

Positive Behaviour Policy



June 2026

The Behaviour Policy in respect of the Knypersley First School has been discussed and adopted by the Local Advisory Board.

Chair of Local Advisory Board:

Mrs K Gibson

Responsible Officer:

Miss L Leese

Agreed and ratified by the Local Advisory Board on:

June 2026

To be reviewed:

June 2027

This policy is based upon the Classroom Culture Crisis Prevention training. This policy reflects the Behaviour in Schools Guidance (2024), Suspension and Permanent Exclusion Guidance (2023), Keeping Children Safe in Education (2025), Alternative Provision Statutory Guidance (2024) and the Staffordshire Graduated Response Toolkit (2024). It should be read alongside our Safeguarding Policy, Anti-Bullying Policy and SEND Policy.

Intent

Knypersley First School is a happy, vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence, independence and resilience in an environment where efforts are valued and all children flourish. Throughout their time with us, pupils are empowered to gain the skills and knowledge to become citizens of the future. On a day-to-day basis our school promotes our Trust's shared values of:



Excellent behaviour is a minimum expectation for all. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to create a culture of exceptionally good behaviour for learning which lays down the blueprint for positive behaviour for life. We encourage our learners to be ambitious for themselves and for others, as we support and challenge them in their learning journey. Staff, children, governors and parents recognise the need for an effective, uncomplicated and consistent approach to positive behaviour in order for high quality teaching and learning to take place. As part of our commitment to this, we have reviewed our behaviour policy and simplified our school rules to enable our whole school community to understand, embrace and remember them. All behaviour in school is underpinned by our three school rules:

- **BE SAFE**
- **BE RESPECTFUL**
- **BE READY**

We want our learners to **be safe** and **feel safe**; safe as they move around school, safe inside and outside the school building which includes being safe on school trips and staying safe online. We want our children to know who they can turn to for advice when they are worried or concerned, within school and outside of school. We aim to build a school community of people who protect not only our own safety but a community who take the time and care to look out for one another. Our approach aligns with the Staffordshire Behaviour Principles (2024), ensuring a consistent, relational and preventative behaviour culture. All staff are expected to model the 3B rules and uphold a calm, predictable environment that supports emotional regulation and positive relationships.

We want our learners to be **respectful**; to treat others fairly, to develop mutual respect alongside tolerance, patience and understanding, to listen when others speak, to respect others' opinions, to use and show good

manners and to respect class resources and the school environment. Ultimately, we aim to all work together to promote and develop strong, healthy relationships in school and within the local community.

We want our learners to be **ready**; ready to work and learn to their full potential by always doing their very best, ready to listen, ready to help, ready to act for a friend or neighbour in need, ready to lead, ready to give and forgive, ready to have fun and enjoy time in school.

Implementation

Learning together, Learning for Life **This is the Knypersley Way**

- A member of staff will meet and greet every child, every morning.
- There will be a consistency that ripples through every interaction on behaviour from all adults in school.
- All adults in school will model positive behaviours and show a real commitment to building positive relationships; remaining calm and using first attention to best behaviour, praising those who are demonstrating good behaviour and never ignoring or walking past children who are not following our three school rules.
- Staff use relational practice and co-regulation strategies to support pupils who are dysregulated or struggling to meet expectations. This includes the use of Zones of Regulation, emotion coaching and restorative dialogue
- Provides a curriculum which explicitly explores and defines what good behaviours, relationships and interactions look like within the school environment and beyond.
- We will promote and celebrate specific behaviours (social and/or learning behaviours) through the 'Learning together, learning for life' motto.
- Children who go 'over and above' with their learning or their behaviour will be recognised in our weekly celebration assemblies through our celebration award.
- All adults in school will engage in reflective dialogue with learners, using the given scripts. When needed, restorative conversations will be held with individuals in a quiet space away from others.
- When necessary, pupils who persistently struggle to self-regulate against our school rules of safe, respectful and ready, are supported through a variety of strategies, interventions and external agencies.
- Where monitoring shows a pupil displays more serious or regularly repeated negative behaviours, a range of communication between SEND Leaders, Senior Leaders, parents and external agencies will take place as demonstrated in the school's SEMH Graduated Response

At the beginning of the school year and throughout the year, all staff work hard to reinforce our three school rules. Throughout the school day, pupils will be reminded of the three school rules through either direct or indirect conversations about whether behaviour is 'ready, respectful and/or safe'.

Our approach to creating a positive ethos within school is to treat children positively, praising them, offering encouragement and acknowledging their achievements. We will ensure that children know that their effort, achievement and good behaviour is recognised and valued through a range of classroom and whole school strategies, see below:-

**CLASSROOM
POSITIVE ENCOURAGEMENT,
RECOGNITION & REWARDS**

- An encouraging smile
- Praise (Verbal and written)
- Stickers
- Sharing work with another class/teacher/Headteacher
- House points/ Behaviour ladder
- Class behaviour display

**WHOLE SCHOOL
POSITIVE ENCOURAGEMENT,
RECOGNITION & REWARDS**

- Celebration Assembly
- Headteacher treasure box
- Certificates
- Texts home
- Lunchtime Awards
- Attendance Awards
- Newsletter celebrations
- House Points

Our reward systems are designed to be equitable and accessible to all pupils, including those with SEND. Staff ensure that rewards are achievable, fair and adapted where necessary so that all children can experience success.

Strategies to Manage Behaviour

Children are held responsible for their own behaviour. Staff will address and manage behaviour using the Class Behaviour Display. These are designed to give our children every opportunity to modify and change their behaviour for the better. Our Behaviour Display should always be gone through with care and consideration, taking individual needs into account and giving children time to reflect.

