St Cleopas CE Primary Academy

Behaviour Policy

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Person Responsible for Policy	Headteacher
Governing Committee	LAC
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Introduction

At St Cleopas CE Academy, we believe that positive behaviour is founded on strong, trusting relationships, clear expectations and a shared understanding of how our actions affect ourselves and others. Our Behaviour Policy reflects our commitment to providing a safe, calm and nurturing environment in which all pupils are supported to flourish academically, socially and emotionally.

Our approach is relationship-driven and restorative in nature. We recognise that all behaviour is communication and that children's behaviour is often a reflection of their emotional state, experiences and ability to self-regulate. At the same time, we are clear that all behaviour has consequences. While we seek to understand the reasons behind behaviour, we do not excuse unsafe, disrespectful or disruptive actions. Instead, we address them calmly, fairly and consistently, supporting pupils to learn from their choices and repair relationships where harm has occurred.

Central to our approach is the Zones of Regulation, which we use to explicitly teach pupils emotional awareness, self-regulation and appropriate behavioural responses. The Zones provide a shared language for pupils and adults, helping children to recognise their emotions, understand triggers and select strategies to manage themselves successfully. Pupils are never sanctioned for their feelings; however, they are always held accountable for their behaviour. This approach enables us to respond with compassion while maintaining high expectations.

At St Cleopas, we believe that high expectations and care go hand in hand. Pupils are supported to take responsibility for their actions, understand the impact of their behaviour on others and develop the skills needed to regulate their behaviour over time. Positive behaviour is intentionally promoted through praise, recognition and encouragement, while consequences are applied when expectations are not met, in order to promote learning, responsibility and restoration rather than punishment.

This Behaviour Policy reflects our Christian values and should be read alongside the academy's safeguarding, SEND, anti-bullying policies. It outlines a clear, consistent and fair approach to behaviour, ensuring that every child feels safe, valued and supported, while also understanding that choices matter and carry consequences both within and beyond school.

Roles and Responsibilities

All Staff

All staff share responsibility for creating a calm, safe and orderly environment where pupils are supported to be Ready, Respectful and Safe at all times.

Staff will:

- Welcome pupils positively at the start of each day and at the beginning of every session, reinforcing readiness to learn.
- Be visible and present at classroom doors to establish calm, purposeful transitions.
- Model respectful behaviour and emotionally regulated responses at all times.
- Use the Zones of Regulation to support pupils to identify and understand their emotions, while maintaining clear expectations for behaviour.
- Remind pupils of expectations using consistent language linked to Ready, Respectful, Safe, regardless of emotional zone.
- Redirect pupils towards positive choices and support them to re-regulate and re-engage with learning.
- Apply behaviour responses and consequences calmly, consistently and fairly, ensuring pupils understand the impact of their behaviour and what needs to change.

Senior Leadership Team

The Senior Leadership Team has a key role in ensuring consistency, clarity and high expectations across the school.

Leaders will:

- Be a visible presence around the school, modelling calm, respectful interactions and consistent expectations.
- Promote and celebrate positive behaviour, effort and improvement among pupils and staff.
- Encourage and model the use of positive praise, recognition and communication with families.
- Ensure staff receive appropriate training in behaviour management, restorative practice and the Zones of Regulation.
- Support staff in responding to pupils with more complex or persistent behaviour needs, ensuring reasonable adjustments are made where required.
- Monitor behaviour patterns and outcomes to ensure the approach is equitable, inclusive and effective.

Effective Behaviour Practice (All Staff)

Staff who manage behaviour effectively:

- Consistently recognise and reinforce pupils who are Ready, Respectful and Safe.
- Use the principle of praise in public, remind in private, protecting pupil dignity.
- Develop strong, positive relationships with pupils, underpinned by mutual respect.
- Remain calm and regulated when responding to challenging situations, especially when pupils are dysregulated.
- Demonstrate unconditional care and compassion, while maintaining firm boundaries.

- Use shared, consistent language linked to the Zones of Regulation and school expectations.
- Invite pupils to reflect on how they are feeling and identify strategies to regulate, without lowering behavioural expectations.
- Establish and maintain engaging classroom environments and relentless routines that support positive behaviour and learning.
- Ensure school expectations are visible and referred to regularly throughout the day.
- Behaviour expectations linked to Ready, Respectful and Safe apply in all emotional zones; adult support may be adjusted, but expectations remain the same.

