be used for a single incident or for ongoing, persistent behaviours. This may include (but is not limited to):

- where the safety of the learner, other pupils or staff is compromised;
- where the learning of other pupils is significantly disrupted;
- inappropriate sexual behaviour;
- consistently ignoring instructions from adults and therefore making it impossible to return to class;
- deliberate damage to property;
- bullying (including online bullying); or
- incidents Involving a knife or the deliberate use of weapons.

Permanent exclusion is used as a last resort when all approaches towards behaviour support and management have been exhausted and in response to:

> *a serious breach or persistent breaches of the school's behaviour policy;*
>
> *and*
>
> *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

Suspensions and exclusions will be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another (often known as child on child abuse), which might require physically separating a pupil from one or other pupils. This is not an exclusion on disciplinary grounds and is known as separating for safeguarding purposes.

Further details around our policy on suspensions and permanent exclusions are in the LiHT 'School exclusions, suspensions, managed moves and off-site directions' Policy.

Any suspension or exclusion will be at the discretion of the Headteacher, usually in consultation with other members of the Senior Leadership Team (particularly if they were involved in investigating the incident). However, where practical, the Headteacher or member of SLT should ensure that the pupil has an opportunity to discuss the allegation or incident with the senior staff member appointed to

investigate the situation, with support to express their views as appropriate, e.g. a familiar adult present, use of Augmented Alternative Communication etc. before taking the decision to suspend or exclude.

In all cases of suspension or exclusion, the following documentation must be completed:

- an *Incident Report*;
- an *Exclusion Checklist*; and
- the Exclusion Log

A member of the Office Team will prepare the letter for parents. Suspensions and exclusions must be recorded on the school exclusions log and reported to the Local Authority immediately via the Exclusion Portal (One Cloud). Please note that this does not apply to internal isolations.

Sending children home due to breaches of the Behaviour Policy is a suspension and appropriate procedures and policy must be followed at all times.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances, which are to prevent or stop a pupil from:

1. causing injury to themselves or others;
2. committing a criminal offence;
3. damaging property; or
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Blenheim Primary School follows DfE guidance on the use of reasonable force, as detailed in the LiHT Restrictive Interventions policy.

We will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions under any circumstances. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable, given the circumstances, to fully protect pupils.

Searching, Screening, and Confiscation

Where there is a need to search, screen or confiscate items, Blenheim Primary School follows DfE guidance 'Screening Searching and Confiscation - advice for schools.'

Searches without consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used:

    i) to commit an offence, or

    ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Staff at Blenheim Primary School may also search for mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video), for vapes and for medication (prescribed or over the counter) unless specifically authorised e.g Epipen, asthma inhaler.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Staff at Blenheim will follow statutory guidance when deciding what to do with a seized prohibited item.

When exercising their powers, school staff must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his or her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, or other smart technology, the member of staff who seized the item may inspect the data on it, if he or she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he or she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. Blenheim Primary School also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching, or break the school rules.

Searches with consent

Staff at Blenheim Primary School may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006 and will follow the DfE guidance 'Screening Searching and Confiscation - advice for schools.'

Drugs

Blenheim Primary School operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school related activities whether on or offsite. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs as well as medication that is not being used as intended.

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the RSHE programme.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Mobile Phones and Smart Technology

The use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is prohibited throughout the school day, including during lessons, the time between lessons, at breaktimes, lunchtime and in school clubs.

When it is appropriate for a student to bring a device from home e.g. to support communication or to monitor glucose levels, school staff must ensure that pupils are always supervised and that Trust guidance is followed.

Bullying

Blenheim Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our learning community. If bullying does occur, there is an expectation that it will be reported so that it can be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff, their parents or a friend. You can find our Anti-bullying Policy here.

Training and Support

All staff at Blenheim Primary School have induction on the use of this Behaviour Policy when they first begin to work at the school. All staff receive regular re-induction, including training on supporting children's behaviour through a relational approach.

Monitoring Behaviour

The Senior Leadership Team monitors behaviour through incident reporting procedures and the exclusion log to identify patterns and consider actions that need to be taken.

Presented to staff and governors: **September 2026**

Review date: **September 2027**

Appendices

The following includes helpful scripts for the different stages and behaviours teachers may come across. We will build on these and add more throughout the year as we create them together across the academic year.

Appendix 1: What does ready, respectful, safe mean for us at Blenheim?

Ready	Respectful	Safe
- Responding to a call to silence - Team Stop/whistle. - Looking at the speaker - eyes facing forward. - Ready for learning - resources ready; sitting on bottoms; sitting up straight; empty hands.	- Respecting ourselves - treating yourself with kindness; you deserve to learn here. - Respecting others - people's personal space; keep your hands and feet to yourself; listen to the speaker and respond with kindness. - Respecting our school learning environment - resources, classroom, equipment, displays and grounds.	- Be in the place where an adult expects you to be - you need permission to leave the classroom. - Keeping ourselves safe - we use walking feet inside. - Keeping others safe - we use equipment for its purpose.