School Behaviour Logs & Monitoring

Through use of our class behaviour ladder all 'red card' behaviours are formally recorded. Our school has a confidential behaviour log on our Arbor Information System. These are written records of interactions and conversations concerning behaviour. The log is dated and includes relevant information and action taken. Incidents of proven bullying and racism incidents are always reported directly to the Headteacher/ Senior Leader.

Weekly reports are generated by Arbor and are analysed thoroughly and discussed regularly by Senior Leaders. Any subsequent actions from these meetings would be in line with our school SEMH graduated response. These reports are also discussed termly within our Safeguarding Link Governor meetings.

Behaviour data is analysed for patterns relating to time of day, location, type of behaviour, pupil groups (including SEND, PP and vulnerable pupils) and known triggers. This ensures early identification of emerging needs and informs targeted intervention. Staff use Arbor behaviour records, ABC and EIBC monitoring (see Appendix 7) to identify subtle changes in behaviour over time. These tools support staff in noticing shifts in regulation, frequency or context of behaviours that may indicate an underlying need.

This additional monitoring is reviewed weekly with parents/carers so that school and home can work in partnership to identify barriers, share insights and plan appropriate support. Together, staff and families

co-produce strategies that enable the child to be successful and ensure that intervention is timely, targeted and responsive.

If over a 7 week period (half a term) 3 red cards are reported onto the Arbor system parents/ carers will receive a 'Red Card Letter' (see appendix 2) and will be invited into school to discuss incidences and to create together an SEMH Targeted Strategy Plan (see Appendix 2) if required to promote positive behaviour.

Class Behaviour Ladder Display

Ladder	Explanation
Wow!	To recognise any wow moments – learning/effort/engagement of children in the classroom, supported by House points and class reward
Super Learning	To recognise effort/achievement in a child's learning or attitude to learning, supported with house points
Excellent effort	To praise a child for good contributions/engagement/behaviour in the classroom, supported by house points
Ready to learn	All children to start here each morning. Reflect on children's attitudes to learning and the school rules. <i>The child's peg will be added to the ladder as they are 'ready to learn' in line with the 3B school rules.</i>
Reminder – Make better choices	A reminder will be given to the child to make a better choice and adapt their behaviour to suit the learning environment. Ensure all reasonable adjustments have been made so that they can access learning. Staff to draw attention to the model of behaviour they do want in the classroom (Positive discipline). <i>The child's peg will be removed from the ladder to prevent public reprimanding until they become 'ready to learn' in line with the 3B school rules.</i> Before moving a child down the ladder, staff will ensure that all reasonable adjustments have been made. This includes checking sensory needs, communication clarity, task scaffolding and emotional regulation support.
Teachers Choice	The choice is taken away from the child as they cannot make the correct choices, the child will reflect on their behaviour. CT will then discuss their behaviour using the restorative conversations and scripted responses to support these discussions. The child will be allowed another chance to adapt their behaviour and follow the school rules.
Red card	Child will complete a reflection sheet and discuss the incident. These conversations will use the scripted responses. Parents will be informed and the incident will be logged on ARBOR

PLEASE NOTE: All of the above actions will be used consistently across the school and class teachers will use their professional judgement regarding actions to take at the most appropriate time. It is **occasionally**

possible to leap or accelerate movement for certain behaviours displayed. Aggressive behaviour, fighting or swearing will trigger consequences and lead immediately to recording on Arbor (children's developmental ages and levels of understanding will of course be taken into account). In these cases, the teacher will use her/his professional judgement to decide whether senior leaders should be asked to intervene immediately.

When a red card is issued, staff will consider whether the behaviour may be linked to an unmet SEND need, safeguarding concern or emotional regulation difficulty. This will be recorded on Arbor and flagged to the SENDCO or DSL where appropriate.

Restorative Conversations - Scripted Responses

The following scripts and planned responses are used by all staff in school if children fall below green on the behaviour ladder. This encourages a calm, consistent and kind approach and promotes the time needed to encourage restorative conversations. We believe it is these moments and conversations that lie at the heart of positive behaviour and relationship management.

Restorative Conversations - Scripted Responses

Our restorative approach aims to support pupils to repair relationships, understand impact and develop self-regulation.

The following scripts and planned responses are used by all staff in school and are shared with our children. This encourages a calm, consistent and kind approach and promotes the time needed to encourage restorative conversations. We believe it is these moments and conversations that lie at the heart of positive behaviour and relationship management.

General Aids Across All Stages

The “3B” Rule Poster

Zones of Regulation – Supports children to understand their emotions and respond to aid regulation.

First-Then Boards – “First we reflect, then you play.” Excellent for visual structure and motivation.

Now/Next Boards – To reduce anxiety and clarify expectations for transitions or consequences.

Visual Timers – reduce anxiety and to support with focused thinking

Warning Script

Aids for thinking time:

3B posters – visuals to use as a verbal reminder of what is expected. Will be used to refer the children to the expectation they have not reached. Teacher to support the child to reflect and to adapt behaviour to meet visuals and expectations.

EYFS:

NAME/ STOP - That choice wasn't safe/respectful/ready, I will now take your peg off 'ready to learn'. I know you can make a better one! If you repeat that choice, you'll sit out for 5 minutes. Can you remember when you were a superstar—like when you [helped someone/shared your work]? That choice will allow me to give you rewards and [parent/ carer's name] happy news. Let's try again. Use the 3B poster to help.