Consistency, Recognition and Rewards
We recognise that clear structures, predictable routines and consistent responses have the most positive impact on behaviour. All adults follow agreed expectations and routines so that pupils know what to expect and feel secure.

This consistency supports a calm, purposeful learning environment where learning time is protected and pupils understand boundaries.

Positive behaviour is recognised sincerely and deliberately through:
- Verbal praise and encouragement
- Stickers and classroom recognition
- Dojos to recognise attendance and punctuality
- Immediate positive reinforcement within lessons
- Weekly letters sent home to celebrate pupils behaviour
- Half-termly postcards sent home to celebrate pupils consistently doing the right thing

Praise is purposeful and specific, reinforcing the behaviours that support a calm and safe learning environment for all.

Pupil Voice
Pupils consistently tell us that they value adults who:
- Give them a fresh start each lesson and each day.
- Help them learn and feel confident.
- Are fair, consistent and predictable.
- Listen to them and take their views seriously.
- Have warmth, kindness and a sense of humour.

School Expectations

'Ready, Respectful, Safe'

At St Cleopas CE Academy, behaviour expectations are deliberately simple, explicit and consistently applied. All pupils are expected to be Ready, Respectful and Safe at all times. These expectations underpin daily routines, classroom practice and social interactions and are reinforced consistently by all adults.

These expectations protect the rights of everyone in our school community:

- the right to feel safe and be safe
- the right to learn without disruption
- the right to be treated with respect

Pupils understand that their behaviour affects others and that being Ready, Respectful and Safe enables learning to take place in a calm, orderly and purposeful environment.

Behaviour Expectations and the Zones of Regulation
St Cleopas uses the Zones of Regulation as a core part of the behaviour curriculum to explicitly teach pupils emotional awareness, self-regulation and reflection. The Zones help pupils to recognise their feelings, understand triggers and select appropriate strategies to regulate themselves.

The Zones describe emotional states, not behaviour.
Behaviour expectations linked to Ready, Respectful and Safe apply in all zones. While adult support and responses may be adapted to help a pupil regulate, expectations for behaviour do not change.

Pupils are never sanctioned for their feelings, but they are always held accountable for their behaviour. This approach ensures that pupils are supported compassionately while learning that choices have consequences and responsibility remains central.

Equity, Inclusion and Additional Support
We recognise that some pupils may need additional support to meet behaviour expectations due to SEND, developmental stage or emotional vulnerability. Where this is the case, pupils may have:
- Individual Support Plans
- Bespoke behaviour support plans
- Targeted regulation strategies linked to the Zones of Regulation

These adaptations support pupils to succeed and access learning, without lowering expectations. Consistent expectations, combined with personalised support, ensure behaviour is managed fairly and inclusively.

Purpose and Impact
Our Ready, Respectful, Safe expectations provide pupils with clarity and predictability. Pupils know what is expected, why it matters and how to put it into practice. This shared understanding supports positive attitudes to learning, reduces low-level disruption and strengthens relationships across the school.

When expectations are not met, staff respond calmly and consistently, supporting pupils to reflect, repair and re-engage with learning. This approach ensures behaviour management is fair, proportionate and focused on improvement rather than punishment.

Universal Language and Attention Routines
Consistency in adult language and routines is central to maintaining a calm, orderly learning environment. All staff use shared, universal language and agreed routines so that behaviour expectations are predictable and consistently reinforced across the school.

To gain pupils' attention and support smooth transitions, staff use a neutral auditory signal (such as a musical note, instrument or chime). The chime provides a calm, non-verbal cue that signals pupils to prepare to listen, reducing unnecessary escalation and raised voices. Alongside the chime, adults raise a hand to model readiness, and pupils are taught to respond by:

- stopping what they are doing
- raising their hand
- facing the adult
- listening attentively

This shared visual signal reinforces expectations for focus and self-regulation and provides pupils with a clear, consistent way to demonstrate that they are Ready.
These routines:

- support emotional regulation across all Zones of Regulation
- minimise low-level disruption
- protect learning time
- reinforce Ready, Respectful and Safe expectations

Pupils learn that responding calmly and promptly to the signal shows respect for others and readiness to learn, contributing to a calm and purposeful learning environment.

