



Behaviour Policy

Policy updated: July 2026
To be reviewed by: July 2027
Policy reviewed by all staff

Version Control

Date	Change
October 2018	Policy reviewed, minor amendments made.
September 2019	Policy reviewed, minor amendments made.
September 2020	Policy reviewed, minor amendments made to comply with current Covid-19 restrictions.
September 2021	Policy reviewed, minor amendments made to rewards section to include House points and to comply with current Covid-19 restrictions.
September 2022	Policy reviewed to reflect current practices and the Implementation Of THRIVE practices in our school. Added reference to exclusion policy.
September 2023	Minor changes made to include the use of the Rainbow Room and teachers on duty plus ADSLs to monitor and support with lunchtime behaviour. School Vision highlighted. Reference to PE kits removed. Reordering and clarification of Sections 5 and 6, and Appendix A; minor formatting changes.
July 2026	Policy reviewed and amendments made to further support the Ready, Respectful and Safe practise, updated rewards systems and removed Thrive as no longer a 'Thrive' school. Updated school values.

At All Saints' we are 'known, loved and valued'.

DREAM - BELIEVE - ACHIEVE

'For I know what I have planned for you, 'says the Lord. I have plans to prosper you, not to harm you. I have plans to give you a future filled with hope.'

Jeremiah 29:11

Vision Statement

*At All Saints' our vision is to encourage every child to **dream** without limits, **believe** in their God-given potential, and **achieve** their highest aspirations. Through our Christian values, rooted in the Fruits of the Spirit, we shape our curriculum, relationships and decision-making, ensuring that every child is **known, loved and valued** as a unique child of God (Jeremiah 29:11); fostering a strong sense of belonging and purpose.*

DREAM - BELIEVE - ACHIEVE



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

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1. Rationale

At All Saints', every child is **known, loved and valued** as a unique child of God, fostering a strong sense of belonging, purpose and self-worth (Jeremiah 29:11). We believe that **strong, nurturing relationships** are at the heart of effective learning. Positive relationships build children's self-esteem and confidence, shaping their thoughts, behaviours and attitudes, and enabling them to engage positively and succeed in their learning.

This Behaviour Policy aims to promote positive behaviour and support the best possible educational outcomes for all pupils. It reflects our commitment to creating a culture of **respect, inclusion, belonging and mutual care**, where every child feels safe, valued and supported to flourish.

Our approach is rooted in the development of positive relationships and seeks to promote children's **engagement, motivation and emotional wellbeing**. We provide opportunities for children to reflect on their choices, learn from their experiences and develop the skills they need to thrive, including **communication, confidence, resilience, independence and self-regulation**.

Through this approach, we strive to create a nurturing and inclusive school community in which every child feels a strong sense of belonging, understands their value and is empowered to make positive choices and achieve their full potential.

2. Principles of Promoting Positive Behaviour

The aims of the school's Behaviour Policy are to:

- Promote an awareness of individual needs and ensure that all members of the school community feel valued through positive, nurturing relationships.
- Foster an inclusive environment where every child's needs, including those related to SEND, trauma, or Social, Emotional and Mental Health (SEMH), are understood and supported through appropriate and reasonable adjustments.
- Ensure that every child understands their rights and responsibilities within the school community.
- Teach and model behaviour that is appropriate, respectful, and conducive to learning, while encouraging and maintaining high standards of conduct and responding appropriately to behaviours that may hinder learning or wellbeing.
- Encourage all members of the school community to take pride in their school, classroom, learning, environment, and relationships with peers and colleagues.
- Ensure that all staff treat children fairly, consistently, and sensitively, recognising individual circumstances and needs.
- Celebrate and recognise children's achievements, successes, and positive contributions.
- Value and promote collaborative partnerships with parents and carers in finding effective solutions to behaviour-related concerns.
- Teach and promote respect for ourselves and others, recognising and valuing diversity while understanding that everyone has equal rights and deserves to be treated with dignity.

- Establish clear approaches to supporting behaviour, self-discipline, self-regulation, and respectful conduct. These approaches may look different for vulnerable learners who require reasonable adjustments to ensure an equitable learning environment in which they can grow, develop, and succeed.

2. Our Approach to Supporting Behaviour and Relationships

The school uses the Ready, Respectful and Safe approach;

Ready: We come to school prepared to learn, try our best, and take responsibility for our actions.

Respectful: We treat everyone with kindness, fairness, and consideration, valuing differences and listening to others.