KS1/KS2:

"Right now, your behaviour is not showing the respectful, safe, and ready attitude we expect. I know you're capable of so much more—I've seen it. I will now remove your peg from 'ready to learn', if this continues, you'll continue to move down our class behaviour ladder and then be instructed to take time to think about your choices.

Remember when you [helped a friend / led the group / completed brilliant home learning]? That's the version of you I know and value. Let's see that today. Take a moment and think carefully about your next action, use the 3B posters to support you."

Once the child has shown a positive improvement of behaviour the peg will be readded to the ladder on 'ready to learn'.

Stop and Think Script

Aids for Stop and Think: 3B visuals reminders.

EYFS:

Even after our chat, I noticed you were (having trouble to focus/struggling to get going today/wandering round the classroom/finding it difficult to follow my instructions). You broke the rule about being [safe/respectful/ready] and I cannot add you back to the behaviour ladder on ready to learn. So you'll sit with me for 5 minutes and think about it. Do you remember last week when you did something amazing—like [Star of the Week/helping others]? That's the person I love to see. Let's calm down now."

KS1/KS2:

I noticed you were [struggling to focus / off task / not following instructions], even after a warning. That breaks our rule about being [ready / respectful / safe].

Because of that, you have continued to move down the behaviour ladder and you've chosen to spend 5 minutes of your [playtime/time] with me to reflect. Can you remember last week when you [got Star of the

Week / showed brilliant teamwork / came in ready to learn]? That's the person we need to see again today. Thank you for listening—take some quiet time now to reflect.”

(Allow space for calm before continuing.)

Once the child has shown a positive improvement of behaviour the member of staff will praise publicly and check back in with the child in 10 minutes to reassess choices. If positive difference is clear children to be added back to 'ready to learn'.

Take a Moment Script

Visual Aids for Take a Moment:

Zones of Regulation and toolkit.

3B visual poster

EYFS:

Let's think—what was the behaviour that broke the 3Bs that you were showing? That choice means you have now reached 'red card' on the ladder and it's time for you to work in another class for a bit. Then after you have taken some time to think—we'll talk about it later and make a plan to do better.

After 'Time Out' follow up with ...

Let's think together—how can we stop this from happening again? It's not like you to [shout/give up/hurt others]. If you try your best, we'll have a really good rest of the day. If not, we'll need to talk to check in with [Head of school/SLT]." You can make a good choice—I believe in you.

KS1/KS2:

"Every choice has a consequence. Tell me—what do you think the poor choices were that led to this point? You'll now have a Time Out in another classroom as you have reached 'red card' on the behaviour ladder, this will give you space and help you reset. We'll speak afterwards about how to move forward."

After 'Time Out' follow up with ...

Let's talk about how we can avoid this happening again. It's not like you to [shout out / ignore instructions / give up]. I care about how the rest of your day and week go. If you choose to engage and do the work, that's fantastic—and we can [celebrate progress / move on positively]. If you choose not to, we may need to involve [Senior Leaders/ Head of School]. You can make a good choice—I believe in you.

Time Out - Restorative Questions

EYFS

- Encourage the emotional recognition focused questions: "Tell me what happened?" and "What were you feeling?"
- Foster empathy and responsibility: "Who has been upset?" and "How can we fix it?"
- Encourages forward-thinking in a gentle, accessible way. "What can we do differently tomorrow?"
- Refocus: "Can you remember the 3B rules to help you to get to Ready to Learn?"

Children will be supported once regulated to complete a reflection form (see appendix 5)

Thank the child for their reflection time and encourage them back to 'Ready to Learn'. Consider small steps of progress towards behaviour and ensure they remember that you believe in them and trust that they will succeed. It is important once this cycle has completed that you report on Arbor 'red card' and take the child's reflection conversation as a fresh chance to succeed.

KS1/KS2

- Encourage critical thinking questions: "What were you thinking about?" / "What have you thought since?"
- Reinforce care and high expectations: "I care about what happens next..."
- Guide the child towards realistic solutions and accountability "What should we do to put things right?"
- Refocus: "Can you remember the 3B rules to help you to get to Ready to Learn?" – "What will this look like when we go back into the class?"

Children will be supported once regulated to complete a reflection form (see appendix 6)

Thank the child for their reflection time and encourage them back to 'Ready to Learn'. Consider small steps of progress towards behaviour and ensure they remember that you believe in them and trust that they will succeed. It is important once this cycle has completed that you report on Arbor 'red card' and take the child's reflection conversation as a fresh chance to succeed.

PSHE & Citizenship & Online Safety

Our PSHE & Citizenship curriculum ensures that pupils understand how to stay safe, make responsible choices and behave positively both offline and online. Through a carefully sequenced and responsive programme, pupils are explicitly taught about respectful relationships, digital citizenship and safe online conduct, including how to recognise risks, manage peer influence and communicate appropriately in digital spaces.

This spiral curriculum ensures that expectations for behaviour extend beyond the classroom, equipping children with the knowledge, skills and values needed to act safely, responsibly and with integrity in an increasingly connected world. Safe Zone modules strengthen safeguarding, digital resilience and online safety and include lessons on:

- Self-Image and Identity
- Online Relationships and Reputation
- Online Bullying
- Health, Wellbeing and Lifestyle
- Managing Online Information
- Copyright and Ownership
- Privacy and Security

This ensures full alignment with Education for a Connected World and KCSIE. The objectives promote the development of safe and appropriate long-term behaviours. It also supports our teachers in empowering our pupils and building their resilience. We aim to give our pupils the information that they need to make good decisions about their own health and wellbeing which includes teaching children how to be safe online and the impact social media, excessive screen time and the internet can have on their wellbeing.

