Behaviour Policy

MAT template for adaptation by each Reach South Academy

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Policy Owner	Nicola Whitcombe, Regional Director
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1. Purpose and principles

Reach South Academy Trust is committed to ensuring that every academy provides a safe, inclusive, respectful and ambitious learning environment where all children and young people can flourish academically, socially and emotionally.

We believe that positive behaviour is developed through strong relationships, a sense of belonging, clear expectations, consistent routines and high-quality teaching. Creating a culture where pupils feel valued, understood and supported enables them to engage successfully in learning and make positive contributions to their school community.

The Trust adopts a relational approach to behaviour that combines high expectations with high levels of support. We recognise that behaviour is a form of communication and that pupils may at times require additional support to regulate their emotions, meet expectations and develop positive behaviours. Whilst understanding the reasons behind behaviour is important, it does not remove accountability. Pupils are supported to take responsibility for their actions, understand the impact of their behaviour on others and develop the skills required for successful participation in school and wider society.

The purpose of this policy is to:

- Protect the right of every pupil to learn and achieve in a safe, calm and purposeful environment.
- Ensure every member of the school community is treated with dignity, respect and fairness.
- Promote self-regulation, self-discipline, responsibility, resilience and positive relationships.
- Develop a culture of belonging where pupils feel valued, supported and connected to their academy community.
- Prevent bullying, discrimination, harassment, sexual harassment, prejudice-related incidents and all forms of harmful behaviour.
- Establish clear expectations for behaviour that are understood and applied consistently across the Trust.
- Ensure reasonable adjustments are made where appropriate to enable all pupils, including those with SEND and additional needs, to succeed.
- Support pupils to reflect on behaviour, repair relationships and learn from mistakes.
- Use appropriate, proportionate and educationally focused consequences alongside support and intervention to reduce the likelihood of recurrence.
- Promote effective partnership working with parents, carers and external agencies to secure positive outcomes for children and young people.
- Prepare pupils to become responsible, respectful and active citizens who contribute positively to their communities.

2. Scope

This policy applies during the school day, on school premises, during remote education, on educational visits and activities, while travelling to or from school, and when a pupil is identifiable as a member of the academy community where it is reasonable for the academy to regulate conduct. The academy may respond to behaviour outside school where permitted by law and guidance, including online behaviour.

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3. Roles and responsibilities

The Trust Board

The Trust Board, as proprietor, sets Trust-wide expectations, ensures an appropriate behaviour framework is in place and assures itself that academies comply with legal and statutory requirements. It receives appropriate information about behaviour, suspensions and exclusions, pupil movement, restrictive interventions and disproportionality. Functions may be delegated in accordance with the Trust's Scheme of Delegation, but accountability remains with the Trust Board.

Local governance

Local governance provides local assurance and challenge in accordance with the Trust Scheme of Delegation, including scrutiny of behaviour culture, trends, equity and the effectiveness of academy-specific arrangements.

Headteacher

The Headteacher is responsible for leading and embedding the academy's behaviour culture in line with this policy. This includes ensuring that expectations are clearly communicated and consistently understood by pupils, staff and families; that staff receive appropriate training and support; and that effective systems are in place to promote positive behaviour, self-regulation and inclusion.

Within the Trust framework, the Headteacher will establish the academy's local approaches to routines, behaviour expectations, recognition, support and restorative responses, ensuring these reflect the needs of the academy community whilst remaining aligned to Trust principles. The Headteacher is also responsible for ensuring that pupils receive timely and appropriate pastoral, behavioural and additional support to enable them to succeed.

The Headteacher will promote a relational approach that combines high expectations with high levels of support, ensuring that behaviour is understood within its context whilst maintaining clear accountability and a focus on learning, belonging and repairing relationships.

In accordance with statutory guidance, only the Headteacher, or a person formally acting in the role of Headteacher, may make the decision to suspend or permanently exclude a pupil on disciplinary grounds.

Staff

All staff have a responsibility to create a safe, inclusive and relational culture where pupils feel valued, supported and able to succeed. Staff will:

- build positive, respectful and trusting relationships with pupils
- teach, model and consistently reinforce expected behaviours, routines and values
- use calm, consistent, respectful and proportionate responses that support learning and self-regulation
- seek to understand the context of behaviour, including any unmet needs, communication differences or contributing factors, whilst maintaining high expectations
- provide support, guidance and opportunities for reflection to help pupils learn from mistakes and make positive choices
- use co-regulation and de-escalation strategies where appropriate to support pupils in managing emotions and behaviour

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- make and implement reasonable adjustments where required to enable all pupils to access learning and meet expectations successfully
- promote accountability through restorative conversations, repairing relationships and helping pupils understand the impact of their actions on others
- recognise and celebrate positive behaviour, effort, progress and contribution to the school community
- record significant behaviour, safeguarding and welfare information appropriately and in line with academy procedures
- work collaboratively with parents, carers and external professionals to support positive outcomes for pupils
- seek support from leaders and specialist colleagues where behaviour presents a risk, causes significant concern or is not improving despite intervention
- Staff will maintain a relational approach that combines warmth, empathy and understanding with clear boundaries, consistency and high expectations for all pupils.

