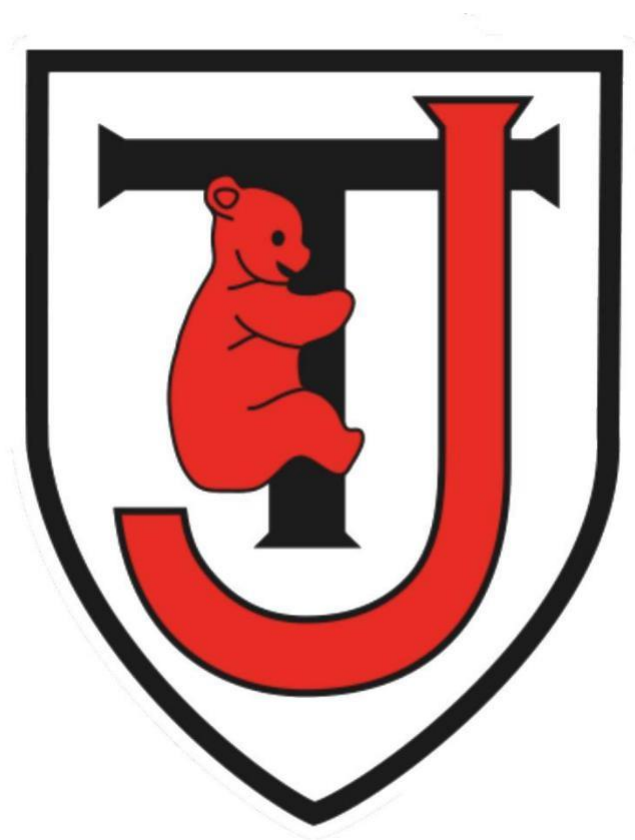


Relationships and Behaviour Policy

Thomas Jolyffe Primary School



*This policy has been written with reference to DfES guidance '**Behaviour and discipline in schools** Advice for headteachers and school staff' and '**Every Child Matters**'*

Written by:	Mark Johnston
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1. Introduction

At Thomas Jolyffe Primary School, we are committed to providing a safe, inclusive and nurturing environment where every child is able to thrive academically, socially and emotionally. We believe that positive relationships are the foundation of successful learning and that every member of our school community has the right to feel safe, valued, respected and included.

Our approach to behaviour is rooted in two key principles:

- Relationships are at the heart of everything we do.
- Every behaviour is communication.

We recognise that behaviour is influenced by a wide range of factors, including a child's stage of development, experiences, emotions, communication skills and individual needs. Whilst understanding the reasons behind behaviour informs our response, it does not diminish our expectation that all pupils learn to behave in ways that enable everyone to feel safe and succeed.

Behaviour is taught in the same way as any other aspect of the curriculum. Through explicit teaching, modelling, practice and consistent reinforcement, we support pupils to develop self-regulation, resilience, empathy and personal responsibility. When behaviour falls below expectations, our priority is to help pupils understand the impact of their actions, repair relationships where appropriate and develop the knowledge and skills to make more successful choices in the future.

Our aim is not simply to manage behaviour but to create a culture in which children develop the confidence, character and self-discipline needed to flourish both within school and beyond.

2. Legislative and Statutory Framework

This policy has been developed in accordance with current legislation and statutory guidance relating to behaviour, safeguarding, equality and inclusion.

It should be read alongside the school's safeguarding, SEND, anti-bullying, attendance, online safety, supporting pupils with medical conditions, equality and staff conduct policies.

The policy reflects the principles and requirements contained within current Department for Education guidance, including:

- [Behaviour in Schools: Advice for Headteachers and School Staff](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England](#)
- [Keeping Children Safe in Education](#)
- [Searching, Screening and Confiscation](#)
- [The Equality Act 2010](#)
- [Special Educational Needs and Disability Code of Practice \(0–25 years\)](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [Children Act 1989](#) and [Children Act 2004](#)
- [Human Rights Act 1998](#)
- [Use of Reasonable Force in Schools](#)

In implementing this policy, the school will fulfil its statutory duties by:

- promoting good behaviour and self-discipline;
- safeguarding pupils' welfare;
- making reasonable adjustments for pupils with disabilities and additional needs;
- ensuring behaviour expectations are applied fairly and consistently;
- considering individual circumstances when making behaviour decisions; and
- maintaining a culture where all members of the school community are treated with dignity and respect.