Promoting Positive Well-Being and Mental Health

At Knypersley, pupils will also learn how to build their confidence, independence and resilience so they can keep themselves mentally healthy. The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe and knowing how and when to ask for help if problems arise are included as part of our PSHE curriculum. We also celebrate National Celebration Events such as Children's Mental Health Week and Anti-Bullying Week. We strongly believe that a healthy body means a healthy mind and, therefore, we promote and support children in understanding that good physical health contributes to good mental wellbeing, and vice versa.

Pastoral Support – Interventions and Support Strategies

As part of our pastoral programme, we will endeavour to identify and support those pupils who are more vulnerable. We offer a variety of classroom strategies that complements the promotion of emotional wellbeing of pupils in our school, such as:

- Zones of Regulation
- Worry monsters
- Anti-bullying Ambassadors (Knypersley Knights and Peer Mediators)
- Pupil leadership groups such as Playground leaders

Beyond the classroom, support may include:

- Mental Health Support Team

- Action for Children
- VIP Education – Emotional Coaching
- SEMH interventions-individual and classroom
- SEND hub referral
- Graduated Response
- Outreach Support

All SEMH support follows the Staffordshire SEMH Graduated Response (2024), ensuring early identification, targeted intervention and multi-agency collaboration where needed.

Interventions do not aim to solve *all* the pupils' difficulties. It will target the priority need at the time and we will utilise other services to help where and when necessary. We also have quality resources, books and activities that help to build pupils self-esteem, resilience, increase inner calm, manage anger, improve understanding of emotions and encourage positivity.

Positive Classroom Culture

At Knypersley First School, we feel passionately about empowering our children to have a 'growth mindset' which enables them to love learning and strive to be the very best that they can be. The children's capacity to develop a growth mindset is underpinned by the school's ethos and motto of Learning together, learning for life. It is further developed through whole school assemblies and wider curriculum.

We aim to achieve:

- A love of learning and a desire to improve.
- A desire to be challenged.
- A resilience and willingness to work for a positive result.
- A belief that with effort and practice you can achieve anything.
- An understanding that you can learn from your mistakes and failures.
- Self-motivation and resilience.
- Being proud of all of your achievements.

Anti-Bullying

Bullying in any form will not be tolerated at Knypersley First School. (Please refer to our Anti-Bullying Policy) Bullying is the unwanted behaviour towards another person over a period of time. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. (Please refer to our anti bullying policy).

Equal Opportunities and Entitlement for All

The safety, welfare and well-being of all pupils and staff is a key priority at Knypersley First School. We actively promote values of respect and equality and work to ensure difference, diversity and inclusion is celebrated across the whole school community; promoting respect and equality across all protected characteristics, including sexual orientation, gender identity and family diversity, as we prepare pupils for life in diverse 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter middle school and beyond in the world of further study. We commit to challenging discrimination and aim to provide positive information about different groups of people, including LGBTQ+ people, that is non-stereotyping. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This is in recognition of the further development of good practice in teaching and learning across the school to support all pupils' learning and the specific support provided for pupils who have difficulties with aspects of reading, writing or spelling.

Behaviour incidents involving prejudice, discrimination or harassment related to protected characteristics are recorded, monitored and addressed

Inclusion

We are committed to promoting an environment that embeds the values of inclusive educational practices so teaching and learning is accessible and relevant to all our children. We look beyond inappropriate behaviour to support each child's individual needs. We also recognise the limits of our expertise and welcome the support of outside agencies. Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

Parental and Community Involvement

We believe that a healthy partnership with parents and the community is essential. We wish to build a positive partnership with parents and carers based on mutual understanding, trust and cooperation. We aim to work collaboratively with parents to uphold consistent messages about how to behave, both at school and at home. Parents are regularly informed of events and developments on the school newsletters, on our school Facebook feed and via the school website. Working with parents is a vital part of our whole school approach to positive behaviour. Our three school rules are shared with parents in our welcome meeting before new EYFS parents join us and in our 'Welcome to the Year Group' information booklets given out at the beginning of the year. Our positive behaviour policy is shared on our website and a paper copy can be requested from the office.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Pupil Transition

Incoming Pupils:-The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Out Going Pupils:- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to the relevant staff at the start of the term or year in order to support the pupil.

Exclusion

Whilst the ethos of our school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour. We are committed to inclusive practices that support the needs of all our children and we work in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence.

However, in response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time – refer to Restrictive Physical Intervention Policy.

If serious incidents or persistent poor behaviour continues which has not improved following in-school sanctions and interventions, the school can use suspension and permanent exclusion in response. Behaviour which may trigger this could include persistent disruptive behaviour, verbal abuse or threatening behaviour towards an adult or child, assault of an adult or child, dangerous behaviour that could harm self or others.

Exclusions both temporary (suspension) or permanent, are seen as a last resort. However, if behaviour raises issues of health, safety and wellbeing to others, then the Headteacher will follow the exclusion procedures as set out by the Department of Education. Parents/ Carers will be informed both verbally and in writing (see Appendix 4 Suspension Example Letter) along with the Local Authority and the Safeguarding Link Governor – K.Gibson Every child at Knypersley First School has the right to learn, free from distractions caused by the behaviour of other children.