Pupils

Pupils are encouraged and supported to engage positively with academy life by following agreed expectations and routines, showing respect and kindness towards others, and taking increasing responsibility for their choices, actions and learning. Through strong relationships and consistent guidance, pupils will be supported to develop self-regulation, resilience, empathy and an understanding of how their behaviour affects themselves and those around them.

Parents/carers

Parents and carers are valued as key partners in supporting their child's development, wellbeing and success. The academy will work collaboratively with families to build positive relationships, share relevant information and identify effective strategies that help pupils thrive. Parents and carers are encouraged to communicate openly with the academy, share information that may influence their child's behaviour or wellbeing, and work alongside staff to promote positive outcomes, consistent expectations and successful participation in school life.

4. Academy behaviour expectations and curriculum

Each academy will explicitly teach behaviour expectations, routines and ways of interacting that promote a safe, respectful and inclusive community. Expectations will be clear, age-appropriate and consistently reinforced through modelling, practice, positive relationships and daily routines. Behaviour will be taught as a key life skill, enabling pupils to develop self-regulation, responsibility and positive relationships.

Expectations will be introduced during induction, revisited at key transition points and re-taught when needed. Through a relational approach, pupils will be supported to understand both what is expected and why these behaviours contribute to a positive learning environment. Where appropriate, reasonable adjustments will be made to ensure all pupils, including those with SEND and additional needs, can successfully access, understand and meet expectations.

Stoke Damerel Primary Academy's Behaviour expectations:

Please click on the link below to see our school's behaviour system summary.

3BC112F7932EC4602CBD476E9B03C1B7.pdf

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5. Recognition and rewards

Positive behaviour should be recognised and reinforced in ways that promote belonging, motivation and positive relationships. Recognition should be meaningful, inclusive and linked to the academy's values, expectations and individual progress. *Each academy will publish its approach to recognition and celebration in Appendix 1.*

At Stoke Damerel Primary Academy, we celebrate good and kind behaviour in many ways:

- Receive a silver and/or gold sticker showing you have gone above and beyond expectation
- Regular Celebrating Good Behaviour events – for children who remain on green everyday
- Class own initiatives – marbles in the jar etc
- Star of the Week and Super Star Cup awards in our weekly Celebration Assesmbly

6. Responding to Behaviour and Supporting Learning

When behaviour falls below expectations, staff will respond calmly, consistently and proportionately, with a focus on maintaining safety, supporting learning and strengthening relationships. Responses should promote reflection, accountability and the development of self-regulation skills.

In determining an appropriate response, staff will consider the behaviour, its impact on others, the context in which it occurred, the pupil's age and understanding, any relevant SEND, disability or safeguarding factors, previous support provided and any reasonable adjustments required.

Responses may include re-teaching expectations, restorative conversations, reflection activities, repairing harm, temporary adjustments to activities or privileges, school-based community contributions, supported time away from a classroom, targeted interventions, detention, suspension and, in the most serious circumstances, permanent exclusion. Corporal punishment is never permitted.

At Stoke Damerel Primary Academy, we use a relational approach to behaviour, identifying what happened, where it went wrong, how we can make it right and how to change our behaviour/thoughts to avoid it happening again. We know that children do not always purposefully behaviour inappropriately.
Click on the link below for an overview of the behaviour system at school:
3BC112F7932EC4602CBD476E9B03C1B7.pdf

7. Detention/Internal Reflection and supported time away from the classroom.

Detention/Internal Reflection

Detention or internal reflection may be used where it is reasonable, proportionate and supports pupils to reflect on their choices, repair learning, restore expectations and make positive future decisions. These approaches should be educational in purpose, promoting accountability whilst providing opportunities for reflection, learning and personal growth.

When determining the nature and timing of any detention or internal reflection, staff will take account of the pupil's age, individual circumstances, safeguarding considerations and any relevant SEND or additional needs. Academies will set out their arrangements for detention and internal reflection, including supervision, communication with parents and carers, and any same-day or after-school provision, within Appendix 1.

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The focus should remain on supporting pupils to understand the impact of their actions, strengthen self-regulation and successfully re-engage with learning and the wider school community.

