



GOOD BEHAVIOUR & RELATIONSHIPS POLICY

for adoption by all CDAT schools

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

Approved by	Date	Review schedule	Date of next review
CDAT Education Effectiveness committee	September 2026	Annually	September 2027

1. Policy Overview and Vision

At CDAT, our vision is that all pupils will experience 'life in all its fullness.' We aim to create an inclusive, supportive, and nurturing environment where every child feels valued and respected.

Rooted in Christian values, our approach to behaviour and relationships is guided by the teachings of compassion, forgiveness, and respect, aligned with our mission to help all children flourish academically, socially, and spiritually. We aim to support every child in building positive relationships and taking responsibility for their behaviour within a loving, Christian community.

CDAT is committed to:

- Valuing the uniqueness of every child
- Aspiring to excellence
- Being a nurturing learning community for all.

Our School Vision Statement

All members of our school will be aspirational for themselves and everyone in our community.

Love the Lord your God with all your heart and with all our soul and with all your mind.

Love your neighbour as yourself.

Matthew 22: 37 and 39

At Overleigh St Mary's we develop positive and respectful relationships. Our school is a safe, happy and supportive environment where all can thrive.

We ensure a caring and empathetic ethos where children, families and the community are known and valued as individuals and are at the centre of all we do.

These are the Christian foundations on which our curriculum choices are rooted, underpinned by our values and inform the experience of all. Throughout their time with us, we equip our children with the necessary skills, attitudes and knowledge empowering them to make a positive contribution and navigate the next phase of their life journey

Love God, Love Ourselves, Love People

Aims and expectations

It is the primary aim at Overleigh St. Mary's CE Primary School that every member of the school community feels valued and respected and that each person is treated fairly according to the values of the school.

Overleigh St Mary's CE Primary School ensures an environment where exemplary behaviour is at the heart of productive learning. All members of our school community will have aspirational ambition for themselves and others, ensuring children become independent, resilient learners through the development of the *Whole Child*. 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 behaviour policy guides staff to teach self-discipline not blind compliance. Together, we accentuate the positives and support each of God's children to thrive, face challenge with a *can do* attitude and achieve their potential. Our behaviour policy echoes our Vision, our Christian values and ethos, which permeate everything we do at Overleigh.

2. Key Principles

CDAT believes that high standards of behaviour and attendance are important factors in a school's success, allowing:

- all pupils to make the best possible progress in all aspects of their educational life
- all staff to teach and promote good learning

Our Behaviour and Relationships Policy is based on the following principles:

- Inclusivity: Every child, regardless of background, ability or need, is included, respected, and supported to succeed.
- Boundaries with Compassion: Clear and fair boundaries are set to ensure safety and promote mutual respect. Boundaries help children understand expectations and develop self-regulation skills.

- Consistent, Calm, and Kind: We model calm, kind, and consistent behaviours to guide pupils in their interactions with others.
- Restorative Practices: We support children in repairing relationships and understanding the impact of their actions, helping them to grow and learn.

All members of the CDAT family are fully committed to working together to establish a positive ethos and effective learning environment in each of our schools. Together, we strive to create a place where all children feel safe, enjoy and achieve, be healthy, develop resilience and build trusting relationships.

All stakeholders are encouraged to be positive role models. We expect all members of each of our individual school communities to work together to:

- Uphold the Christian ethos of the school and the trust
- Create a safe place for pupils
- Allow all pupils to learn
- Treat one another with respect
- Listen to one another
- Ensure kindness, compassion and empathy are promoted throughout

At CDAT, we encourage taking a non-judgemental, curious and empathetic attitude towards behaviour. We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour. Children displaying unwelcome behaviours should be regarded as vulnerable and we all have a duty to explore this vulnerability and provide appropriate support.

Behaviour & Relationship Principles

At Overleigh St Mary's, we emphasise the importance of high standards of behaviour, relationships and attendance for a school's success. This ensures all pupils can progress in their education, and staff can

effectively teach and promote learning. The Trust Board supports the right of all community members to work, learn, and play in safe, supportive environments.

Overleigh St Mary's is committed to fostering a positive ethos in each of our academies, promoting a place where pupils feel safe, enjoy learning, develop resilience, and are prepared for future educational stages. Behaviour should never jeopardise the safety of anyone in the school community. All members of our school communities are expected to uphold the Christian ethos, maintain a safe environment, respect each other, and ensure kindness and anti-bullying practices. Behavioural expectations are consistent enough so that all understand, yet flexible enough to meet individual needs, where appropriate.