Appendix 2: Promotional phase

How do we celebrate children? How do we catch them getting it right?

Examples of:

Positive noticing

The purpose of this phase is to promote, reinforce and encourage positive behaviour within our learners. This is the core of our teaching approach and we believe that every child has the right to be celebrated and positively noticed.

Ready	Respectful	Safe
Thank you, X, I can see you are ready - your pen is down and your eyes are this way.	It was very kind of you to hold the door open for us; thank you for being respectful.	Brilliant walking X Class - thank you for moving safely around school.

Thank you x class, walking quietly into school, ready for learning You look ready for home - coat on, bag ready Thank you x class, ready for assembly Well done x, your table is tidy and you look ready to go out to play. I can see you are really focused today, x.	Lovely manners, thank you I noticed you move your chair out of the way, thank you for being respectful Thank you for picking up that coat Well done for returning the books to the book corner Gentle playing with the toys please, respecting our resources too.	We keep the toys on the floor so that everyone is safe. Kind hands and feet keeps everyone safe. Using kind words helps everyone to feel safe. Walking to your line keeps us all safe

Appendix 3: Adjustment phase

How do we respond to children who need an extra layer of support?

Examples of:

Quick check in

Offers adults and children the opportunity to pause, listen and reflect.

Ready	Respectful	Safe
What might help you to be ready? You were ready in maths earlier: I need you to be ready now Are you ok? Ready? (thumbs up)	Yesterday you were really kind to x, I need you to do that today	Walking please: it keeps us safe What do you need to be safe?

Verbal reminders

Used with a gentle approach, using the child's name, child level, eye contact, provide space and deliver a clear message in a dignified and kind way

Ready	Respectful	Safe
I need you to show me you are ready for maths please.	Remember our rule about respect please; we wait for our turn to speak.	You need to walk - we keep ourselves safe.

I need you to put that away now: it's learning time. I need you to re-focus on your learning please. Thank you x for putting your pencil down, showing me you are ready. I know you want to play; it's learning time now.	I need you to put that in the bin please. Pick your coat up, please. I need you to use kind words with your friends. We use gentle touch at Blenheim - it's how we show respect. Remember, we need to put up our hand if we have a question or wish to speak.	We don't throw things; it keeps us safe I've noticed you are shouting. Use a quiet voice please I noticed you were pushing to get to your tray: remember our rule of safe: I need you to wait.

Reset time

Adults will give the children the time and opportunity to reflect, reset and adjust their behaviour

Ready	Respectful	Safe
Take a moment so that you can be ready - go and get yourself a drink and then sit down so you are ready. Would a drink help you to be ready? I can see you need to move - can you do this job for me? Then it is time for you to be ready. How can you show me you are ready?	I'll give you time to re-think how you want to ask that. Would it help to give these books out for me? You can show respect by talking quietly to your friend. Think how you might share, showing respect. I hear what you are saying…and yet, we show respect at Blenheim.	Try that again: this time walking so that you are safe Do you need to take a break so that you are safe in the classroom? Your feet need to be on the floor so you are safe. I will give you some time to do this; I'm here if you would like some help.

Return to readiness conversation

This two minute conversation supports a child to return to readiness moving forwards. This is a child's last chance before they may need to move into the follow-up phase.

Ready	Respectful	Safe
I can see you are not okay. We need to talk about this. Would you like to talk to me in a quiet	I'm wondering what has happened. I'm here to help you to be respectful to others.	I can see something has happened. It sounds like a difficult thing/ time/ feeling/

space? What do you need right now so you are ready to learn?	What do you need? How can I help?	situation for you. What do you need right now so you are safe? I can suggest you use the Calm space - it helped you the other day, it might help today

Appendix 4: Follow up phase

How do we follow up on behaviours which do not align with our rules and values?

Examples of:

Restorative follow up

This offers an opportunity to explore the emotion or need behind the behaviour so that it can be supported. It is a follow-up from the previous 'return to readiness' conversation and a restorative reset for the child to know how they can move forward in the right direction.

Ready	Respectful	Safe
When you are ready to talk with me, I am here. What do you need for the next lesson/tomorrow to be ready for learning?	I can see you are not ok, what do you need?	I noticed you pushing: what's happening for you? I can see you are cross: what is going on for you right now?

Restorative support

This space offers a non-judgmental opportunity for a reset/change. This conversation (with a familiar adult) helps pupils to **maintain the change for the long run**. What is the need behind the behaviour?