Supported time away from the classroom

At times, a pupil may require a period of supported time away from the classroom to maintain safety, support regulation or enable successful learning for themselves and others. This should be viewed as a supportive intervention rather than a punishment and used for the shortest time necessary.

During this time, pupils will remain supervised, continue to access meaningful learning and be supported to regain readiness to learn. Staff will seek to understand the factors contributing to the incident, provide appropriate support and work collaboratively with the pupil to identify strategies for future success.

Following any period away from the classroom, pupils will be supported to successfully re-engage with learning through reflection, re-teaching of expectations, restorative conversations where appropriate and a planned reintegration process. The focus should be on restoring relationships, strengthening belonging and reducing the likelihood of recurrence whilst maintaining clear expectations and accountability.

At Stoke Damerel Primary, we always look to work with our children and their families to support with behaviour. Our systems include:

1) Warnings from staff, after several reminders results in an AMBER; moving to another class for 5 minutes to calm and think about what has happened.
2) If misbehaviour continues, then the child will move to RED on the behaviour system and have a REFLECTION – a lunch time restorative chat with a member of SLT.
3) If behaviour continues after 3 REDs in one half term, a BEHAVIOUR PLAN may be compiled between the child, parent/carers and school. This is monitored regularly.
4) A REPORT CARD will be issued, in conjunction with the parents/carers and child should behaviour persist
5) An INTERNAL EXCLUSION may be used, which removes the child from the classroom for at least one day in the SLT/Headteacher's office.
6) For serious and aggressive behaviours, a timed suspension or permanent exclusion could be issued.

8. Supporting pupils and making reasonable adjustments

The Trust maintains high expectations for all pupils while recognising that some may require different levels of support, reasonable adjustments or personalised approaches to achieve success. In line with the Equality Act 2010 and the Children and Families Act 2014, the academy will consider whether behaviour may be influenced by SEND, disability, communication differences, mental health needs or other vulnerabilities, and whether adjustments or additional support are required.

This may include:

- early identification of triggers, barriers to learning and emerging needs
- adaptations to teaching, routines, communication methods or the learning environment
- pastoral, mentoring or therapeutic support
- co-regulation strategies and the explicit teaching of self-regulation skills
- involvement of the SENCO and, where appropriate, external agencies or multi-disciplinary professionals
- review of existing support plans, including EHC plans, or consideration of further assessment where appropriate
- The aim is to remove barriers, promote successful participation and enable pupils to meet expectations within a safe, inclusive and supportive environment.

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9. Bullying, discrimination, sexual harassment and harmful behaviour

Bullying, prejudice-based behaviour, discrimination, sexual harassment, sexual violence and other harmful behaviours are not tolerated within Reach South academies. Concerns will be addressed promptly through a restorative, educational and safeguarding-informed approach, with a focus on protecting those affected, addressing harm, promoting accountability and rebuilding safe relationships.

Where behaviour may indicate abuse, exploitation or a risk of harm, safeguarding will take priority and concerns will be managed in accordance with Trust safeguarding procedures. Academies will have regard to Keeping Children Safe in Education (2026) and current Department for Education guidance on preventing and responding to bullying and harmful behaviour.

10. Mobile phones and smart technology

From September 2026 academies should operate as mobile phone-free environments by default throughout the school day, with exceptions only where justified by a pupil's individual circumstances or other legitimate need. Academy arrangements, including storage, exceptions and consequences for breach, are set out in Appendix 1.

At Stoke Damerel Primary, we allow children who walk to school, in Years 5 and 6, to bring their phone to school. As soon as they are on site it is not allowed to be used and is collected each day by the child's class teacher. The child collects the phone at home time to be contactable by parents/carers when walking home.

11. Searching, screening and confiscation

Searching, screening and confiscation will be carried out in accordance with the law, safeguarding duties and current Department for Education guidance. The Headteacher will identify staff authorised to search. Staff will consider the pupil's welfare, safeguarding needs, age, vulnerability and any SEND before, during and after a search.

Searches will normally be carried out by a member of staff of the same sex as the pupil and witnessed by another member of staff, who should also be of the same sex where reasonably possible. A search may only be conducted without these arrangements where there is a reasonable belief that delaying the search would create a risk of serious harm.

Searches are limited to outer clothing, possessions, desks and lockers. Only the police may conduct a strip search. Searches and confiscation of prohibited or academy-banned items will be recorded where appropriate, and parents informed in line with guidance and safeguarding considerations.

Statutory prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and items reasonably suspected of being used, or likely to be used, to commit an offence, cause injury or damage property. The academy may also identify additional items banned under its rules.