Safe: We make choices that protect ourselves and others, creating a secure and supportive environment for learning.

Staff are careful to notice and recognise that all behaviour is a communication of need and seek to address that need with support where necessary.

Within school, responsibility for good behaviour is seen to be shared by:

- the Headteacher and teachers
- Support Staff (TAs, MDSAs, Kitchen and Office Staff)
- Pupils
- Parents and other adults
- Governors, MAT and LA
- Wraparound Care adults

This Behaviour Policy provides guidance, expectations and procedures for all adults and children. We aim to:

- ensure that all adults use consistent strategies and approaches
- ensure that all children understand what is expected of them
- positively encourage among the children:
 - an attitude of self-regulation
 - a respect for other peoples' property
 - a regard for other peoples' feelings
 - a respect for the environment
 - a positive self-image
- provide a happy, friendly atmosphere for the children, where they are safe, secure, trusted and cared for.

2. Expectations

All adults who work at All Saints' School are expected to:-

- be a positive role model for the children
- value everyone and make them feel secure
- stay calm, listen, smile and be cheerful
- support each other to be curious and professional about behaviours exhibited, noticing and coming alongside a child where necessary
- acknowledge children's feelings and empathise

- deal with problems and difficulties promptly and see them through
- encourage children to think constructively about their behaviour
- help them to gain the confidence and skill to solve their own problems
- offer reconciliation and restoration

All children who attend All Saints' School are expected to:

- be kind and friendly
- speak politely to everyone
- listen to each other
- value their possessions and those of others
- take pride in themselves and their work
- respect the rights of others to learn and teachers to teach
- move around the school quietly, in an orderly fashion
- take pride in their class and the reputation of the school
- take responsibility for their own behaviour
- self-regulate with support

As a school we recognise the vital role of families and members of the community in the physical, social and academic growth of the children. We aim to establish good relationships and a partnership with the parents and carers, so that we all work together to provide a secure and happy school environment.

Families can help by:

- ensuring that children know they are loved and valued
- encouraging and praising good behaviour at home
- treating children consistently fairly, ensuring that reasonable rules are clear, known and kept
- work with us to develop a partnership of trust between home and school
- encourage a positive attitude towards school, all staff and volunteers
- recognise and support our behaviour policies
- help children develop good habits such as regular attendance, good time-keeping and a clean and tidy appearance
- come and see us if there are any problems at school or at home which may be affecting the children or themselves

4. Rewards and Recognition

At All Saints', we recognise and celebrate positive behaviour, learning and the demonstration of our Christian values through a range of rewards, including Dojo Points, House Points (for house competitions), Merit Awards and Super Saints' Class. These rewards recognise children who demonstrate excellent behaviour and learning, as well as those who consistently live out our school values.

Class teachers use a range of strategies to encourage children to work cooperatively, support one another and take collective responsibility for creating a positive classroom ethos. Positive learning attitudes, effort and character development are recognised through age-appropriate rewards, including verbal praise, stickers and Dojo Points.

When marking and responding to children's work, teachers recognise effort, progress and achievement through positive comments, stickers, stamps or stars, as appropriate to the age and needs of the children. We also provide opportunities for children to develop leadership skills and a sense of responsibility through classroom monitor roles and responsibilities, alongside wider leadership opportunities across the school. These roles encourage children to take pride in their school and make a positive contribution to our community.

Our weekly Celebration Collective Worship, provides an opportunity to celebrate children's achievements and recognise the positive contributions they make to school life. This enables us to celebrate success collectively and reinforce the importance of positive behaviour, learning, character and living out our Christian values.

Merit Awards are presented weekly to individual children in recognition of their achievements, positive behaviour and the way they live out our school values. Children are selected through a class-based process, with pupils encouraged to contribute to and celebrate the reasons why their chosen classmate is being recognised that week. This helps to foster a culture of encouragement, kindness and collective celebration.

As part of their recognition, Merit Award recipients are invited to a **'VIP Tea Party'** with a member of the Senior/Wider Leadership Team. This special opportunity allows children to feel valued, celebrated and loved, while strengthening relationships.

The **'Super Saints' Cup'** is awarded weekly to the class that has demonstrated outstanding learning, behaviour and a positive contribution to our school community. The award recognises that children can achieve not only as individuals, but also **collectively** and **collaboratively**, working together to make a positive difference.

Classes may be recognised for a range of achievements, including outstanding learning and behaviour, as well as contributions to the wider school and community. This could include taking part in a class litter pick, raising money for charity, representing the school at events, demonstrating exceptional teamwork or living out our Christian values in a particularly meaningful way.