3. Aims of the Policy

This policy aims to:

- establish a positive, respectful and inclusive school culture where effective learning can flourish;
- promote consistently high expectations for behaviour across all aspects of school life;
- teach pupils the behaviours, routines and social skills needed for lifelong success;
- ensure behaviour is responded to consistently, fairly and proportionately;
- support pupils to develop emotional regulation, resilience and responsibility;
- maintain strong partnerships between school, parents, carers and external agencies where appropriate;
- provide appropriate support for pupils whose behaviour may be influenced by additional needs or vulnerabilities;
- ensure that safeguarding, equality and inclusion underpin all behaviour decisions; and
- create a culture in which pupils understand that mistakes are opportunities for learning, growth and restoration.

The policy applies throughout the school day, during educational visits, when pupils are representing the school and, where appropriate, to behaviour beyond the school gate in accordance with statutory guidance.

4. Relational Approach and Behaviour Principles

The culture of Thomas Jolyffe Primary School is built upon positive relationships, clear expectations and consistent adult practice.

We believe that children are most likely to succeed when they experience a strong sense of belonging, trust the adults around them and understand what is expected of them. Every interaction between adults and pupils contributes to this culture and provides an opportunity to teach, encourage and strengthen positive behaviour.

Our approach combines high expectations with high levels of support. We recognise that children develop self-regulation through consistent relationships and carefully planned teaching. Adults therefore respond with calmness, curiosity and professionalism, while maintaining clear boundaries that protect learning, wellbeing and safety.

Understanding behaviour as communication means that adults seek to understand the factors influencing behaviour before deciding how best to respond. This professional curiosity informs support, but does not remove personal responsibility or lower behavioural expectations. Wherever possible, pupils are supported to recognise the impact of their behaviour, repair relationships and return successfully to learning.

Across the school, behaviour is underpinned by The TJ Way: Ready • Respectful • Safe

These three expectations provide a shared language for behaviour across all aspects of school life. They are explicitly taught, regularly revisited and consistently modelled by all staff.

- **Pupils demonstrate readiness by arriving prepared for learning, following routines, listening carefully, persevering when learning is challenging and making the most of every opportunity.**
- **Pupils demonstrate respect through their words, actions and attitudes. They value themselves, others and their environment, communicate courteously, work cooperatively and accept responsibility for their actions.**
- **Pupils help create an environment where everyone feels physically and emotionally secure. They make sensible choices, follow instructions, respect personal boundaries and contribute to calm, purposeful learning.**

5. Teaching Positive Behaviour

Positive behaviour is taught, practised and woven into our curriculum. At Thomas Jolyffe Primary School, we do not assume that children automatically know how to behave in different situations. Instead, we explicitly teach the routines, habits, social skills and behaviours that enable everyone to learn, feel safe and contribute positively to school life.

Creating a Positive Learning Culture

Every classroom should provide a calm, predictable and inclusive environment where pupils feel safe, valued and ready to learn. Clear routines and consistent expectations enable pupils to develop independence, reduce anxiety and maximise learning time.

Across the school, adults establish learning environments that:

- promote high expectations for behaviour and achievement;
- provide consistent routines and clear transitions;
- encourage independence and resilience;
- value effort, perseverance and improvement;
- support positive relationships between pupils and adults; and
- enable all pupils, including those with additional needs, to participate successfully.

Teaching Behaviour

Behaviour is an integral part of our curriculum. Expectations linked to The TJ Way – Ready, Respectful, Safe are explicitly taught through classroom practice, assemblies, PSHE, collective worship and the wider curriculum.

Adults support pupils to understand: what positive behaviour looks like; why these behaviours are important; how their behaviour affects themselves and others; and how to apply these expectations across different contexts.

The Role of Adults

Every member of staff contributes to the behaviour culture of the school. Children learn not only through direct teaching but through the relationships they experience and the behaviour consistently modelled by adults.