12. Restrictive interventions and reasonable force

The academy is committed to creating safe, supportive environments that minimise the need for restrictive interventions through strong relationships, early identification of need, effective planning, co-regulation and de-escalation. In line with the Department for Education's Restrictive Interventions and Reasonable Force in Schools and Colleges (2026) and Reach South Use of Reasonable Force and Other Restrictive Interventions Policy, restrictive interventions should only be considered as a last resort when necessary to

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prevent harm and maintain safety.

Reasonable force may only be used where it is lawful, reasonable, necessary and proportionate, and must never be used as a punishment. Particular consideration will be given to pupils with SEND, disabilities, trauma experiences or other vulnerabilities. Where a pupil may be at increased risk of requiring physical intervention, individual planning should be developed wherever possible in partnership with the pupil, parents/carers and relevant professionals.

All significant incidents involving the use of force will be recorded and shared with parents/carers in accordance with statutory guidance. Following an incident, the academy will consider the wellbeing, support and relational repair needs of all those involved, using reflection and review processes to strengthen practice, repair relationships and reduce the likelihood of recurrence.

13. Suspension and permanent exclusion

Suspension and permanent exclusion will be used in accordance with the DfE statutory guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective from 26 July 2026.

Only the Headteacher, or the person formally acting as Headteacher, may suspend or permanently exclude a pupil on disciplinary grounds. Decisions must be lawful, reasonable, fair and proportionate. The civil standard of proof, the balance of probabilities, applies. The pupil's views should be considered, taking account of age and understanding, and relevant contributing factors, SEND, disability, safeguarding information and reasonable adjustments should be considered.

A suspension is for a fixed period, and the total may not exceed 45 school days in an academic year. A suspension cannot be extended or converted into a permanent exclusion. Where further evidence comes to light following an initial suspension, the Headteacher may make a separate exclusion decision where justified by that evidence and the statutory guidance. During the first five school days the academy will take reasonable steps to ensure that work is set and marked. For a suspension of more than five consecutive school days, suitable full-time education for a compulsory-school-age pupil will be arranged to begin no later than the sixth school day. Consecutive suspensions are treated cumulatively for this purpose. Where a pupil is looked after or has a social worker, the academy will work with the local authority to seek to arrange alternative provision from the first day where appropriate. The academy will make all statutory notifications without delay, including to parents, the local authority and governing board and, where applicable, the pupil's social worker and/or Virtual School Head.

Permanent exclusion will be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. It is a last resort. The Headteacher will consider relevant contributing factors, the pupil's views, safeguarding, SEND/disability and reasonable adjustments before reaching the decision. For the first five school days where alternative provision has not begun, the academy will take reasonable steps to ensure work is set and marked. The local authority is responsible for arranging suitable full-time education from the sixth school day after the permanent exclusion. Governing board consideration, independent review and reinstatement procedures will follow the current statutory guidance.

Following a suspension, cancelled exclusion, period of off-site direction or separation for safeguarding purposes, the academy will plan for successful reintegration into school life and full-time education. The reintegration strategy will provide a fresh start, help the pupil understand the impact of their behaviour, re-teach expectations, strengthen belonging and engagement with learning, and identify any SEND, health, pastoral or multi-agency support required. The strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return. Where possible, parents will be included. A pupil will not be prevented from returning because a parent is unable or unwilling to attend. The strategy will be reviewed and adapted where necessary. A part-time timetable will not be used to manage behaviour; where exceptionally used for another lawful purpose it will be for the shortest necessary period, formally reviewed

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and accompanied by a clear route back to full-time education.

14. Off-site direction

Off-site direction is a temporary requirement for a pupil to attend another education setting for the purpose of improving their future behaviour. It may only be used for this purpose and must not be used as a sanction or punishment for past misconduct. It should only be used where in-school interventions and/or outreach have been unsuccessful or are considered inappropriate. It is a time-limited intervention and may involve placement at alternative provision or another mainstream school. Depending on the pupil's individual needs and circumstances, provision may be full-time or may combine part-time alternative provision with continued mainstream education.

For academy schools, the Trust is the "governing board" for these statutory purposes. An off-site direction will therefore be made by the Trust or under authority properly delegated by the Trust, in accordance with the Scheme of Delegation. The pupil will be supported to express their views and will be told how those views have been taken into account.

- The reasons, objectives, intended length, review arrangements and success criteria will be defined before the placement starts.
- The academy will evidence appropriate initial intervention and share relevant information with the receiving setting, including attainment information, a current risk assessment and effective support/risk-management strategies.
- The pupil will continue to receive a broad and balanced education and SEND, disability and safeguarding duties continue to apply.
- A proposed maximum period will be identified and reintegration or other next steps will be planned from the outset.