The winning class is celebrated as our **'Super Saints' Class of the Week'** and receives a reward of their choice, such as 'Golden Time, extra story time, additional playtime' or another agreed class reward. This provides an opportunity to celebrate collective success, strengthen a sense of belonging and encourage children to take pride in their contribution to the wider school community.

House Points are awarded through a range of house competitions, including events such as Sports Day. Children are organised into family-style, mixed-age houses, encouraging teamwork, collaboration and a strong sense of community across the school.

House competitions take place each half term, providing regular opportunities for children to work together, demonstrate our Christian values and contribute to the success of their house. The winning house is celebrated through the House Cup, with its achievement marked by the house's ribbon colour displayed on the cup.

6. Sanctions and Consequences

6.1 Dealing with Challenging Behaviour in Class

Teachers and Staff seek to work to agreed procedures and apply the School Rules consistently. They aim to be positive and encouraging even when dealing with challenging behaviour. Before any sanctions take place, the adult will come alongside and acknowledge the child's need to be noticed and heard. This may include:

	Steps	Actions
1	Reminder	A reminder about the three simple rules (ready, respectful and safe) deliver privately where possible. Repeat reminders if reasonable adjustments are necessary.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase "Think carefully about your next step"
3	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. 30 second intervention.
4	Time out	Time out
5	Repair	Restorative conversation

In EYFS a sand timer is used to give children time-in rather than time-out, allowing time for reflecting and restoring.

In KS1 a reflection time means an age-appropriate time either in a quiet space within the classroom or just outside the classroom with a member of staff allowing time for reflection and restoration. In some situations, such as repeated reflection times, then reflection in another classroom for an opportunity of fresh face, fresh space may be more appropriate. After this, children return to the classroom with the rest of the class and the teacher will follow up with the restorative conversation.

In KS2 a reflection time means a short time in another classroom fresh face, fresh space. After this, children return to the classroom with the rest of the class and the teacher will follow up with the restorative conversation.

Children who are unable to return to the classroom will need to spend to spend time in the "rainbow room or the Ark with another adult to reregulate. In these rooms children may be given a short opportunity to spend some time with an adult to complete work they have been set in school, but have not done.

Any reflection time given, should be given timely, appropriately and should NOT be taken during playtimes and lunchtimes unless agreed with a member of SLT.

There will be pupils in school who sit outside this behaviour policy for a number of reasons, including but not explicit to – EYFS pupils, SEND pupils, pupils with an EHCP. Where pupils sit outside the policy, they will have an individual behaviour plan that is discussed and agrees with parents.

6.2 Stages of Support and Recording Incidents of Behaviour

Stages	Behaviour & Action	By Who	Recording
1	Low level behaviour - reflection time given and restorative conversation.	All Staff MDSA/TAs to inform class teacher of incident (if unaware)	n/a
2	Repeated low level behaviour and repeated reflection time given on the same day or on consecutive days.	MDSA/TAs to inform class teacher of incident (if unaware). Fresh Space, Fresh Face approach with another class. Class teacher to discuss behaviour with child and parents (this can be done in person/over the phone).	Record on CPOMs including action taken from the conversation with parents.
3	Highly emotive behaviour when a longer reflection time is needed.	TA to take child to the Ark/Rainbow room for longer reset time. Class teacher to discuss behaviour with child and parents (this can be done in person/over the phone).	Record on CPOMs including action taken from the conversation with parents.
4	Repeated behaviour (more than one week) or serious incident of behaviour such as a physical incident/risky behaviour.	Class teacher to inform SENDco/Deputy/Head & speak to parents about more serious/on-going behaviour.	Record on CPOMs including action taken from the conversation with parents and next steps.
5	On-going stage 4 & children who sit outside of behaviour policy due to need.	Class teacher & Deputy/Headteacher/SENDco to meet with parents to review steps which have already been taken and agree on a support plan (and risk reduction plan if needed) for next steps. Class teacher to review support plan with child and parents regularly.	Support plan created on Insight and a copy given to parents. Record on CPOMs.
6	Very serious/dangerous behaviour/on-going behaviour which significantly disrupts the child's and other children's learning.	SENDco/Deputy/Headteacher & parents to review support that has been given, seek external support from outside agencies and put a plan in place to support the teacher and child.	Record on CPOMs.