Relational Practice

Relationships are central to effective behaviour support. Positive interactions build trust, strengthen pupils' sense of belonging and create the conditions in which children are most likely to succeed.

Recognition and Encouragement

Positive behaviour is recognised consistently across the school in order to reinforce expectations and encourage pupils to repeat behaviours that contribute to a successful learning community.

Developing Emotional Regulation

Learning to recognise, understand and manage emotions is fundamental to positive behaviour. Staff explicitly teach emotional literacy and self-regulation through the curriculum and everyday interactions.

6. Responding to Behaviour

At Thomas Jolyffe Primary School, our response to behaviour is guided by the belief that every behaviour is communication. When behaviour falls below our expectations, adults respond in ways that maintain safety, preserve dignity and strengthen relationships, whilst ensuring pupils understand that they remain responsible for their actions.

Our approach is educational rather than punitive. We seek to understand the factors influencing behaviour, teach / model the behaviours we expect and support pupils to repair relationships and return successfully to learning. Responses are always proportionate, consistent and appropriate to the age, stage of development and individual needs of the pupil.

Staff follow the Relational Escalation & Support Pathway alongside the Thomas Jolyffe Relational Response Pathway when responding to behaviour. The pathway provides a consistent framework for professional judgement rather than a rigid sequence of actions.

Relational Escalation & Support Pathway

This pathway provides a clear, step-by-step operational structure for staff when responding to emotional dysregulation or classroom disruption. It operationalises our core principles, balancing unconditional care and co-regulation with firm, consistent boundaries.

LEVEL 1: CLASSROOM-LED SUPPORT

In-Class Adaptations, Micro-Resets & In-Room Repair

LEVEL 2: CLASS TEAM OUT-OF-CLASS RESET

Class TA/Teacher Support outside main space or short, planned Buddy Class reset.

Escalating parent phone call procedures.

LEVEL 3: COLLABORATIVE SENIOR SUPPORT

SLT assists Class Team with safety & re-entry

Level 1: Classroom-Led Support & In-Class De-escalation

- Classroom Teacher & Class Teaching Assistant
- Low-level disruption, off-task behaviour, mild frustration, task avoidance, or quiet withdrawal.
- Notice & Connect; Adapt & De-escalate (reduce demand, 2-min break); In-Room Reset; Remind & Redirect using Ready, Respectful, Safe.

Level 2: Class Team Out-of-Class Reset & Targeted Support

- Classroom Teacher & Class TA (supported by Phase Leader / Buddy Teacher)
- Persistent Level 1 behaviour, escalating dysregulation, severe disruption, or non-responsiveness to adult regulation support.
- TA Co-regulation step-out (5–10 mins); Buddy Class reset; Follow-up & Restorative Reflection.
- If a child is non-responsive to support: (1) First Call Home to inform parents/carers of events and warn of possible call-in; (2) Second Call Home requesting parents/carers come into school if behaviour persists.

Level 3: Collaborative Senior Support (Unsafe Behaviour & Leaving Class)

- Class Team with Senior Leadership Team (SLT) / Inclusion Support
- Unsafe physical behaviour, direct safety risks, or leaving classroom/building without permission.
- Maintain line-of-sight & safety perimeter; SLT co-regulation hold; Facilitated restorative handback to class teacher; SLT/Teacher parent communication.

Core Relational Response Pathway

- Observe behaviour, identify triggers, assess safety, and consider contextual factors before responding.
- Build or maintain a positive relationship through calm, respectful communication.
- Support emotional regulation before expecting reflection, problem-solving, or learning.
- Restate expectation using shared language: Ready, Respectful, Safe.
- Guide pupil towards a successful choice whilst protecting learning and maintaining dignity.
- Support pupil to understand what happened, the impact of their behaviour, and alternative choices.
- Help restore relationships and address any harm caused.
- Welcome pupil back to learning with a genuine fresh start.

Consequences & Professional Judgement

Consequences are used where appropriate to maintain safety, protect learning and reinforce personal responsibility. They are educational in purpose and are never intended to shame, humiliate or undermine dignity. Staff exercise professional judgement when deciding how best to respond, considering individual circumstances, SEND, and safeguarding.