Ready	Respectful	Safe
What do you need to help you be ready for reading? How can we follow our rule of being ready tomorrow?	How can we show respect tomorrow? How can I help? How can we follow our rule of respect tomorrow?	What could we do differently next time so that everyone is safe? How can we follow our rule of being safe tomorrow?

Natural consequences

These are planned and proportionate consequences to behaviours and incidents that do not follow our rules or values. The intention of the consequence is to repair the damage, develop a responsibility for our own actions and to teach children a more appropriate response (rather than just punishing the behaviour).

Ready	Respectful	Safe
Practise being ready for 2 mins at playtime Practise putting resources away Practise tidying up the table Refusing to return to class - catch up on lost learning during lunch times	Broken property - repair if possible Using unkind words - offer a gesture of apology. Spend time at Time to Talk to reflect on words used. Practise what words or responses could be used instead. Using unkind actions - offer a gesture of apology. Spend time at Time to Talk to reflect on actions. Practise what actions could be used instead. Spilt resources - pick them up Writing on wall - clean it off Talking during learning - catch up on lost learning at break/lunch time/moving to another space in the classroom	Running in the corridor - practise walking safely in own time Hurting others - restorative conversation Throwing something - model and practise using the item safely. Picking up the items thrown Leaving the classroom - a conversation at playtime (this will include a restorative conversation and restorative support)

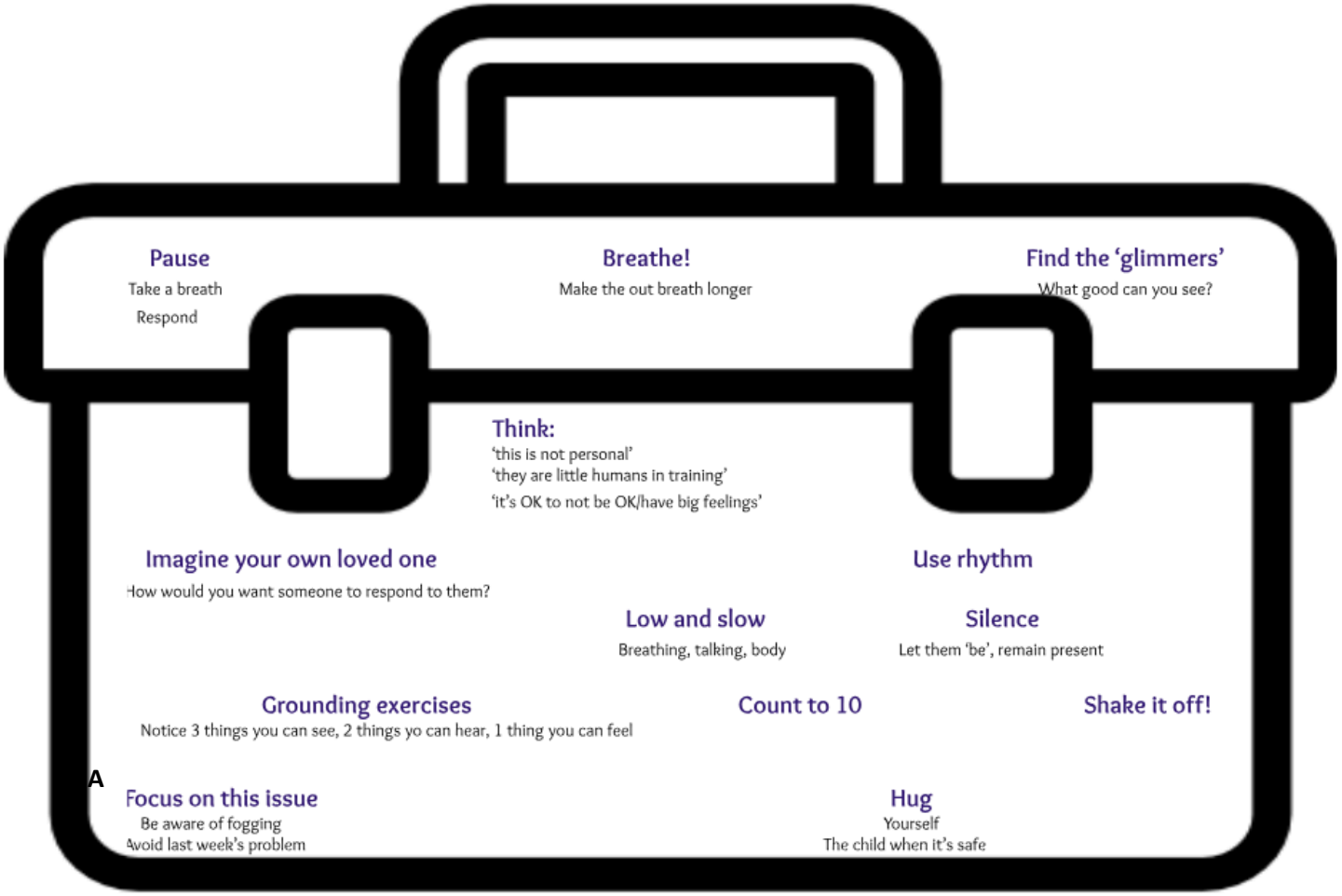
Appendix 5: Script for 'Returning to learning' (Approximately 2 minutes)