Written notice

Parents, or a pupil aged 18 or over, and the local authority where the pupil has an EHC plan, will be notified in writing as soon as practicable after the direction is made and no later than two school days before the placement begins. The notice will state the placement address; who the pupil should report to; the number of days for which the direction applies; the reasons and objectives; and the relevant session start, finish and break times.

Review

The Trust will keep the direction under review for as long as it remains in effect and will hold review meetings at intervals appropriate to the pupil's needs. A parent, pupil aged 18 or over, or the local authority where the pupil has an EHC plan may request a review meeting in writing. The Trust will comply as soon as reasonably practicable unless a review has taken place within the previous 10 weeks.

For a scheduled review, the parent and, where relevant, the local authority will be invited in writing at least six days beforehand and may attend or submit written views. After each review, the Trust will decide whether the direction should continue and, if so, for what period, taking account of relevant views. The parent will be notified in writing of the decision and reasons no later than six days after the review meeting. Reviews will be recorded.

15. Managed moves

A managed move is a voluntary, planned intervention that results in the permanent transfer of a pupil to another mainstream school. It must be agreed by all relevant parties, including the parent and the admission authority of the receiving school, and should take place only where it is in the pupil's best interests.

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There is no “trial managed move” or “trial admission”. If a temporary placement is required to improve behaviour, the correct mechanism is an off-site direction. A review of an off-site direction may identify a permanent managed move as an appropriate next step.

- Once a managed move takes effect, the pupil transfers permanently. The pupil’s name will be deleted from the original academy’s admission register and added to the receiving school’s admission register in accordance with the applicable registration requirements; the pupil should be registered at one school only. Concerns arising after transfer must be addressed by the receiving school through its normal behaviour, safeguarding, SEND and support arrangements. The move is not a trial and cannot simply be reversed by returning the pupil to the original academy.
- The move must comply with the School Admissions Code unless the pupil has an EHC plan. Managed moves are separate from the Fair Access Protocol.
- A parent or pupil will not be pressured to accept a managed move. Refusal to agree a managed move is not a disciplinary reason for permanent exclusion.
- Before the move, the original and receiving schools will share relevant information, including attainment, needs, safeguarding information, current risk assessment and effective support/risk-management strategies.
- The original academy should be able to evidence appropriate initial intervention, including multi-agency support or statutory assessment where relevant.
- Where a pupil has an EHC plan, the local authority will be contacted before a managed move and the statutory process for amending the plan will be followed where the move is agreed.
- Where a pupil has a social worker, the social worker and DSL will be involved as early as possible. For a looked-after child, the Virtual School Head will also be notified.

16. Separation of pupils for safeguarding purposes

In rare circumstances, and for safeguarding rather than disciplinary reasons, an academy may temporarily forbid a pupil from attending its premises where separating pupils is essential and this cannot practicably be achieved while allowing the pupil to remain on site. This is not a suspension or permanent exclusion. The decision will be made on a case-by-case basis with the Designated Safeguarding Lead or deputy taking a lead role, with advice from relevant agencies where required. The academy will inform the parent of the reason, notify the governing board without delay, consider its duties under the Human Rights Act 1998, Equality Act 2010 and Keeping Children Safe in Education, and work with the local authority regarding suitable education where the academy or parent does not arrange it. Reintegration will be supported when the pupil returns.

17. Reintegration and preventing recurrence

Following a significant behaviour incident, detention/internal reflection, suspension, off-site direction or other intervention, the academy will work with the pupil and, where appropriate, their family to identify the support needed for a successful return to learning. This may include restorative conversations, re-teaching of expectations, mentoring, pastoral or SEND support, family partnership work, multi-agency involvement or a revised support plan.

Reintegration should strengthen belonging, rebuild relationships and provide a positive fresh start, whilst maintaining clear expectations and appropriate support to promote future success.

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18. Records, monitoring and governance assurance

The academy will maintain appropriate records of significant behaviour incidents, behaviour responses, suspensions and permanent exclusions, searches, pupil movement and restrictive interventions. Leaders will regularly review and analyse this information to identify patterns, emerging needs, recurring concerns and any disproportionality in outcomes, including for pupils with protected characteristics, SEND and other vulnerable groups.

This information will be used to strengthen practice, inform support, evaluate the effectiveness of interventions and promote equitable outcomes for all pupils. The Trust Board and local governance will receive appropriate information to support their monitoring and assurance responsibilities, whilst maintaining confidentiality and protecting individual pupils' privacy.

19. Complaints

Concerns about the implementation of this policy should normally be raised with the academy in the first instance and may be pursued through the Trust Complaints Policy. Statutory challenge and review routes for suspension and permanent exclusion are separate and are explained in the relevant decision letters.