7. Supporting Individual Needs

Thomas Jolyffe Primary School is committed to providing an inclusive environment. We recognise that children have differing strengths, developmental needs, and circumstances. While expectations remain consistent through The TJ Way, support is tailored to individual need.

Special Educational Needs and Disabilities (SEND): Behaviour decisions take account of identified SEND and statutory duties under the Equality Act 2010. Reasonable adjustments are made to remove barriers while maintaining high expectations.

Social, Emotional and Mental Health (SEMH) & Trauma-Informed Practice: We offer pastoral support, nurture provision, and predictable routines for pupils experiencing anxiety or trauma, focusing on emotional safety and regulation.

Safeguarding & Partnership: Behaviour changes are viewed through a safeguarding lens where appropriate. We work closely in partnership with parents, carers, and external agencies (e.g., Educational Psychology, Health, Social Care).

8. Rewards and Positive Reinforcement

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- Verbal and discrete praise
- Welcoming pupils into school (meet and greet)
- Class Dojos
- Celebration certificates
- Star of the Day certificates in each class, each day
- Daily and weekly class Kindness Awards
- Headteacher's merit stickers and pupils' names mentioned in newsletter
- Visit to a member of SLT or SLT visit to classroom
- Speaking to parents at end of day / phone call home
- Headteacher's hot chocolate and treats half-termly
- Individual class rewards systems

School Behaviour Curriculum

Examples of positive behaviours that we expect to see at school can be found in our Behaviour Curriculum <https://tinyurl.com/2tzvzdkp>

9 Responding to Serious Behaviour

Where behaviour places pupils or staff at risk or significantly disrupts learning, responses are prompt, lawful, and proportionate.

- **Protective measure used to restore calm and allow regulation. Pupil remains supervised.**
- **Used by Headteacher in accordance with statutory guidance for severe or persistent breaches.**
- **Executed in strict compliance with statutory DfE guidance, maintaining pupil dignity and safety.**
- **Policy applies during school trips, travel, and online interactions affecting the school community.**

9.1 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, to prevent a pupil from:

- • Causing disorder
- • Hurting themselves or others
- • Damaging property
- • Committing an offence
- Incidents of reasonable force must:
 - • Always be used as 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / Deputy Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

9.2 Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in the prohibited items protocol <https://www.gov.uk/government/publications/searching-screening-and-confiscation>) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

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.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / Deputy Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including in desks or bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.3 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).

9.4 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.

9.5 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.

9.6 Zero-tolerance approach to sexual harassment and sexual violence

The school 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, which is available on our school website.

9.7 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9.8 Serious sanctions

Missed playtime or lunchtime

Pupils can be issued with a sanction to miss their playtime during break or lunchtimes. The school will decide whether it is necessary to inform the pupil's parents/carers. When imposing this, the school will consider whether doing so would compromise the pupil's safety or conflict with a medical need.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm and regulate if required in a safe space

Pupils who have been removed from the classroom are supervised by a member of the wellbeing team or SLT and will be removed for a maximum of one day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches, eg Headteacher, Deputy Headteacher, Wellbeing Team and Nurture Mentor
- Use of teaching assistants
- Behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusion

The school 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.

10 Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we 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 take its legal duties into account 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 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 measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones, low arousal spaces, quiet rooms or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may 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.

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.

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12 Bullying

Bullying is defined as the repetitive, intentional harming of 1 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 can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
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	Name-calling, sarcasm, spreading rumours, teasing
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)

13. Roles and Responsibilities

- Ensures statutory compliance, monitors policy effectiveness, and oversees exclusions.
- Provide strategic leadership, foster positive culture, and support staff.
- Build positive relationships, teach behaviour curriculum, apply reasonable adjustments, and maintain consistency.
- Work in partnership with school, support expectations, and communicate relevant home factors.
- Follow The TJ Way (Ready, Respectful, Safe), take responsibility, and work to repair relationships.