Confidentiality

As a school we will ensure that:

- Staff, children and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality. Adults must not guarantee unconditional confidentiality.
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. Hope Project, Child Line, NSPCC
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Should a child disclose, in or outside of lessons, the Headteacher (Designated Safeguarding Lead) or Assistant Headteacher (Deputy Designated safeguarding Lead) will always be informed and will follow child protection procedures as appropriate. Further details are outlined in our Safeguarding policy.

Training

As part of their induction process, our staff are provided with training on managing, logging and responding to behaviour. Behaviour management will also form part of continuing professional development. All staff receive annual training on behaviour, regulation and relational practice. Training is refreshed throughout the year based on need and emerging trends.

Impact

Knypersley First School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Behaviour Policy guides staff to teach self-discipline not blind compliance by providing simple, practical procedures for both staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

...and above all, foster in our children positive learning behaviours that will equip them well as they go on to the next stage of their education journey.

Communication/Dissemination of this Policy

This policy document is published on our school website and a paper copy is available on request. This policy is referred to in our prospectus. A link to a copy of this policy can be found in the staff handbook too.

Supporting Documents & Review Procedures

This behaviour policy will be reviewed by the headteacher and Local Advisory Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data or training.

This policy is based on legislation and advice from the Department for Education (DfE) on:

1. [Behaviour in schools: advice for headteachers and school staff \(2024\)](#)
2. [Searching, screening and confiscation: advice for schools \(2023\)](#)
3. [The Equality Act 2010: guidance](#)
4. [Keeping Children Safe in Education \(KCSIE\) \(2024\)](#)
5. [Suspension and permanent exclusion from maintained schools, academies and PRUs in England, including pupil movement \(2022\)](#)
6. [Use of reasonable force in schools](#)
7. [Education for a Connected World – UKCIS Framework](#)
8. [Supporting pupils with medical conditions at school](#)
9. [SEND Code of Practice: 0 to 25 years](#)
10. [Academy behaviour policies and anti-bullying strategies: DfE guidance on publication](#)

Appendix 1 – SEMH Graduated Response

Universal Offer – Do/Plan	What all pupils should be getting:
<ul style="list-style-type: none"> Assessors to explore Trust School Values (CSL, SEND) Adults aware to have an in-depth knowledge of the class needs and backgrounds in order to develop emotional currency within the classroom Create a relationship centred and positive learning environment and atmosphere based on mutual respect Expression of vulnerability established rules which are displayed, referred to regularly and used to praise correct behaviours Adults and children have high expectations for learning behaviours and treatment Individualised praise for correct behaviours to support focus attention being given to best conduct Clear and consistent routines embedded and visually displayed for the class Peak points identified and 2-3 key routines used to reinforce Class Visual Behaviour Tracker which allows for positive and negative movement. These in public, Dependent in private (DPR, RPI) Adults use structured interventions (Scripts) to remind children of expectations and shared rules Use of Class visual emotion board displaying a range of emotions that have been introduced/employed by the children Access to Writing Monitor Discouraging pupil voice through surveys and class discussions Connecting classroom expectations (CSL) or regulation plans with pupils Reflective spaces in books or class journals to process thoughts safely – Writing Monitors Access to class Calm Corner and educated on calming strategies – Zones of Regulation Access to Class Emergency Signals linked to Peer Mediators Access Time to Talk areas Circle time PSHE curriculum Teachers must not greet or lay into pupils throughout the day Effective and consistent communication and shared expectations from all school staff Leadership opportunities throughout school offered to increase pupil self-esteem Regular use of Zones of Regulation to help children identify and name their feelings Discussion checks at key times of the day (eg, start of lessons, transitions) Opportunities to explore emotions through stories, roleplay, and circle time 	<ul style="list-style-type: none"> Assessors to explore Trust School Values (CSL, SEND) Adults aware to have an in-depth knowledge of the class needs and backgrounds in order to develop emotional currency within the classroom Create a relationship centred and positive learning environment and atmosphere based on mutual respect Expression of vulnerability established rules which are displayed, referred to regularly and used to praise correct behaviours Adults and children have high expectations for learning behaviours and treatment Individualised praise for correct behaviours to support focus attention being given to best conduct Clear and consistent routines embedded and visually displayed for the class Peak points identified and 2-3 key routines used to reinforce Class Visual Behaviour Tracker which allows for positive and negative movement. These in public, Dependent in private (DPR, RPI) Adults use structured interventions (Scripts) to remind children of expectations and shared rules Use of Class visual emotion board displaying a range of emotions that have been introduced/employed by the children Access to Writing Monitor Discouraging pupil voice through surveys and class discussions Connecting classroom expectations (CSL) or regulation plans with pupils Reflective spaces in books or class journals to process thoughts safely – Writing Monitors Access to class Calm Corner and educated on calming strategies – Zones of Regulation Access to Class Emergency Signals linked to Peer Mediators Access Time to Talk areas Circle time PSHE curriculum Teachers must not greet or lay into pupils throughout the day Effective and consistent communication and shared expectations from all school staff Leadership opportunities throughout school offered to increase pupil self-esteem Regular use of Zones of Regulation to help children identify and name their feelings Discussion checks at key times of the day (eg, start of lessons, transitions) Opportunities to explore emotions through stories, roleplay, and circle time
<ul style="list-style-type: none"> Class levels Arise Records Attendance PPH meetings termly 	