20. Key legislation and current guidance

This policy should be read alongside the following legislation and guidance, as amended or replaced from time to time:

- Education and Inspections Act 2006
- Education Act 2002
- Education Act 1996
- Equality Act 2010
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years
- School Attendance (Pupil Registration) (England) Regulations 2024
- Education (Educational Provision for Improving Behaviour) Regulations 2010, as amended and modified for academies by the 2026 Regulations
- DfE, Behaviour in schools: advice for headteachers and school staff (February 2024)
- DfE, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026; effective 26 July 2026)
- DfE, Restrictive interventions, including use of reasonable force, in schools (April 2026)
- DfE, Mobile phones in schools (statutory guidance updated 29 June 2026; schools should follow from 1 September 2026)
- DfE, Searching, Screening and Confiscation: advice for schools (current GOV.UK version, updated 19 July 2023)
- DfE, Alternative provision and Arranging Alternative Provision: A Guide for Local Authorities and Schools (February 2025)
- DfE, Working together to improve school attendance (July 2026)
- DfE, Keeping children safe in education 2026 (September 2026)
- DfE, Preventing bullying (updated 9 July 2026)

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Appendix 1: Academy-specific behaviour arrangements

Academy	Stoke Damerel Primary Academy
Headteacher	Annie Blackie
Policy applies from	October 2026
Local review date	October 2027
Contact	reception@stokedamerelacademy.org

A. Our behaviour expectations

State the small number of expectations pupils are expected to know and follow. These should align with the Trust policy but use the language pupils hear every day.

Our expectations	We have the School's Golden Rules: We are gentle We don't hurt others We are kind and helpful We listen We are honest- we don't cover up the truth We work hard- we don't waste our own or others' time We look after property
How we teach them	We revisit the rules in assembly time, twice a week and during our PSHE sessions. The children see the rules daily, displayed around school.
Key routines	Children are expected to walk around school, sensibly, silently and on the left; this enables all of us to walk around safely. This is modelled by staff and children are reminded each time they leave the classroom.
Where expectations apply	The behaviour expectations apply to all areas of the school, at Breakfast and After School Club and when they are out of school during the school day - on trips, visits and residentials.

B. Recognition and rewards

Explain how pupils know that positive behaviour, effort, contribution and improvement are noticed. Include enough detail for parents and pupils to understand the system without turning this into an operational handbook.

Everyday recognition	The children receive Dojos, which are added to their individual name. There is opportunity to receive a silver or a gold sticker for exceptional behaviours. Each class has their own behaviour incentive, chosen in conjunction with the children.
Formal rewards	Star of the Week Super Star Cup Award

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What is recognised	Dojo stickers Silver and Gold stickers Name and photo in the newsletter When children are following the GOLDEN RULES and/or go even further (above and beyond).
Accessibility	The expectations are whole school wide, and shared in picture and word format to help children of all ages to see and recognize the rules. We always take into consideration the needs of all children so sanctions and rewards are individualised so it is equitable for all.

C. Behaviour responses and sanctions

How does the reward system work?

Everyone starts the day on **Green**. You can move up or down depending on your behaviour:

Level	What It Means	Reward or Action	Support
Green	You've met expectations and behaved well.	Praise, stickers, Dojos	Universal supports- movement breaks, fidget toys, praise, active learning, clear expectations
Silver	You've done really well today!	Silver sticker, 3 Dojos	Universal supports- movement breaks, fidget toys, praise, active learning, clear expectations
Gold	You've been amazing!	Golden ticket, 5 Dojos, special privileges	Universal supports- movement breaks, fidget toys, praise, active learning, clear expectations
⚠ Name on board	You've been reminded to change your behaviour but haven't.	Reminder and chance to improve	A quick chat with an adult Chance to improve and go back to green
Amber	Your behaviour still isn't improving.	Timeout and reflection	5-minute timeout to calm down Chance to improve and go back to green
Red	Your behaviour has caused a big problem (e.g., fighting or continued disruption to learning).	Reflection time, parents informed	Help to understand what went wrong A plan to improve behaviour

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D. Detention arrangements

When used	We have REFLECTION time at Stoke Damerel Primary Academy when a child has been placed on RED.
When and where	This takes place in the SLT or Headteacher's office during lunchtime: 12.00-12.20
Supervision	Supervised by a member of the Senior Leadership Team. The incident is recorded on ARBOR, our school data system.
Parent information	ARBOR contacts parents directly via email correspondence.
Practical considerations	All behaviour sanctions happen on school site and constant communication with parents. We work with our families to ensure we are aware of children's needs to understand barriers and address the need through adaptions.

E. Removal from classrooms / internal provision

When removal may be used	If a child is on AMBER, they will be asked to go to another classroom for a 5 minute reflection time.
Location and supervision	Each year group has a named class that the children go to. There is a class teacher in the room to supervise.
Education	This is a regulation time, they then return to work in their classroom.
Duration and review	5 minute regulation and reflection time.
Reintegration	They return to their classroom, ready to learn.
Parent communication	Parents will be informed if AMBER class removal is required frequently.