13.1 The Governing Body

The Governing Body are responsible for:

- Supporting the school in the implementation of the policy
- Reviewing and approving the policy annually
- Reviewing the policy in conjunction with the Headteacher and SLT
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for implementation of the policy

13.2 The Headteacher (and SLT)

The Headteacher and SLT are responsible for:

- Reviewing the policy in conjunction with the governing body
- Approving this policy
- Ensuring that that school environment encourages positive behaviour
- Ensuring that staff are able to deal with poor behaviour in accordance with the policy
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Supporting all staff to understand that behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure that they understand its rules and routines and how best to support all pupils to participate fully
- Provide ongoing and appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs of behaviour, to all staff so that they can fulfill their duties set out in this policy
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that no groups of pupils are being disproportionately impacted by this policy
- Being a more significant point of referral when behaviours are more challenging where support from external agencies may be required to support the child

13.3 Teachers and staff

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
- Help and teach pupils to understand their rights and responsibilities as citizens in our society
- Recognise and appraise positive behaviour
- Meet and greet children effectively so they feel welcome
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Providing opportunities to develop interpersonal and social skills
- Considering own behaviour on school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

13.4 Parents and carers:

Parents and carers, where possible should:

- 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
- Promote positive behaviour at home in order to have continuity between home/school
- 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.

13.5 Pupils:

Pupils will be made aware of the following during their induction into the behaviour culture:

- 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 pastoral support that is 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 induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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.

Extra support and induction will be provided for pupils who are newly arrived in school.

14. Monitoring, Evaluation and Review

The policy is reviewed annually by the Governing Board and SLT. Behaviour patterns, pastoral logs, attendance, and voice feedback are routinely analysed to refine practice.

15. Professional Development

Regular staff training is provided on relational practice, de-escalation, SEND adjustments, safeguarding, and restorative approaches.

16. Linked Policies

Child Protection & Safeguarding Policy; SEND Policy; Anti-Bullying Policy; Attendance Policy; Online Safety Policy; Staff Code of Conduct.

Appendices Overview

- Appendix A: Thomas Jolyffe Relational Response Pathway
- Appendix B: Adult Language & Communication Examples
- Appendix C: Restorative Conversation Prompts
- Appendix D: Behaviour as Communication Factors
- Appendix E: Educational Consequences Examples
- Appendix F: Reflection Sheet Template
- Appendix G: Behaviour Support Pathway (Universal to Specialist)
- Appendix H: Classroom Routines Checklist

Appendix A: Thomas Jolyffe Relational Response Pathway

The pathway provides a consistent framework for responding to behaviour. It is intended to guide professional judgement rather than prescribe a rigid sequence of actions. Adults may move between stages according to the needs of the pupil and the situation.

Stage	Adult Purpose
Notice	Observe behaviour, identify possible triggers, assess safety and consider any contextual factors before responding.
Connect	Build or maintain a positive relationship through calm, respectful communication that helps the pupil feel safe and understood.
Regulate	Support emotional regulation before expecting reflection, problem-solving or learning.
Remind	Restate the relevant expectation using the shared language of Ready, Respectful, Safe.
Redirect	Guide the pupil towards a more successful choice whilst protecting learning and maintaining dignity.
Reflect	Support the pupil to understand what happened, the impact of their behaviour and alternative choices.
Repair	Help restore relationships and address any harm caused.
Restore	Welcome the pupil back to learning with a genuine fresh start.

Key Principles

- Respond calmly.
- Preserve dignity.
- Separate the child from the behaviour.
- Regulate before expecting reflection.
- Keep language brief and respectful.
- Restore relationships wherever possible.
- Maintain high expectations for every pupil.

Appendix B: Adult Language & Communication

Consistency of language supports consistency of behaviour. Adults should speak calmly, use a respectful tone, give clear instructions, focus on behaviour rather than character, avoid confrontation, allow thinking time, acknowledge positive choices, and end interactions positively whenever possible.

Examples of Effective Language Micro scripts

- **Notice:** "I've noticed something isn't quite right." / "You don't seem yourself today." / "Let's see how I can help."
- **Remind:** "Remember our expectation about being Ready." / "At Thomas Jolyffe we are Respectful." / "How can you show me you are Safe?"
- **Redirect:** "You have two positive choices..." / "Let's help you get back on track." / "I'll stay with you while you get started."
- **Reflect:** "Tell me what happened." / "Who has been affected?" / "What could you do differently next time?" / "How can we put this right?"
- **Restore:** "Thank you for talking this through." / "We're ready for a fresh start." / "I'm pleased to see you back learning."