Key principles of the Good Behaviour and Relationships Policy include:

- Inclusivity: All pupils, regardless of background or need, are respected and supported.
- Boundaries with Compassion: Clear and fair boundaries ensure safety and mutual respect, helping pupils develop self-regulation.
- Calm, kind, consistent behaviour: Adults model these behaviours to guide pupils.
- Restorative Practices: Supporting pupils in repairing relationships and understanding their actions.
- Pupil and Parent/Carer Voice: Valuing input from pupils and parents to create an inclusive culture.
- Christian Ethos: Fostering respect, kindness, and forgiveness rooted in Christian values.

The Trust's Equalities Policy reaffirms the commitment to an inclusive environment, free from discrimination or bullying, in line with the Equality Act of 2010.

At Overleigh St Mary's CE Primary:-

Our three rules are simply **be READY, be RESPECTFUL, be SAFE.**

This policy and our summary blueprint are designed to support the way in which all members of the school community can live and work together in a supportive way and demonstrate these three rules at all times.

The school expects EVERY member of the school community to behave in a considerate way towards others. This includes every member of staff, parents, governors, visitors and children.

We treat *everybody* fairly and apply the behaviour blueprint in a consistent way. The one-page blueprint summary is at the centre of all that we do. Every member of our community should follow the five pillars of behaviour practice (Paul Dix)

The five pillars are:

- o Consistent, calm adult behaviour
- o First attention for best conduct
- o Relentless routines
- o Scripting difficult interventions
- o Restorative follow up

Adult behaviour (also see Code of Conduct & staff Handbook)

Visible consistency, visible kindness

Praise in public, coach in private

Deliberately bothered, we care about everyone

How adults behave impacts how children behave

Calm and controlled

Clear and polite

First attention for best conduct – reward those doing it right!

- Publicly praise those children doing the right thing
- Ready, Respectful and Safe Stickers
- Positive Recognition Board - to recognise the over and above behaviours we are seeking. (Children's names are recorded when we see children going 'above and beyond'. When all names are on the board, a point is given towards Bronze, Silver, Gold, Emerald, Ruby & Diamond award for all.)
- Positive Notes/Phone calls Home
- Friday Values Reward Certificates - Parents invited to join in person or via zoom.
- Presentation of a school's value badge for behaviour that goes above and beyond to demonstrate one of our school Christian values.
- Rewards linked to class attendance.

Relentless routines

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate eg:-

- Legendary lining up – completed silently and always in the same order – personalise as a class. Classes will not be walked anywhere until they are ready.
- Wonderful walking – quiet walking around the school and into the building – can personalise to class but is always done silently.
- Ready for Learning – in seats, belongings away, no fiddling, facing front, silent and listening.
- Our expectations should be clear and calm and repeated again and again. Relentlessly over teach it so children get it right and get positive feedback straight away!

Consequences/Sanctions

5 STEPS

1. Reminder of rules (Ready, Respectful, Safe) delivered privately.
2. Caution in private, make them aware of their behaviour. "Stop, think, make the right choice. Think carefully about your next step".
3. Last Chance – Use the 'Our Script' below.
4. Time Out - Side of the room, time out spot, edge of the field etc.
5. Repair – Chat at playtime/lunchtime using restorative language such as:

What happened? What were you thinking at the time? What have you thought since? How did this make others feel? Who has been affected? What should we do to put things right? How can we do things differently in the future?

See Appendix 2 for guidance on Restorative Questions.

Our Script

Deliver quietly and as privately as possible, maintain pupil dignity - repeat if needed

- **I noticed you are ...**
- **It was the rule about (Ready, Respectful, Safe) that you broke**
- **You have chosen to ...**
- **Do you remember last week when you... (Remind the child of previous good behaviour)**

- ***That is what I need to see today...***
- **Thank you for listening**

On the playground

- Be aware of where children are and what they are doing – **RELENTLESSLY BOTHERED!**
- Be aware of those children who are not in a positive frame of mind that day – classroom staff will support MDAs with this in transition.
- Apply positive praise for best conduct – catch them doing it right
- Be visible as the adult on duty
- Be punctual to collect classes – staff to be out 5 minute before lesson start to collect children
- Routines for lining up and walking into school
- Follow the stepped sanctions if needed – **remind/caution/offer good choices/walk and talk/repair**
- Use the script
- Any member of SLT is available to support
- Big issues may require a walk to defuse then ½ hour timer before unpicking by classroom staff.