Behaviour Beyond the School Site
St Cleopas CE Academy's behaviour expectations apply:

- on school trips and educational visits
- on journeys to and from school
- during activities organised by or connected to the school
- where online behaviour has a direct impact on school life or the wellbeing or safety of others

Serious incidents beyond the school site which affect the school community may be addressed under this Behaviour Policy, alongside safeguarding procedures where appropriate. The school works closely with parents and external agencies as required.

Consequences

At St Cleopas CE Academy, we believe that all behaviour has consequences. Consequences are used deliberately to reinforce expectations, protect learning time and help pupils understand the impact of their behaviour on others.

Our approach to consequences is calm, consistent and proportionate. It is rooted in restoration and learning, not punishment, and reflects the principle that pupils are supported to regulate their emotions while remaining accountable for their actions.
Pupils are never sanctioned for how they feel; however, they are always held accountable for their behaviour, regardless of the emotional zone they are in. This approach reflects national guidance that behaviour expectations should be clear and consistently applied, while support is adapted where necessary.

Principles Underpinning Consequences
All consequences at St Cleopas are:

- Directly linked to the behaviour displayed
- Proportionate and predictable
- Applied consistently by all staff
- Explained clearly to pupils so learning can take place
- Focused on reflection, repair and improvement

Consequences are not used in anger and are never humiliating. Adult responses remain calm and regulated, modelling the behaviour we expect pupils to show.

Graduated Response to Behaviour
Staff follow a graduated response when behaviour does not meet Ready, Respectful, Safe expectations. This ensures clarity and consistency for pupils.

1. Reminder
- Clear, calm reminder of expectations using shared language
- Reference to Ready, Respectful, Safe

2. Warning and Choice
- Behaviour is named
- Pupils are reminded of the expected behaviour
- A clear consequence is outlined if behaviour continues

3. Consequence
- A proportionate consequence is applied
- Learning time for others is protected
- The pupil is supported to reflect and re-engage

A proportionate consequence is applied to support learning, reinforce expectations and help the pupil reflect and re-engage positively.

Examples of appropriate Stage 3 consequences may include:
- Short reflection time within or outside the classroom, supported by an adult
- Missing a small amount of social time (e.g. part of playtime) to reflect on behaviour
- Restorative conversation or reflection task, once the pupil is calm and regulated
- Change of seat or learning space to support focus and reduce distraction
- Loss of a privilege linked to the behaviour (e.g. choosing an activity, role or responsibility)
- Time to complete missed learning as a result of disruption
- Written or verbal reflection appropriate to the age and needs of the pupil
- Prompted apology or restorative action, where behaviour has impacted others
- Adult-supported regulation strategy followed by re-entry to learning

All consequences:
- are explained clearly to the pupil
- are linked to Ready, Respectful and Safe expectations
- support reflection and learning rather than punishment
- are applied calmly and consistently

Where appropriate, reasonable adjustments are made to support pupils with SEND or additional needs, while maintaining consistent behaviour expectations.

The examples above are not exhaustive and professional judgement is used to ensure responses are proportionate, fair and appropriate to the context of the behaviour.

Escalation of Consequences

At St Cleopas CE Academy, consequences are part of a graduated and proportionate response to behaviour. Escalation is used only where lower-level strategies and interventions have not been effective, or where behaviour presents a serious risk to safety or learning.

Any escalation of consequences is lawful, reasonable and fair, and decisions are made with careful consideration of:

- the seriousness of the behaviour
- the impact on others
- the pupil's age, needs and circumstances
- any previous interventions and support

Internal Exclusion

Internal exclusion may be used where behaviour:

- significantly disrupts learning
- poses a risk to safety
- cannot be managed within the classroom environment

Internal exclusion:

- is time-limited and supervised
- ensures pupils continue to access education
- is followed by reflection and restorative support
- forms part of a wider plan to support improved behaviour

Parents/carers are informed where internal exclusion is used. This measure enables learning to be protected while avoiding exclusion wherever possible, in line with DfE guidance.