Plan/Do	Check/Review	Review	Review
<ul style="list-style-type: none"> Incorporating social stories and comic strip interventions to model positive interactions Explicit teaching of friendship skills and turn-taking Access to sensory tools (fidget items, ear defenders, weighted cushions) 	<ul style="list-style-type: none"> Staff to complete the following course: https://nationalcollege.com/external/online/online-teacher-management-behaviour-management Observation planning clinic with Mental Health Leader TSP to be generated to add in detail to and the child Consider the following to add in detail to and the child: <ul style="list-style-type: none"> Individual Regulation Plan: Co-created with the pupil, outlining triggers and strategies Key Adult Attachment: Daily check-ins, co-regulation support, and emotional coaching Alternative Recording Methods: Use of voice notes, drawing, or adult scribing Individual Regulation Plan: Co-created with the pupil, outlining triggers and strategies Positive Reinforcement Systems: Tailored to the child's motivators and strengths Peer Mentoring or Buddy System: To foster connection and reduce isolation Regular Parent Communication: Strength-based updates and shared strategies Staff CPD: On trauma-informed practice, attachment, and SEMH differentiation ABC monitoring – look for patterns in behaviours. Add details that would support 	<ul style="list-style-type: none"> Child added to the SEND register to SEND support Attend SEND PPH to discuss main areas of concern Start Access Plan Do Review process 4 weekly review clinic to take place for these children to monitor progress and to adjust where needed Ensure that the 1st session of the P.P is very clear and details exactly the provision to aid progress Refer to outside agencies for support: Speech and Language, OT, (Wiggle -Dots), TALC using sensory complete BPVS, SPART, CAPHS HT issued advice if accepted into the assessment pathway HT take up referral of full diagnosis has been received Refer to CRP SEND Hub to discuss provision and evidence gathering if first cycle has limited impact on progress EBEC – monitoring behaviours and social interactions over a 6-week period (Behaviour is escalating, unpredictable, or emotionally charged) Use to understand how and why a child dysregulates, not just what happened Plan bespoke regulation strategies or trauma-informed responses Attendance Officer support where there are frequent late arrival/absences CRP training to be completed by key members of staff 	<ul style="list-style-type: none"> Attend SEND PPH to discuss main areas of concern Start Access Plan Do Review process 4 weekly review clinic to take place for these children to monitor progress and to adjust where needed Ensure that the 1st session of the P.P is very clear and details exactly the provision to aid progress and external support request the SEND Hub/lead within your domain to gain advice from LA Refer into CRP SEND Hub for advice around specific SEND need based on evidence gathered Refer into SEND and Inclusion Hub for support where recommended at the CRP Hub ensure recommendations from agencies are implemented and reflected into P.P plans (Action Inclusion Team) Begin to complete '1st Question' and '2nd Question' and use of SEN national guidance (AGOOD) link this to the additional interventions and support work that is taking place for this child to show need for (EAS) EAPOR create a coded provision map that demonstrates full use of SEN national guidance (AGOOD) link this to the additional interventions and support work that is taking place for this child to show need for (EAS) EAPOR CRP training to be completed by key members of staff

SCAFFOLDING & CATCH UP	INTERVENTION & STRATEGY PLAN	SEND SUPPORT	EXTERNAL SEND SUPPORT
		There is evidence that teachers have made reasonable adjustments to include and meet the needs of the pupil within the classroom. There is evidence that the teacher team are following their whole school responsibilities to support a SEND	If a child is increasingly decreasing or class checks with levels or a consistently not achieving P.P progress you will be moving to evidence for additional support post school.

Assess	Intervention & Strategy Plan	SEND Support	External SEND Support
<ul style="list-style-type: none"> SDQ Strengths and Difficulties Questionnaire Useful for picking up mild emotional or peer difficulties even if the total score is below threshold. SDQ Scores of 0-10 in the borderline range can indicate emerging issues needing a more structured and supportive approach Teacher observations: Observational Markers might be: <ul style="list-style-type: none"> Low-level but chronic avoidance behaviours (e.g. task avoidance, hiding during transitions) Relational fragility (e.g. struggles to navigate peer disagreements without resolution) Somatic complaints (e.g. frequent minor ailments linked to emotional distress) Delayed emotional development compared to receptive peers. Arise Records indicate behavioural changes are beginning to form. 	<ul style="list-style-type: none"> Evidence Me – capturing positive behaviour interactions SDQ (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold. SDQ Scores of 11-16 in the borderline range can indicate emerging issues needing a more structured and supportive approach BPVS check to be completed (receptive language) and results shared with Subject Leader to support planning Visual Stress Check Persistent Absenteeism: Attendance below 80%, especially if patterns are linked to anxiety, emotional dysregulation, or school refusal. Frequent Late Arrivals: Especially when habitual and paired with signs of distress or avoidance. Unexplained Absences: Absence codes that lack clear medical or safeguarding justification. Parental Withdrawal Requests: Eg. repeated early pickups or reluctance to attend specific school events – noise increasing or a change in routine. Arise Records indicate behavioural changes are beginning to become more frequent. 	<ul style="list-style-type: none"> Please repeat the following standardized tests before P.P meetings to aid target setting: <ul style="list-style-type: none"> TALC – Do (Wiggle) BPVS – consider if a SALT referral for language would be needed. Eye checks and hearing checks to be completed SDQ (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold. SDQ Scores: <ul style="list-style-type: none"> Total score 15-17 high/very high range Emotional or Conduct subscales frequently flag concerns High impact scores (2) suggest significant functional disruption Arise Records: Frequent and escalating behaviour incidents, even with behaviour plans in place Continue to monitor Persistent Absenteeism: Attendance below 85%, especially if patterns are linked to anxiety, emotional dysregulation, or school refusal. ABC charts – implement Tuned Observation – SENDQA to complete Evidence Me – capturing positive behaviour interactions linked to P.P targets 	<ul style="list-style-type: none"> Please repeat the following standardized tests before P.P meetings to aid target setting: <ul style="list-style-type: none"> Executive Functioning – DUKI/IDUKI BPVS Continue SALT if referred for language SENDI Solution Hub support – referral EP support SDQ (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold. PASS (Pupil Attitudes to Self and School) Focuses on pupil voice – low scores in areas like confidence in learning or feelings about school can imply SEMH fragility. SDQ Scores: <ul style="list-style-type: none"> Total score 18-40 high/very high range Emotional or Conduct subscales frequently flag concerns High impact scores (3-ND) suggest significant functional disruption See below Monitoring (internal or external) for emotional or behavioural responses