WAGOLL
Situation where child is visibly not OK: Child: displays distress either through body language or words, eg withdraws, shouting, being unkind Adult: I can see you are not okay. We need to talk about this. Would you like to talk to me in a quiet space? Child: No. (Turns away) Adult: I can see you are not okay. I'm wondering what has happened. I'm here to help you. ***(Curiosity/Acceptance)*** Child: *Offers explanation of change in body or language* Adult: That sounds like a difficult thing/time/feeling/situation for you. ***(Empathy** - adult mirrors the child's height).* What do you need right now so you are ready to learn? *(Give take up time here for child to think about what might help them*) C: I don't know what I need. A: Do you need to sit quietly for a minute, stay outside of the classroom for a couple of minutes or go for a walk to get a drink? (Maximum of 3 options). C: I don't know (child shrugs). A: Can I suggest you [go and get yourself a drink as I know that has helped you before]? (*Offer choices that you have noticed have supported the child previously)* A: Well done. I can see you are ready for learning - it's great to see you. *(Thumbs up/smile/encouraging - **Playfulness**).*

Appendix 6: Script for 'Repairing'** what was not OK - the restorative part comes once the child is calm and before the incident might be repeated eg. playtime - before the next playtime, in lesson - before the next lesson **(Approximately 5-10 minutes but this will depend on the child)

WAGOLL
Adult: I wanted to check if you are ok and ready for *[insert what child needs to be ready for*]. Child: *Offers answer of readiness* Adult: I understand. If what happened before does happen again, what could you do? Child: *Gives a suggestion* Adult: Yes you could, or first you could ask them "*Model words child could say*" Shall we practise that? (Child practises) Adult: And then if it still not OK, then you could go and tell an adult couldn't you? I know you had a difficult *[insert what went wrong*] but we need to remember our rules so that you and everyone else is safe. [*Name the thing that went wrong, eg shouting, pushing, hiding*] is not OK. What could you do differently next time if you feel that way again? Child: *Offers a suggestion (give take up time here for the child to think*) Adult: That's a really great idea. I'm here to help.

Appendix 7: In the moment strategies; strategies that help support a calm, regulated brain



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Appendix 8:De-esculation strategies and techniques:

- Act calm even if you're not
- Use humor to lighten the mood
- Give a choice
- Ask "What would help you right now?"
- Give personal space
- Distract with a photo of something they like
- Remove the audience
- Talk about something they like
- Encourage the person
- Say "You can do this"
- Say "Let's call....I think they can help"
- Offer to change the way you are doing something
- Validate their thoughts
  Acknowledge their feelings
- Use active listening
- Let the person talk without interrupting
- Offer to take a walk with the person
- Remind them of something they love
- Invite them to do a preferred activity
- Try to understand the person's perspective
- Say "So you're upset because.... right?"
- Show empathy
- Say "Let's talk about this later"
- Lower your voice
- Walk away
- Change the subject to a positive one
- Say "I see where you are coming from"
- Show that you are listening
- Say "I want to help you"
- Make a joke
- Remind them of something amazing they did
- Call another adult for help
- Be willing to find a solution
- Re-state what the person is saying
- Avoid over-reacting
- Offer a solution
- Say "I see your point"
- Clarify expectations
- Apologise for something you did wrong or the way it was taken
- Ask if they can explain more about how they're feeling
- Slow yourself down to avoid getting worked up
- Don't say "calm down"
- Encourage the person to use a coping strategy

- Don't take items or personal property from them
- Give the person an "out" i.e. letting them go to another room or walk away
- Keep escape routes open to the door
- Acknowledge where you agree with the person
- Tell the person "I'm here for you"
- Tell the person to take a minute to themselves
- Distract by saying "Hey, Let's go..."
- Encourage the person to take a walk or get a drink
- Ask "Would it help if...?"
- Coach the person with positive remarks
- Remind the person "You're not in trouble"
- Say "Talk to me" then listen
- Ignore the behaviour
- Be respectful in your tone

- Spend time de-briefing after the incident to identify ways to improve
- Avoid needing to get the last word
- Ask them to draw a picture of what happened

Appendix 9: Example of a child's individual support plan can be found here (please make a copy).