Suspension (Fixed-Term Exclusion)

A suspension may be issued by the Headteacher where behaviour constitutes a serious breach of the Behaviour Policy and other strategies have failed, or where the safety of pupils or staff is at risk.

A suspension may be used to:

- protect the welfare and learning of others
- allow time to review and strengthen support arrangements
- enable the pupil to reflect and reset behaviour

Suspensions are:

- used only as a last resort
- for a maximum of 45 school days in an academic year
- issued in accordance with statutory guidance

During a suspension, the school meets its legal duties regarding work provision, parental communication and reintegration planning, in line with statutory requirements.

Permanent Exclusion
Permanent exclusion is an exceptional step and will be considered only where:

- behaviour poses an ongoing and serious risk to safety
- the impact on learning and wellbeing of others is severe
- all appropriate interventions and alternatives have been exhausted

Permanent exclusion is never taken lightly and is always a last resort. The decision is made by the Headteacher in line with statutory guidance and with careful consideration of the child's individual circumstances, including SEND and safeguarding factors.

Wherever possible, the school works with parents, the Trust, the local authority and external agencies to explore appropriate alternatives before permanent exclusion is considered.

Equity, SEND and Safeguarding Considerations
At St Cleopas CE Academy, we are committed to ensuring that behaviour expectations and consequences are applied fairly, equitably and lawfully, including for pupils with SEND or additional vulnerabilities.

Pupils with SEND or additional needs may still be subject to escalation of consequences where appropriate. However:

- reasonable adjustments are made to support behaviour
- exclusions are never issued solely because of unmet need
- decisions are informed by evidence, individual context and risk assessment

Support for pupils with SEND or additional needs may include:

- additional reminders or regulation support
- time and space to re regulate before reflection
- adapted responses or consequences linked to Pupil Passports or Behaviour Support Plans

While support and responses may be adapted, behaviour expectations linked to Ready, Respectful and Safe remain the same for all pupils. This ensures consistency, clarity and equity, in line with DfE guidance.

Safeguarding considerations take priority at all stages of behaviour management. Where behaviour raises safeguarding concerns, appropriate internal procedures are followed and external agencies are involved where necessary to ensure the safety and wellbeing of the pupil and others.

Reflection and Restoration
Whenever a consequence is given, pupils are supported to:

- reflect on what happened
- understand the impact of their behaviour
- identify how to put things right

- plan for more positive choices next time

Restorative conversations are used once a pupil is calm and regulated. These conversations reinforce learning and help pupils rebuild relationships and return successfully to learning.

This consistent, graduated approach to consequences helps to:
- maintain a calm, orderly learning environment
- minimise low-level disruption
- protect learning time
- support pupils to develop self-regulation and responsibility

As a result, pupils understand expectations, respond positively to adult guidance and develop respectful attitudes to learning and to others.

Governance and Oversight
Exclusion decisions are monitored by the Senior Leadership Team and Local Academy Council to ensure:
- consistency and fairness
- lawful application of sanctions
- oversight of patterns and trends

This supports the school's duty to maintain high standards of behaviour while acting in the best interests of all pupils.

Extreme Behaviours

At St Cleopas CE Academy, we recognise that a small number of pupils may at times present with extreme or high-risk behaviours as a result of complex early experiences, unmet needs or significant emotional distress. In line with our behaviour approach, we understand that all behaviour is communication, and that pupils may need to experience a strong sense of safety and trust before these behaviours are expressed.

Where this is the case, the school prioritises strong, consistent relationships, supported by the experienced and skilled staff. Pupils displaying extreme behaviours are likely to have a bespoke Individual Support Plan or Behaviour Support Plan, informed by SEND needs, trauma-informed practice and the Zones of Regulation.

Examples of Extreme Behaviour
Extreme behaviour refers to actions that pose a serious risk to safety, significantly disrupt learning, or represent a serious breach of the Behaviour Policy. These behaviours are uncommon and are managed through enhanced support, senior leadership involvement and, where necessary, escalation of consequences.