Staff should avoid lengthy lectures, public confrontation, sarcasm or language that may shame or embarrass pupils.

Appendix C: Restorative Conversation Prompts

Restorative conversations should only take place once the pupil is emotionally ready. The purpose is to develop understanding, encourage responsibility, repair relationships, and support future success.

Suggested Prompts for Staff:

- **What happened?**
- **What were you thinking at the time?**
- **How were you feeling?**
- **Who has been affected?**
- **What has happened since?**
- **What do you think needs to happen now?**
- **What could you do differently next time?**
- **Is there anything you need from me to help you succeed?**

Not every question will be appropriate for every pupil or situation. Staff should use professional judgement and adapt language according to age and need.

Appendix D: Behaviour as Communication

Behaviour often communicates an unmet need, difficulty or emotion. Understanding possible influences helps adults decide how best to support pupils. It should not be used to excuse behaviour or remove appropriate accountability.

- **Learning:** Uncertainty, cognitive overload, frustration, fear of failure.
- **Communication:** Difficulty expressing needs, misunderstanding expectations, language processing differences.
- **Emotional:** Anxiety, sadness, anger, embarrassment, low confidence.
- **Social:** Friendship difficulties, conflict, feeling excluded, seeking belonging.
- **Physical:** Tiredness, hunger, illness, pain, sensory needs.
- **Environmental:** Noise, transitions, changes to routine, unfamiliar situations.

Appendix E: Examples of Educational Consequences

Consequences should teach, restore and support future success. Appropriate examples include:

- completing unfinished learning;
- repairing damaged property where appropriate;
- writing or delivering an apology where meaningful;
- restorative conversations;
- practising expected routines;
- temporary removal from an activity to regulate;
- additional adult support;
- reflection time;
- loss of a specific privilege linked to the behaviour;
- contributing positively to the school community following an incident.

Consequences should always be proportionate, respectful, reasonable, linked to the behaviour where possible, and followed by restoration. Humiliation, public shaming or punishments unrelated to the behaviour are strictly prohibited.

Appendix F: Reflection Sheet Template

This form could be completed collaboratively with an adult once the child is regulated, should the adult feel it beneficial.

Name:

Date:

What happened?

What was I thinking or feeling?

Who has been affected?

What could I have done differently?

What will I do next time? Is there anything I need help with?

Adult Comments / Actions:

Appendix G: Behaviour Support Pathway

Where behaviour is persistent, repeated or increasingly concerning, support should be graduated according to need:

1. Universal Support

Quality First Teaching, clear routines, positive relationships, behaviour curriculum, recognition, and classroom adaptations.

2. Targeted Support

Restorative planning, behaviour monitoring, parental engagement, additional pastoral support, mentoring, short-term behaviour targets, and Level 2 reset support.

3. Individualised Support

Behaviour Support Plan, SEND review, reasonable adjustments, risk assessment, pastoral intervention, and external agency involvement.

4. Specialist Support

Educational Psychology, Inclusion Services, Health professionals, Early Help, Children's Social Care, and EHCP processes.

Appendix H: Classroom Routines Checklist

Effective classrooms consistently demonstrate:

Relationships & Culture

- ☐ Every pupil greeted positively.
- ☐ Calm, respectful interactions.
- ☐ Adults model expectations.

Routines & Structure

- ☐ Entry routine established.
- ☐ Equipment ready.
- ☐ Clear transitions.
- ☐ Attention signals understood.
- ☐ End-of-lesson routine embedded.

Behaviour & Environment

- ☐ Expectations explicitly taught.
- ☐ Ready, Respectful, Safe referred to consistently.
- ☐ Positive behaviour recognised.
- ☐ Behaviour corrected calmly.
- ☐ Fresh starts given.
- ☐ Classroom organised and visual supports available.
- ☐ Reasonable adjustments and SEND strategies in place.

Remember: Every interaction is an opportunity to teach. Stay calm. Be consistent. Maintain high expectations. Protect dignity. Build relationships. Give every child the opportunity for a fresh start.