Serious incidents and behaviour

The safety of every member of the community is paramount in all situations. If a child's behaviour endangers the safety of others (physically or verbally), then any activity should be stopped and the child will be prevented from taking part until they are calm and able to.

A senior member of staff should be sent for if necessary. *Do not shout at the child – raised voices should only be used at a distance for an immediate threat.*

Any behaviour that poses a safeguarding risk will lead to a child being offered an alternative place for playtime so that supportive work can be

done with a teacher in order to understand and address the behaviour. A behaviour plan will be written together with the parents and will be made available to all adults.

Extremely serious behaviour or a series of incidents could result in a fixed term exclusion.

Pupils who have been involved with any serious incident may not be allowed to represent the school at outside fixtures or events.

Pupils whose behaviour is dangerous may not be allowed to attend events or visits where their behaviour may be a risk to others or themselves (but only after a risk assessment is carried out and the head teacher consulted). In extreme cases, it may be necessary to permanently exclude a pupil.

Supporting pupils with specific behavioural needs

As a school, we recognise that certain behaviours are often a sign of an underlying issue or experience of trauma with children and should be further investigated. This is crucial as part of our safeguarding role.

Staff should consider:

- What behaviours is the child demonstrating?
- Are they an indicator of a greater need or worry?
- Can parents shed any light on the behaviour? Is it happening at home too?
- Does the child need someone to talk to or a therapeutic approach?
- Could there be a specific need that hasn't yet been addressed?

It is our responsibility to support pupils wherever we can, particularly if they are experiencing turmoil or worry and their behaviour is a call for help. *This is why relationships with our children and families are so crucial to everything we do at Overleigh St Mary's CE Primary School.*

If we have a concern about a pupil's behaviour and what it may indicate, we should:

- Talk to the child to see if they are worried about anything
- Talk to their parents – are they behaving OK at home?

- Raise concerns with a team leader or other senior member of staff and using our recording system CPOMS to identify patterns and underlying behaviour incidents.

We can offer support in various ways:

- Children identified with behavioural need will access appropriate behaviour intervention, these can include, but are not limited to, Emotional Literacy sessions, Social Skills groups, Elsa groups, Team of Life groups and Play Therapy.
- Access to our safeguarding / inclusion team who are trained in mental health first aid and trauma training.
- Specific support and advice from outside agencies through the school SENDCo (e.g. behaviour support/CAMHs)
- Advice for parents and families with help from the Early Help Team and Parenting group or 1:1 sessions such as 1,2,3 Magic. Our main aim is to always provide families and children with positive strategies in order to strengthen resilience and lessen negative behaviours

Behaviour Plans

If a child is finding it difficult to manage their behaviour then a support plan will be written with the child and parent, this will be reviewed half termly. This will focus on what the key issues are, what helps the child and whether more targeted interventions are necessary. This will be shared with all adults who come into contact with the child to ensure consistency of approach and shared expectations.

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in Schools: Advice for Headteachers and School Staff
- Searching, Screening and Confiscation: Advice for Schools
- Keeping Children Safe in Education (KCSIE 2026)

- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- Mobile Phones in Schools Guidance
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years
- Equality Act 2010
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In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

4. Role and Responsibilities

Trust Board:

The Trust Board is ultimately responsible for monitoring the effectiveness of this behaviour policy and holding each school to account.

Local Governance Committee:

The Local Governance Committee of each school is responsible for overseeing the implementation of this policy and any additions to it made by the school. Governors should also receive and monitor information regarding the number of incidents, suspensions and exclusions termly.

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy to incorporate any school-specific additions, systems, processes, or procedures
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively and consistently with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside other policies to offer pupils both sanctions and support when necessary
- Ensuring the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Speaking respectfully to each other, to children and about children.
- Using specific praise to teach children social ways to behave
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Developing their own knowledge and skills.
- Having clear, predictable routines that all pupils are aware of
- Managing transitions and changes to routine carefully and sensitively
- Participating in debriefings following incidents and planning for the next day

The school's senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the school's policies and expectations at the start of each academic year. We communicate:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated reminders through taught and informal sessions wherever appropriate.