F. Mobile phones and smart technology

During the school day	Mobile phones are handed into the class teacher when the children enter school.
Storage	The phones are kept n a box in a locked cupboard during the school day – devices are switched off.
Exceptions	There are no exceptions required at school level for children.
Breach of rules	If phones are not handed in and the school finds out, they are handed into the school office and will need to be collected by an adult.
Contacting pupils	Parents contact the school office to pass messages to their children.

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G. Academy-banned or restricted items

Additional banned items	Electronic devices.
Restricted items	Personal belongings – valuable items, sentimental items.
Confiscation / return	Kept in the classroom or office for safety and collected by the child or parent.

H. Additional support to help pupils meet expectations

Describe the support pupils and families can realistically expect. Support is not a reward for poor behaviour; it is part of preventing recurrence and improving access to learning.

Pastoral support	Check ins with a trusted adult TAM meetings EHAT meetings Social stories
SEND / communication support	Children who require an individual behaviour plan will receive updates and regular meetings between parents/carers and school.
Targeted interventions	TAM EHAT Social skills group
External / multi-agency support	MAST support MHTS (Mental Health Team Support) CIT (Communication and interaction team) S&L support
Individual plans	Children have Individual Behaviour Plans, compiled by home and school input. They are revisited and updated together on a regular basis.

I. Working with parents and carers

Positive communication	Communication between school and home is through our school MIS system ARBOR and via email communication between class teachers, SLT, the school office and home.
Behaviour concerns	Meetings are arranged with parents to discuss behaviour concerns; firstly, with the class teacher and then SLT if required. ARBOR reports any incidents to parents.
Significant incidents	Reported through the MIS system, ARBOR, to parents and an in person phone call to discuss the incident and follow up actions.

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Meetings and review	Meetings and reviews are planned every half term.
Questions or concerns	First point of contact is Annie Blackie the Headteacher. See the trust policy on complaints for further information.

J. Academy contacts and linked local information

Designated safeguarding lead	Annie Blackie DSL and Headteacher
SENCO	Kayley Smith
Behaviour lead	Annie Blackie
Attendance lead	Lauren Clark
Pastoral / family support	Annie Blackie
Other useful information	Please see Stoke Damerel Primary Academy website for further information regarding school. Stoke Damerel Primary School - Home

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Relational Practice Framework

Reach South Academy Trust

Approval Date	October 2026
Framework Owner	Nicola Whitcombe, Regional Director
Adopted by Trust Board	
Review Date	October 2027 Alongside Behaviour Policy

Relationship to policy: This framework explains how we work with pupils. It is not a substitute for the Behaviour Policy and does not remove the need for clear expectations, consequences or accountability.

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1. Our relational approach

Relationships are central to learning, wellbeing, belonging and safety. Positive relationships provide the foundation through which children and young people develop self-regulation, resilience, social understanding and a sense of responsibility to others. Children and young people develop regulation, social understanding and responsibility through repeated experiences with calm, predictable adults. A relational approach asks adults to combine warmth with boundaries: to understand what may be driving behaviour, while still being clear about its impact and what needs to happen next.

- connect before correcting wherever possible, recognising that relationships are often the most effective vehicle for change
- be curious about behaviour without excusing harm
- hold boundaries calmly and consistently
- separate the pupil from the behaviour: “you are valued; this behaviour is not acceptable”
- teach and rehearse the skills we expect rather than assuming every pupil already has them
- repair relationships and restore belonging after difficulty
- make adjustments where equality, SEND or safeguarding duties require them

2. What relational practice is not

- It is not avoiding consequences.
- It is not lowering expectations because a pupil has experienced adversity or has SEND.
- It is not allowing one pupil’s needs to compromise the safety or education of others.
- It is not requiring an immediate restorative conversation when a pupil or adult is not regulated enough to participate safely.
- It is not a single script or programme. It is a consistent way of thinking and responding.

3. The adult stance

Adults set the emotional tone. In difficult moments, our first responsibility is to regulate ourselves sufficiently to respond deliberately rather than reactively.

- Be calm, brief and respectful.
- Use clear language and avoid public argument or humiliation.
- Acknowledge feelings without agreeing with unsafe or harmful behaviour.
- Offer limited, meaningful choices where appropriate.
- Focus initially on safety and regulation; problem-solving can happen later.
- Seek support when your own regulation or the level of risk means another adult is better placed to respond.

4. Belonging, predictability and prevention

The best behaviour response begins before an incident. Predictable classrooms, secure relationships and explicit routines reduce uncertainty and make successful behaviour easier.