Examples of extreme behaviour may include (this list is not exhaustive):

Safety-Related Behaviours
- Physical aggression towards other pupils or adults, including hitting, kicking, biting, headbutting or use of force
- Throwing objects with intent to cause harm
- Attempting to abscond from the classroom or school site where safety is compromised

- Behaviour that places the pupil or others at immediate risk of harm

Serious Disruption or Defiance
- Sustained refusal to follow adult instructions where this significantly disrupts learning or safety
- Persistent verbal aggression, intimidation or threatening behaviour towards others
- Serious or repeated challenge to authority that prevents learning from continuing

Damage to Property
- Deliberate damage to school property or the property of others, particularly where this poses safety risks

Bullying and Harmful Peer Behaviour
- Bullying, including repeated targeted behaviour intended to cause emotional distress
- Prejudice-based incidents, including racist, homophobic or discriminatory language or actions
- Child-on-child abuse or harmful sexualised behaviour (managed alongside safeguarding procedures)

Inappropriate Language or Conduct
- Use of language that is highly offensive, abusive or threatening
- Spitting at others, including staff or pupils

Repeated Serious Behaviour
- A pattern of serious behaviour that has not responded to sustained intervention and support, and which continues to place others at risk or significantly impact learning

Important Clarification
Extreme behaviour is not defined by emotions, SEND, distress or disability. It is defined by the impact and risk of the behaviour itself.
Where extreme behaviour occurs:
- safeguarding and safety are prioritised
- behaviour is documented and reviewed
- reasonable adjustments and additional supports are considered
- escalation decisions are informed by evidence, risk assessment and statutory guidance

Responding to Episodes of Extreme Behaviour
The safety of the pupil, other children and adults is always paramount. When an episode of extreme behaviour occurs, staff respond calmly, consistently and proportionately.

Where there is a risk of harm, staff may use reasonable and proportionate physical intervention in line with All Saints Multi Academy Trust Care and Control Policy. Physical intervention:
- is used only as a last resort
- is applied only by trained staff
- is used for the minimum time necessary to keep everyone safe

To support de-escalation, staff use a structured Help Protocol, drawing on emotionally attuned language and regulation strategies:

- Engage the pupil by name
- Position yourself calmly: *"Hi, it's me."*
- Describe reality without judgement: *"I can see you're feeling very upset."*
- Offer a doable request: *"Can you come with me to this space?"*
- Provide reassurance and a positive outcome: *"We'll help this feel better together."*

This approach supports pupils to re-regulate, reduces escalation and preserves dignity.

Removal from the Classroom
Removal from the classroom may be used as a serious but proportionate response where a pupil's behaviour is unsafe or significantly disrupts learning and other strategies have not been successful.

At St Cleopas CE Academy, removal from class:
- is not a punishment and is not seclusion
- is used only when necessary to protect safety or learning
- is time-limited and supervised
- ensures the pupil continues to receive appropriate education

Removal is always followed by:
- reflection and restorative conversation
- support to re-regulate
- a planned return to learning

Parents/carers are informed on the same day whenever a pupil is removed from class. Decisions are recorded and monitored to ensure removal is used lawfully, proportionately and consistently, in line with DfE Behaviour in Schools guidance.

Recording of Serious Incidents
All serious behaviour incidents are recorded on CPOMS, including any use of physical intervention. This ensures:
- accurate monitoring of patterns and triggers
- appropriate safeguarding oversight
- informed decision-making around support and next steps

Behaviour data is reviewed by senior leaders to ensure consistency, proportionality and ongoing effectiveness of support.

Working with Parents and Carers
Throughout any incident or escalation process, the school is committed to open, timely and transparent communication with parents and carers. Staff will:
- explain what has happened and why
- share how the pupil is being supported
- arrange meetings where appropriate to plan next steps

Partnership with families is central to achieving positive long-term outcomes for the child.

Physical Attacks on Adults
Incidents of violence toward staff, including spitting, are taken extremely seriously at St Cleopas CE Academy. While staff are expected to respond calmly and professionally, they are entitled to protect themselves using reasonable measures in accordance with the school's policies.