Good behaviour is taught alongside academic subjects. School leaders and staff proactively teach pupils expected routines, self-regulation skills, and prosocial habits. Staff use consistent, predictable routines throughout the school day to reduce cognitive load and create safe learning environments. Interventions follow a tiered model: Tier 1 universal routines for all pupils, Tier 2 targeted support for pupils displaying emerging difficulties, and Tier 3 specialist multi agency plans for pupils with complex behavioural needs.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

5. Role of Christian Ethos in Behaviour and Relationships

Our approach to behaviour and relationships is underpinned by our Christian ethos and the Church of England's values for education:

- Hope – at CDAT, we are aspirational for all of our pupils and we want them to be hopeful about their future
- Wisdom – we want all CDAT pupils to learn and to flourish. Every child has the right to an education.
- Respect – we want everyone who comes to a CDAT school to treat others with respect and to be respected.
- Community – we aspire to build a thriving, supportive learning community where pupils are able to learn successfully.

We are also guided by other core values, such as love, forgiveness, patience, and service, which are embedded in our daily practices and interactions. We believe in giving children the opportunity to reflect on their actions, seek forgiveness, and work towards reconciliation when relationships are affected.

CDAT supports the delivery of a Christian values education, where children learn about respect, compassion, and forgiveness and are encouraged to demonstrate these values in their daily lives.

We emphasise the importance of forgiveness and reconciliation, encouraging children to reflect on their actions and seek ways to restore relationships.

At Overleigh, our curriculum and values aim to promote the following qualities in our children:-

Curiosity

Through our stimulating curriculum, our aim is to provide opportunities for all children to foster a love of learning and be successful and reflective learners. This includes celebrating the diversity of our community through guided curricular based activities, PSHE and half-termly values based around our Christian Values.

Community

This is inclusive of local, national and international issues which enable children to develop the courage to be respectful individuals that make reasoned, positive, unbiased and informed choices.

Christianity

As a church school, the traditions and values of the Christian church are woven into school life and tolerance, respect and understanding of other's beliefs is promoted. We understand the significance of faith and children developing an awareness and understanding of different beliefs. Our school celebrates and embraces difference which nurtures children to become tolerant, respectful and empathetic individuals. Christian values underpin the journey children embark on throughout our school and are embedded within our curriculum.

5.1 Creating an Inclusive and Positive School Culture

At CDAT, we believe that high standards of behaviour and attendance are important factors in a school's success, allowing:

- All pupils to make the best possible progress in all aspects of their educational life
- All staff to teach and promote good learning

A positive, inclusive culture is at the heart of our Behaviour and Relationships Policy. All schools aim to create environments that are joyful, safe, and conducive to learning. Every member of our CDAT community is valued, and we work together to build a culture where kindness, respect, and understanding are evident in every interaction.

5.2 Positive Relationships and Respect

Building positive relationships is central to our approach. We believe in creating a culture of respect and trust between staff, pupils, and parents. Staff are trained to engage with empathy and understanding, encouraging pupils to express themselves, take responsibility, and understand their impact on others. By modelling respectful communication and behaviour, we foster a respectful and supportive community grounded in Christian values.

Our key strategies are:

- **Consistent Routines:** Staff will use consistent language, tone, and routines to create a safe and predictable environment.
- **Recognition over Reward:** While we celebrate achievements and positive behaviour, we focus on intrinsic motivation, encouraging children to do the right thing because it feels good and aligns with their values.
- **Emotion Coaching:** Staff will help pupils identify and manage their emotions, building resilience and empathy.

High Quality Teaching and Learning

Teaching and support staff are responsible for setting the tone and context for positive behaviour and relationships within the classroom.

This is achieved by staff:

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Ensuring clear, predictable routines that all pupils are aware of.
- Displaying and referring to the behaviour curriculum and classroom rules.
- Developing a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Communicating expectations of behaviour in a variety of ways
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

- Using regular praise and positive reinforcement

6. Responding to Behaviour

6.1 Celebrating Positive Behaviour

We prioritise recognition over reward, celebrating children who demonstrate kindness, respect, resilience, and responsibility. Acknowledging these behaviours helps to reinforce a positive school culture and aligns with our Christian ethos.