- greet and notice pupils
- teach routines explicitly and revisit them after breaks or transitions
- use visual or communication supports where helpful
- plan proactively for known triggers and difficult transitions
- notice early signs of dysregulation and intervene at the lowest effective level
- build regular opportunities for success, contribution and positive recognition

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- create environments where pupils feel known, valued and included

5. Understanding behaviour

Behaviour may communicate need, emotion, dysregulation, uncertainty, developmental skill gaps, environmental stress, learned responses or deliberate choice. Understanding the context and function of behaviour helps adults respond effectively, but does not mean that all behaviour is acceptable.

ter recurring or significant incidents, staff should ask:

- What happened before, during and after the behaviour?
- What was the pupil communicating or trying to achieve/avoid?
- What skill, support or environmental change might reduce recurrence?
- Was the expectation clearly taught and understood?
- Does SEND, disability, communication, trauma, culture or safeguarding information matter here?
- What was the impact on others and what repair is needed?

6. Co-regulation and de-escalation

Children and young people often borrow regulation from adults before they can regulate independently. Co-regulation means using our presence, communication and environment to help a pupil return to a state in which they can think and engage.

- reduce unnecessary language and demands during escalation
- use a calm tone, appropriate physical space and non-threatening body language
- allow processing time
- reduce audience and environmental stimulation where possible
- use known regulation strategies and communication supports
- prioritise immediate safety; restrictive intervention is a last resort when lawful, necessary and proportionate

7. Consequences, accountability and learning

Relational practice and consequences work together. A consequence may be necessary to uphold a boundary, protect others or signal the seriousness of behaviour. To change future behaviour, we also consider what the pupil needs to learn, practise, repair or put right.

- Consequences should be proportionate and predictable.
- Adults explain the boundary without shaming the pupil.
- The response should distinguish intention from impact where relevant.
- Where harm has occurred, the needs and safety of those affected matter as well as the needs of the pupil whose behaviour caused harm.
- Support and accountability are complementary. Consequences help maintain boundaries, while support helps pupils develop the skills needed to make different choices in the future.

8. Repair and restorative practice

Repair is about restoring safety, strengthening relationships and supporting accountability. It should be proportionate, meaningful and undertaken when those involved are able to engage constructively. Restorative approaches should never require a pupil who has experienced harm to meet or reconcile with another pupil where this would be unsafe, inappropriate or unwanted.

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The focus of repair is to rebuild trust, restore belonging, support accountability, help pupils understand the impact of their actions and enable positive participation within the school community moving forward.

- What happened?
- Who was affected and how?
- What were you thinking or feeling at the time?
- What do you understand differently now?
- What needs to happen to put things right as far as possible?
- What will help this go differently next time?

9. SEND, neurodiversity and reasonable adjustments

Consistency means consistency of purpose, not identical treatment. Pupils may need different routes to the same expectation. Adjustments should be purposeful, understood by relevant staff and reviewed for effectiveness.

- adapt language, sensory demands or transitions
- use visual supports or advance warning
- provide planned movement or regulation opportunities
- teach social/communication expectations explicitly
- adjust how a consequence is delivered where necessary without removing accountability altogether
- involve the SENCO and seek specialist advice where behaviour indicates provision may not be meeting need

10. Working with families

Parents and carers know their children in ways school staff cannot, and school staff see pupils in contexts families may not. Effective partnership combines both perspectives. Contact should not happen only when something has gone wrong.

- share concerns early, clearly and without blame
- listen for context and family insight
- be explicit about the behaviour, its impact and the school's expectations
- agree practical actions and review whether they work
- communicate successes and improvement as well as concerns

11. Supporting staff

Relational practice depends on adults feeling safe and supported. Challenging behaviour can have an impact on staff. Leaders should provide clear escalation routes, appropriate training, reflective supervision or debrief following difficult incidents, and a culture in which asking for help is a professional strength.

12. Reflective review

When behaviour is recurring, teams should move beyond "what consequence comes next?" and consider the whole pattern. Useful review questions are:

- What is working and should continue?
- Is our response consistent enough for the pupil to predict?
- Are we inadvertently reinforcing the behaviour?
- Is there a skill we need to teach more explicitly?
- Is an environmental change possible?

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- Do we need further assessment or multi-agency support?
- Are patterns in our data suggesting disproportionality or an unmet systemic need?

13. Practice summary

Our aim is neither permissiveness nor compliance at any cost. We want pupils to experience adults who are calm, compassionate, boundaried and curious; schools where expectations are clear, explicit and fair; and responses to difficulty that protect safety, preserve dignity, promote accountability, strengthen relationships and support learning.

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