6.3 Further Sanctions

- Support from outside agencies, such as Behaviour Support Services, may be sought with permission from parents.
- A risk assessment may be drawn up between the child, parents, teacher/Headteacher concerning the child's future conduct.
- In certain circumstances the school may feel it necessary to either detain or search pupils (see Appendix A).
- For exclusion see Section 11.

7. Lunchtimes and Playtimes

During lunchtime the mid-day supervisors, the duty teacher and the wider leadership team are responsible for the children. The mid-day supervisors should contact the teacher on duty for more serious incidents. Incidents will be dealt with following the same sanctions as outlined in Section 6.

8. Bullying

Our aim is to create an atmosphere in which children feel safe, at home, and comfortable so that they can meet their academic and emotional challenges in productive ways. We will do our best to protect children from bullying and other forms of cruelty. For further information see the **Anti-Bullying Policy**.

9. De-escalation Strategies

All staff follow the guidelines for intervention in the **Use of Restraint Policy** when dealing with dis-regulated behaviour.

Teachers and other authorised staff (i.e. those authorised by the Headteacher to manage pupils; this may include non-teaching staff, care workers or voluntary helpers) will have legal right to use reasonable force to prevent a pupil from:-

- committing an offence
- injuring themselves or others
- damaging property

If restraint has been used, Staff will record the incident in the 'Use of Restraint log', located in the Headteacher's Office.

10. Exclusion

The school views the education of pupils as a shared partnership and encourages a two-way dialogue between parents and teachers, especially when problems arise. It is therefore our intention to work in partnership with parents to help and support with behaviour. Exclusion from school is the final sanction and would only be used as a last resort when all other sanctions had failed. Exclusion can be temporary or permanent but every effort is taken not to take this step, and parents are involved at an early stage if a pupil's behaviour is not acceptable. In the case of a temporary exclusion, the parents and child must meet with the Headteacher before returning to school and a plan must be put in place for re-integration into school.

Such serious offences such as physical assault or persistent bullying would be grounds for exclusion. Exclusion procedures follow the LA Guidelines and the School's **Exclusion Policy**.

11. Links to other Policies

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Exclusion Policy
- Safeguarding and Child Protection Policy
- Use of Restraint Policy

Appendix A: Detention

Schools have the legal power to put pupils aged under 18 in detention without parental consent. Schools do not have to give any notice for lunchtime and playground detention, and Section 5 of the **Education Act 2011** removed the requirement for schools in England to give 24 hours' written notice for detention outside school hours, but such detention should not be issued if it is known that it would compromise a child's safety.

Appendix B: Searching

The Headteacher or other members of the senior management team may search a child's property. This will generally be with the consent of the child, e.g. checking for lost items in a school bag with the child present. However, if the child is suspected of having prohibited items, a search of their bag may be undertaken without consent but with the child and another member of staff present. Prohibited items may include:

- mobile phones (in the classroom or playground)
- electronic games and devices
- knives
- 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 to:
 - commit an offence
 - cause personal injury to, or damage to the property of, any person (including the pupil).

The school retains the option of calling the Police, who may decide to conduct a further search, but parents will be called at this point before any search is undertaken and the child's dignity must be maintained.

Appendix C: Examples for dealing with Behaviour

Example	Potential strategy
A child is being disruptive during a whole class	Ask them if they are okay. Remind them of the

discussion.	whole class of the expectations during this time.
Two children have got into a disagreement at lunch time and have said some unkind things to each other.	Talk to both children individually and then facilitate a discussion together to explain how they made the other feel.
A child has said something about another child's religion.	Class teacher to speak to the child/ren and inform parents. Class teacher to record on CPOMs.
Two children have been physical with one another. They cannot agree with who started it.	TA/MDSA to inform teacher if not aware. Class teacher to talk to both children individually and then facilitate a discussion together to explain how they made the other feel. Explain that regardless of how this started they have both made a wrong choice and will need to have a reflection period. Depending on the severity this may be an example of when immediate action may need support from SENDco/Deputy/Headteacher.

Rephrasing reflective conversations and behaviour management:

Instead of using	Try using
Why did you do that?	What were you feeling when you did that?
Stop doing that!	Are you okay?
Calm down!	I can see that you are feeling _____ right now. Take your time, I am here when you are ready.
What did you do?	Talk to me about your break/lunch time.
What happened at break/lunch time today?	How was your break/lunch time today?

Template for an apology letter:

Dear.....

I am sorry for.....

It was wrong because.....

In the future I will.....

Please forgive me so we can go back to being friends?

From.....