- **Star of the Week:** We recognize where pupils exemplify our Christian values, whether through kindness, helping others, or demonstrating resilience and celebrate this in our Friday morning Celebration Assemblies
- **Class Badge Awards:** Awarded to whole classes, these awards give us a platform to celebrate collective pupils' contributions to their own class school and school environments, fostering a sense of pride and community.
- **Notes home:** Teachers award Ready, Respectful and Safe notes and stickers to recognise individual achievements in line with our Christian Values when appropriate.
- **Values Badges:** There are 12 of these badges to collect as children progress on their journey through school. They are awarded for exceptional acts of kindness, which encapsulate our 12 Christian Values.
- **Attendance Awards:** These are collected by classes in recognition of achieving weekly attendance targets, which lead to built in whole class awards received by all in the class

6.2 Boundaries and Consequences

When a pupil's behaviour falls below the standard that can reasonably be expected of them, CDAT staff will respond in order to restore a calm and safe learning environment, to support the child, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable

environment by challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner. Overleigh St Mary's approach emphasises understanding, compassion and empathy in the delivery of boundaries and consequences. When boundaries are not followed, we implement appropriate consequences in line with this policy, always aiming to teach rather than punish.

Boundaries and expectations must be clearly communicated and regularly revisited. When reminding a child of expectations or boundaries, the child must be regulated. De-escalation techniques may be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Boundaries are essential to creating a safe, structured environment where all pupils understand the expectations.

On occasions when a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond appropriately in order to restore a calm and safe learning environment, and to prevent recurrence of behaviours displayed. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, equitable and proportionate manner, so pupils know that behaviour related incidents will always be addressed.

Consequences must be planned with a focus on helping pupils understand the impact of their actions and make better choices in the future. We avoid punitive measures that may damage relationships, opting instead for restorative and reflective conversations and consequences that are logical.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. It is important

to note that there is no expectation for pupils and/or parents/carers to be made aware of other pupils' consequences due to general data protection regulations.

Staff use clear and consistent boundaries to ensure that children feel safe. To support pupils in understanding these, schools use visual and verbal reminders; staff will remind pupils of boundaries regularly, using visual and verbal cues that are age-appropriate and accessible for children with SEND. Staff also provide a structured environment; our classroom and school environments are organized to reduce distractions and support positive choices.

Schools make it clear to pupils what behaviour they expect from pupils and take the time to teach them what this looks like. Schools have clear guidelines to follow in the event of any negative behaviour.

At Overleigh St. Mary's, we consider the following consequences in light of behavioural incidents.

Nature of Incident	School rule broken	Consequence
Deliberate physical assault of adult	Respectful Safe	• CPOMs record made • Internal/external exclusion • Post exclusion daily visits to SLT member
Deliberate physical assault of pupil (unprovoked serious harm)	Respectful Safe	• CPOMs record made • Internal/external exclusion • Post exclusion daily visits to SLT member
Harm caused following provocation (proportionate reaction)	Respectful Safe	• Restorative meeting • Loss of playtime/privilege
Swearing /abusive language towards an adult/child verbal assault	Respectful	• 'If heard by adult' (not heresay) • Restorative meeting – possible loss of playtime/privilege up to internal / external exclusion (dependent)

		• Post incident daily visits to SLT member
Not following the E-safety rules	Safe	• IPad/computer ban - length in discussion with ICT co-ordinator
Fighting	Safe Respectful	• Restorative meeting with both parties • Parental involvement • Could include loss of playtime/privilege, internal or external exclusion depending on circumstances • Refer to senior member of staff - daily visits to HT/DHT
Rudeness to an Adult (without swearing)	Respectful	• Restorative meeting – potential loss of playtime/privilege
Inappropriate behaviour towards another pupil/deliberate provocation	Respectful	• Restorative meeting with both parties – parents informed • Log and share • Refer to senior member of staff for repeat or continued behaviours • Possible post incident daily visits to SLT member
Refusing to follow instructions	Ready Respectful Safe	• Restorative meeting with both parties – parents informed
Disruptive behaviour that interrupts learning	Ready Respectful	• Loss of 5 minutes playtime. • Referral via CPOMs to Deputy HT if behaviour is repeated throughout week
Swearing in the presence of an adult	Be Respectful	• Restorative meeting • Loss of playtime (or part of)

6.3 Consequences with Empathy:

Consequences are applied consistently, with a focus on helping pupils understand the impact of their actions and make better choices in the future. CDAT promotes the use of the following – regulate, relate, reason.