Review	Responsibility	Communication	SEMh Now ARE
<ul style="list-style-type: none"> PPH termly – (DfE) 4 week step and review – plan for next steps 	Class Teacher	Send SEMH Letter 1 home along with Specific Learning Pack	1 Point DA / No progress
<ul style="list-style-type: none"> Mental Health Leader made aware in order to monitor intervention progress and support writing of targeted strategy plan PPH termly – (DfE) 	Class Teacher MHL Lead, Inclusion Lead	Send SEMH Letter 2 home along with Specific Learning Pack	2 Point DA / No progress
<ul style="list-style-type: none"> 6 weekly review with SENDQA, SEND PPH Daily progress checks Evidence Me parents share progress over time towards P.P target P.P meetings with parents – as targets are achieved Classroom SENDQA 	Class Teacher MHL Lead, Inclusion Lead	Send SEMH Letter 3 to invite parents in for a P.P meeting to discuss the plan for progress	3 Points DA / No progress
<ul style="list-style-type: none"> Student clinic review with SENDQA 6 weekly SEND PPH meetings review cost of provision to aid progress against national budget (AGOOD) Consider EAPOR/ENCA following advice from the CRP SEND Hub 	Class Teacher MHL Lead, Inclusion Lead	Parents will be invited in for meetings with external agencies if agreed to refer. Please ensure you liaise and gain permissions before committing.	4 Points + DA / No progress

Appendix 2 – ‘Red Card Letter

Knypersley First School,
Newpool Road
Knypersley
Stoke-on-Trent
Staffordshire
ST8 6NN



Date: XX/XX/XXXX

Red Card Letter

Dear XX,

Unfortunately, your child XXXX has received a red card at school today. This was for XXXXX. I have been alerted that your child has received 3 Red cards over a XXX-week period. Red cards are recorded on our Arbor Behaviour record system, analysed and reported to our Local Advisory Board each term.

Excellent behaviour is a minimum expectation for all. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to create a culture of exceptionally good behaviour for learning which lays down the blueprint for positive behaviour for life. All behaviour in school is underpinned by our three school rules:

- BE SAFE
- BE RESPECTFUL
- BE READY

We are inviting you to a meeting to discuss your child's conduct and how we can support them to follow our school rules more effectively. This will help to reduce the likelihood of receiving further red cards. This meeting will be with their class teacher and a member of the Senior leadership Team. We would like you to attend on xxxxxx at xxxxx pm. Our Behaviour Ladder is on the back of this letter and the full policy can be seen on our website [Behaviour Policy \(Knypersley First School\)](#)

We thank you in advance for your support in this matter.

Best Wishes

Miss L Leese

3 – ‘SEMH Targeted Strategy Plan’ Example



SEMH Targeted Strategies Plan



Name:	D of B:	Age:	Teacher:	SENCo:
School:	Start date:		Review date:	
Assessment				
<p>Child's strengths</p> <p>Academic Levels</p> <p>Results from in-house assessments – target areas (SDQ, Boxall, Talkabout, Language)</p> <p>Outside Agency Involvement</p>				
Plan Strategies to be used	Do Provision- What does this look like?		Review What's working well	

Appendix 4 – ‘Exclusion Letter’ Example

Knypersley First School,
Newnool Road
Knypersley
Stoke-on-Trent
Staffordshire
ST8 6NN



Date: XX/XX/XXXX

Dear XX,

I am writing to inform you of my decision to suspend XXX for a fixed period of X day. This means that he will not be allowed in school for this period. The suspension starts today XX/XX/XXXX and ends on XX/XX/XXXX. Your child should return to school on XXXXXX.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend XXXXX has not been taken lightly. XXXX has been suspended for this fixed period due to XXXXXXXX.

You have a duty to ensure that XXXXX is not present in a public place in school hours during this suspension unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show reasonable justification.

You have the right to make representations about this suspension to the Local Advisory Board. If you wish to make representations, please contact myself on 01782 973810, as soon as possible. Whilst the governing body is not required to meet and has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the governing body/PRU management committee.


You are requested to attend a reintegration meeting with myself and the class teacher on XXXXXXXX at XXXXXXXX. The purpose of the reintegration interview is to discuss how best XXXXX's return to school can be managed and any amendments required to current plans in already in place.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy. There may be a charge for photocopying.

For your information the following sources of advice are available to you.


- Education Inclusion Officer, Claire Butters
Email: claire.butters1@staffordshire.gov.uk Telephone: 01785 296290

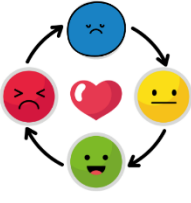




Appendix 5: EYFS/Ks1 Reflection Sheet – following a red card




MY FEELINGS & CHOICES

LET'S LEARN FROM WHAT HAPPENED!