Staff should:
- seek immediate support from senior leaders
- ensure incidents are reported to the Headteacher or Deputy Headteacher
- record all incidents on CPOMS

We recognise that such incidents can be distressing. Staff will be supported following incidents and may be given time away from the classroom to recover. In exceptional circumstances, SLT may authorise a member of staff to leave site.

Bullying and Child-on-Child Abuse
Bullying, including prejudice-based bullying, online bullying and peer-on-peer abuse, is not tolerated at St Cleopas CE Academy.

All incidents are taken seriously and responded to promptly. Behaviour incidents that meet the threshold for safeguarding concerns are managed in line with the Safeguarding and Child Protection Policy, including where relevant the guidance set out in Keeping Children Safe in Education.

The Behaviour Policy works alongside the school's Anti-Bullying Policy to ensure pupils feel safe, valued and protected, and that harmful behaviour is addressed consistently and effectively.

Searching, Screening and Confiscation
School staff may search pupils or confiscate prohibited items where it is lawful and appropriate to do so, in line with DfE Searching, Screening and Confiscation guidance.
Any searches or confiscations are carried out:
- respectfully and proportionately
- with regard to pupil dignity and welfare
- in accordance with safeguarding requirements

Parents will be informed where appropriate. The school does not tolerate the bringing of prohibited items onto the school site and will take appropriate action where such incidents occur.

Monitoring, Evaluation and Review
The effectiveness of this Behaviour Policy is monitored regularly by the Senior Leadership Team and reviewed by the Local Academy Council.

Monitoring includes:
- behaviour data and trends
- incidents of removal from class, suspension or restrictive intervention
- feedback from pupils, staff and parents
- evaluation of support for pupils with SEND or additional needs

This ensures that:

- behaviour expectations are applied consistently
- learning time is protected
- practice remains lawful, inclusive and effective

The policy is reviewed annually, or sooner if required, to reflect changes in statutory guidance, local context or school need.

Appendix A: Behaviour Response Flowchart

Ready • Respectful • Safe

✅ **First Response: Universal Expectations**
All pupils are expected to be **Ready, Respectful and Safe** at all times
(Expectations apply in **all Zones of Regulation**)

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🟢 **Step 1 – Reminder**
Low-level behaviour / first instance

- Calm verbal reminder linked to **Ready, Respectful, Safe**
- Use consistent school language
- Non-verbal cues where appropriate (proximity, hand raised)
- Support regulation using Zones if needed

✅ Aim: **Prompt positive behaviour and protect learning**

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🟡 **Step 2 – Warning + Clear Choice**
Behaviour continues

- Behaviour is clearly named
- Reminder of expected behaviour
- Clear choice given with consequence explained

"You're showing yellow-zone behaviour. I need you to be respectful. If this continues, you will…"

✅ Aim: **Clarity, accountability, opportunity to self-correct**

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🔴 **Step 3 – Consequence**
Behaviour does not improve / learning disrupted

- Proportionate consequence applied
- Calm, regulated adult response
- Learning time for others protected

Examples (age-appropriate):

- Supported reflection
- Loss of social time
- Restorative task
- Time out of activity to re-regulate

✅ Aim: **Learning from behaviour, not punishment**

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🔁 **Reflection & Restoration**
Once pupil is calm and regulated

- Restorative conversation
- Reflection on:

    - What happened
    - Who was affected
    - What needs to be repaired
    - What will be done differently next time
- Support pupil to return successfully to learning

✅ Aim: **Repair, responsibility, reintegration**

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♿ **Additional Support / SEND**

At **any stage**, consider whether:

- Additional regulation support is needed
- Strategies from a **Pupil Passport / Behaviour Plan** should be used
- Reasonable adjustments are required

📌 **Expectations remain the same – support is adapted, not removed**

🔔 **Attention & Transitions (At Any Point)**

To gain attention and reset behaviour:

- **Chime / musical signal** sounded
- Adult raises hand to model readiness
- Pupils respond by:
    - stopping
    - raising hand
    - facing the adult
    - listening

✅ Supports regulation, calm transitions and readiness to learn

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✅ **Key Principles (For All Staff)**

- Behaviour is **calmly and consistently managed**
- Pupils are **never sanctioned for feelings**
- Pupils are **always accountable for behaviour**
- Adult regulation comes first
- Consistency protects learning for all