- Regulate – First: We must help the child to regulate and calm their fight/flight/freeze responses.
- Relate - Second: We must relate and connect with the child through an attuned and sensitive relationship
- Reason - Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Staff focus on maintaining our relationships with pupils, sharing our high expectations of them and opting for restorative conversations and actions.

- Reflection Time: Pupils may be given time to reflect on their actions, considering how they could have acted differently.
- Restorative Conversations: We use restorative practices to support pupils in repairing relationships and understanding their impact on others.
- Targeted Support: For some children we need to adapt our responses to ensure they are fair, appropriate, and supportive of the child's unique circumstances.

6.4 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying may include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Persistent & targeted name-calling, teasing, sarcasm, spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying and prejudicial behaviour of any kind, including racism, faith-based harassment, sexism, misogyny, misandry, homophobic or transphobic abuse, and disability discrimination, will not be tolerated. Online misbehaviour includes cyberbullying, non-consensual creation or sharing of nude or semi-nude images, harmful content created or altered by artificial intelligence, and online harassment. Any reports of peer-on-peer abuse or online harm will be logged, investigated immediately, and addressed through combined safeguarding and behaviour management procedures.

In any case where bullying is suspected, an investigation will take place and the school will apply the appropriate consequences in line with the relevant policies.

For more details on how Overleigh St Mary's CE, **in line with All CDAT schools** will address bullying concerns please refer to our Anti-Bullying and Anti-Harassment Policy, which adheres to the CDAT Anti-Bullying Strategy which is published on the Trust's website [CDAT policies page](#)

6.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force in the following circumstances, in order to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Be a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

At Overleigh St Mary's CE:

Legal and formal in extreme cases Physical restraint

(see 'Use of Reasonable Force' 2013)

All members of staff should be aware of the regulations regarding the use of positive handling and use of reasonable force (DfE 2013). Staff will be updated of any changes made by the government relating to the use of force.

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the use of reasonable force. Under no circumstances will physical force or restraint be used as a form of punishment.

On very rare occasions a child's behaviour plan may include the use of positive handling – Team Teach. This will only be included with the agreement of the family and delivered by staff that are trained to do so. It is only considered in exceptional circumstances where the needs of the child are such that they are regularly placing themselves or others in danger.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Safeguarding

Overleigh St Mary's CE recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to pupil's social care is appropriate.

Please refer to our Overleigh St. Mary's child protection and safeguarding policy for more information. The CDAT policy can be found at: www.cdat.co.uk/our-trust/policies.html

6.6 Confiscation, Screening and Searching

Searching, screening and confiscating is conducted in line with the DfE guidance [Click here](#)

Confiscation:

Any prohibited items (listed below) found to be in a pupil's possession will be confiscated. These items will not be returned to the pupil.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes
- Vapes
- Fireworks
- Pornographic material
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Schools may also confiscate mobile phones or electronic devices if pupils are not permitted them during the school day. Please see the school's Use of Mobile Phones and Devices policy.

Searching a Pupil and/or their Possessions:

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a

prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. If a pupil does not agree, the member of staff must contact the Headteacher to discuss how to proceed. The authorised member of staff may only use reasonable force with the Headteacher's permission and if they suspect the pupil to have a prohibited item. The authorised member of staff may only search outer clothing, pockets, possessions, desk or locker and must do so in a suitable location with a witness.

Staff will follow guidance from the DfE [Click here](#) If unsure how to proceed, school staff will contact the trust.

Any search must be recorded in line with the school's safeguarding procedures. The DSL should be notified if any prohibited items were found.

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

6.6a Electronic Devices

When searching electronic devices, if an authorised member of staff has reasonable grounds to suspect that a device contains prohibited items, illegal material, or evidence relating to an offence, they may inspect data or files on the device. Staff members are strictly prohibited from carrying out strip searches. Strip searches can only be conducted by police officers under the Police and Criminal Evidence Act 1984, in the presence of an appropriate adult, and only when stringent legal criteria are met

6.6b Mobile Phones

To maintain a focused learning environment free from unnecessary distraction and online risk, pupils are not permitted to use mobile phones

or smart devices during the school day. Devices brought onto school grounds must be switched off and handed in or stored in designated secure locations upon arrival. Any unauthorised use of mobile devices will result in confiscation, search of the device where appropriate under DfE guidance, and application of proportionate sanctions

Overleigh St Mary's strongly discourages pupils from bringing mobile phones or other electronic devices into school. If devices are brought into school without prior and formal agreement from the Headteacher, parents will be contacted to collect the device. At Overleigh St Mary's, mobile phones/communication devices must be handed to the class teacher on arrival at school, who will store them securely/safely and return them at the end of the school day. Children should not be using phones/similar communication devices on the school grounds before, during or after school unless supervised by their teacher/a member of SLT.