<p>WHAT ZONE WAS I IN?</p> 	<p>WHAT HAPPENED?</p> <div style="text-align: center; margin-top: 100px;">  <p>WHAT DO YOU THINK?</p> </div>	<p>WHAT COULD I DO NEXT TIME?</p> <div style="text-align: center; margin-top: 100px;">  </div>	<p>WHAT DO I NEED THAT WOULD HELP ME NOW?</p> <div style="text-align: center; margin-top: 100px;">  </div>
<p>HOW CAN I MAKE THIS BETTER? </p>			

Appendix 6: Ks2 Reflection Sheet – following a red card



MY FEELINGS & CHOICES

LET'S LEARN FROM WHAT HAPPENED!



<p>WHAT ZONE WAS I IN?</p>	<p>WHAT HAPPENED?</p>	<p>WHAT COULD I DO NEXT TIME?</p>	<p>WHAT DO I NEED THAT WOULD HELP ME NOW?</p>
<p>HOW CAN I MAKE THIS BETTER?</p>			

Appendix 7: ABC (Antecedent - Behaviour - Consequence.), EIBC (Effective Intervention for Behavioural Challenges)

ABC:



ABC Chart for recording Distress Behaviour

Antecedents, Behaviour, Consequences

Child's name:				Name of reporter:		
Date	Time	Environment/activity/context	A: Antecedent (Trigger) What happened directly before the behaviour occurred?	B: Behaviour Describe the behaviour objectively	C: Consequence What happened directly after the behaviour occurred?	Possible Function S E A T Sensory – it feels good. Escape – from environment or situation. Attention – from others (adults or peers). Tangible – access to a specific thing, such as a toy or food.

EIBC:



Effective Intervention for Behavioural Challenges (EIBC) Daily Log

Child Name:

Week beginning:

Day/Date	Emotional wellbeing and regulation	Engagement	Interaction with adults and peers	Comments
Monday 1 st session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Monday 2 nd session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Monday Afternoon	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Tuesday 1 st session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Tuesday 2 nd session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Tuesday afternoon	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Wednesday 1 st session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Wednesday	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	

Key:



Red (5) - significant risk or distress, refusal or low engagement, low interaction levels
 Yellow (4) - moderate risk or distress, moderate engagement, moderate interaction levels
 Green (3) - little or no risk or distress and positive engagement, positive interactions

2 nd session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Wednesday afternoon	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Thursday 1 st session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Thursday 2 nd session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Thursday Afternoon	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Friday 1 st session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Friday 2 nd session	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Friday afternoon	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
Weekly Total	NB: High total indicates high need			Comments/next steps:

Review Date: This policy will be reviewed every two years or earlier if necessary.

Updates:	Date:
Appendix 1 added – SEMH graduated response	June 24
Page 4- 'If over a 7 week period (half a term) 3 red cards are reported onto the Arbor system parents/ carers will receive a 'Red Card Letter' (see appendix 2) and will be invited into school to discuss incidences and to create together an SEMH Targeted Strategy Plan if required to promote positive behaviour.'	June 24
Appendix 2 – Red Letter Card	June 24
Appendix 3 – SEMH Targeted Strategy Plan example added	June 24
Page 8 – ELSA replaced with VIP Emotional Coaching	June 24
Page 10 – 'Parents/ Carers will be informed both verbally and in writing (see Appendix 4 Suspension Example Letter) along with the Local Authority and the Safeguarding Link Governor – K.Mellor'	June 24
Appendix 4 – Exclusion Example Letter	June 24
Page 4 Sharing learning with the Head of School added as a positive encouragement recognition and reward.	June 25
Page 5 Behaviour ladder – at 'ready to learn' it was added that <i>'The child's peg will be added to the ladder as they are 'ready to learn' in line with the 3B school rules.</i> Under Reminder to make better choices it was added that <i>The child's peg will be removed from the ladder to prevent public reprimanding until they become 'ready to learn' in line with the 3B school rules.</i>	June 25
Under the behaviour ladder on Page 5 it was added within the 'Please Note' section that <i>(children's developmental ages and level's of understanding will of course be taken into account).</i>	June 25
Reviewed and updated the scripted response conversations to ensure that were a good reflection on the culture at Knypersley First School. Addition of visual prompts to support a communication friendly school approach.	June 25
S.Hine replaced K.Mellor as Safeguarding link	June 25
Page 14 Updated legislation and advice links from the DfE	June 25

Updated national frameworks	June 2026
Implementation for adults updated to capture regulation, co-regulation and relational practices.	June 2026
Statement added in relation to adaptation for pupils with SEND in relation to reward systems.	June 2026
SEMH GR updated	June 2026
Scripted Responses – Zones of regulation changed from emotion thermometer.	June 2026
Warning Script: visuals adapted: 3B visual poster added.	June 2026
Additional reference to adjustments and adaptation for pupils with SEND in relation to a decision to act on the behavior ladder – supporting staff to consider sensory needs etc that could impact behaviour.	June 2026
Additional information around recording and reviewing behaviour records – Arbor ABC and EIBCs. The use of the resources and parental engagement and role within those processes.	June 2026
Red card – reviewing if the behaviour displayed linked to an unmet need or broader communication.	June 2026
References to Wider World Framework removed and focus remains on PSHE curriculum	June 2026
Pastoral Support – Emotional Boards changed to Zones of Regulation	June 2026
Full update of Online Safety and Behaviour removing references to Education in the Connected World. Bringing offer inline with our current curriculum.	June 2026