6.7 Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.10 Sexual harassment and sexual violence

Schools will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information. The policy can be found at: www.cdat.co.uk/our-trust/policies.html

6.11 Suspension and permanent exclusion

Schools can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. The trust must be notified of any suspensions or exclusions.

Please refer to our exclusion policy for more information. The policy can be found at: www.cdat.co.uk/our-trust/policies.html

6.12 Internal Exclusions

Removal from the classroom is a serious response to persistent or significant disruption that prevents effective teaching and learning or poses a safety risk. Removal must be used to maintain safe and orderly conditions, not as a severe punitive measure. When a pupil is removed, the school will ensure they are supervised by an appropriate staff member, continue their education with suitable work, and have a clear pathway to return to class. Every instance of removal must be recorded and monitored by senior leaders

7. Responding to Misbehaviour from Pupils with SEND

7.1 Recognising the impact of SEND on behaviour

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, staff will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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 matter. If

appropriate, the school may request an emergency review of the EHC plan.

7.5 Supporting Pupils Following a Sanction

Where a sanction has been applied, the school will take reasonable steps to support the pupil appropriately, based on the individual and the specific context and nature of the sanction. This is with view to minimising the risk of reoccurrence in the future.

8. Recording and Reporting:

Behaviour incidents will be recorded using CPOMS and these records will be evaluated at least termly. This helps senior leaders to evaluate if this policy and their procedures are working effectively.

Parents should be informed as soon as is practically possible after an incident. It should be explained to them what happened, what consequence was given and what measures are in place to help prevent such an incident happening again. Ideally, this should be communicated in person or by phone. Schools should explore if the family would benefit from additional support.

9. Supporting Staff Wellbeing, CPD and Training

Staff play a central role in shaping behaviour and relationships, and their wellbeing is a priority. We provide ongoing training and support for staff, equipping them with the skills to handle challenging situations calmly and consistently. Training on inclusive practices, managing behaviour, and supporting SEND pupils is provided regularly, aligned with our school's Christian ethos and research-informed principles.

10. Monitoring Arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reviewed termly by SLT and the SENCO and will be considered from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

Senior leaders and the SENCO will also regularly analyse behavioural data alongside attendance records to identify potential links between persistent absence, internal truancy, and behavioural concerns. Early identification of these patterns enables prompt pastoral support and intervention before issues escalate

Schools will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

10.2 Monitoring this policy

This policy will be reviewed at least annually by CDAT's Education Effectiveness committee. Following every review, it will be presented to the local governance committee to be noted. The Education Effectiveness committee may review the policy more frequently, if needed, to address findings from the monitoring of the behaviour data (as per section 10.1).

11. Links with Other Policies

This policy links to a number of other policies and procedures, including:

- Child Protection and Safeguarding Policy
- Exclusion Policy
- Health and Safety Policy
- Attendance Policy
- Acceptable Use Policy
- Equalities Policy and Trust Equality Objectives
- Privacy Notices
- Data Protection Policy
- Records Management Policy
- Anti-Bullying Strategy
- Mobile Devices Policy

These can be accessed on the school website or, for Trust policies, at www.cdat.co.uk/our-trust/policies.html

Appendix 1

Restorative meeting questions:

1. What happened, what did you do?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

2. What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes.

3. 'What have you thought since?'

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

4. How did this make people feel?

The child might have been unaware of how other people reacted to their behaviour. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

5. Who has been affected?

Often the first response to 'Who has been affected?' is simply 'Me, I got sent out, I am missing my break. It is only with some gentle encouragement that the child can see the bigger picture; you are teaching them to use their conscience. At the end of this section of the meeting ask the learner to list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'

6. How have they been affected?

The 5-year-old who pushes in at the front of the dinner queue without any regard for the 29 children who are patiently waiting in line is taught that their behaviour can have an impact on others. Teachers in the early years of schooling spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people.

7. What should we do to put things right?

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point.

8. How can we do things differently in the future? A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when and how to do things differently.