

St Matthew's Bloxam Church of England (VC) Primary School



Positive Behaviour and Relationships Policy

September 2026

1) Our Christian Vision and Intent

“**Let Your Light Shine**” guides all that we do. We look to Jesus as our guiding light and strive for excellence; celebrating life in all its fullness. Our behaviour culture is built on the values of **forgiveness, love, hope, friendship, and respect**. The single organising principle for conduct in our community is:

Everyone has the right to feel safe, all of the time.

This principle shapes how we **teach behaviour, build relationships, and respond to misbehaviour**, alongside our statutory safeguarding duties and the rights and responsibilities set out in the **Equality Act 2010**.

2) Legal and Evidence Base

This policy reflects and should be read alongside:

- **Behaviour in Schools: Advice for headteachers and school staff (DfE, Feb 2024).** [\[assets.pub...ice.gov.uk\]](#), [\[gov.uk\]](#)
- **School Suspensions and Permanent Exclusions: Statutory Guidance (DfE, Aug 2024).** [\[assets.pub...ice.gov.uk\]](#), [\[gov.uk\]](#)
- **Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022).** [\[assets.pub...ice.gov.uk\]](#), [\[gov.uk\]](#)
- **Use of Reasonable Force in Schools (DfE, in force until 31 Mar 2026)** and forthcoming **Restrictive interventions, including the use of reasonable force (in force from 1 Apr 2026)**—we will update practice and training accordingly. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)
- **KCSIE 2025: Statutory Safeguarding Guidance.** [\[assets.pub...ice.gov.uk\]](#), [\[gov.uk\]](#)
- **EEF Guidance: Improving Behaviour in Schools (2019).** [\[educatione...ion.org.uk\]](#), [\[dera.ioe.ac.uk\]](#)
- **Mobile phones in schools: DfE guidance** (followed through our separate Mobile Devices Policy). [\[gov.uk\]](#)

Local alignment:

- **Warwickshire SEND & Inclusion guidance** (graduated approach, inclusive practice) and **SRP/ABC practices**.
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3) Scope

This policy applies to **all pupils, staff, governors, volunteers and visitors** on site, off-site, and in the wider community where conduct impacts the reputation, safety, or learning of our school. It covers classroom practice, transitions, social times, journeys, trips and online behaviour where relevant (see also our **Online Safety** and **Anti-Bullying** policies).

4) Roles and Responsibilities

- **Governing Board:** Ratifies and monitors policy impact (termly behaviour dashboard including removals, suspensions, serious incidents, and protected characteristic monitoring). Ensures compliance with statutory guidance and equality duties.
 - **Headteacher:** Leads the behaviour culture; ensures staff training/induction; oversees data, removals, suspensions, reasonable force reporting; ensures policy is communicated to parents and pupils.
 - **All Staff:** Teach routines and learning behaviours; implement responses consistently; use restorative practice; make reasonable adjustments for SEND; record incidents promptly (CPOMS/behaviour log).
 - **Designated Safeguarding Lead (DSL):** Oversees links to safeguarding (including sexual harassment/violence between children, online concerns, and early help).
 - **Parents/Carers:** Work in partnership; reinforce expectations; engage with staged letters/meetings where needed.
 - **Pupils:** Live out our vision and values; follow routines; contribute to restorative solutions.
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5) Our Behaviour Curriculum

5.1 Principles

We **teach** behaviour explicitly as we teach the academic curriculum—so pupils know, practise, and can recall the routines and learning behaviours that make classrooms calm, safe and productive.

5.2 Core Routines

- ☐ **Be Safe** – We look after ourselves and others by making sensible choices.
- ☐ **Be Kind** – We use kind hands, kind words and kind actions every day.
- ☐ **Be Inclusive** – We welcome everyone and make sure no one is left out.
- ☐ **Be Honest** – We tell the truth, even when it's hard.

□ **Be Respectful** – We listen carefully, take turns, and treat people and property with care.

5.3 Learning Behaviours

We teach self-regulation, effort and perseverance; **consistency** and **simple routines** are used daily across classrooms.

6) Positive Relationships, Recognition and Rewards

- **Warm, consistent adult relationships** are the foundation of our behaviour culture.
 - **Recognition:**
 - *House points* for demonstration of values, effort, kindness, and contribution (staff record in class trackers).
 - *Shine postcards* sent home from the teacher
 - *Shine awards* (certificate and sticker) from the Headteacher for academic and social achievements
 - *Whole-class celebrations* (curriculum-linked and inclusive) once per term.
 - *Private praise to parents/carers* when a pupil completes a 25-point chart (reducing comparison/shame).
 - Staff avoid public shaming; praise is **genuine, proportionate, and specific**.
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7) Definitions (for consistency)

- **Low-level disruption:** calling out, off-task talk, wandering, persistent side-conversations, minor defiance that **does not** significantly compromise safety or learning.
 - **Unsafe behaviour:** conduct that **creates or risks** harm to self/others (physical aggression; threatening language; throwing objects; bolting/absconding; serious defiance).
 - **Prejudicial behaviour:** behaviour or language targeting a **protected characteristic** (race, religion, sex, disability, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership—age is also protected in law generally but not for pupils in schools).
 - **Removal from classroom:** a time-limited, supervised removal to enable teaching to continue and the pupil to regulate—distinct from suspension.
 - **Suspension:** fixed-term exclusion; **Permanent exclusion** as set out in statutory guidance.
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8) Graduated Response to Misbehaviour (with Restorative Practice)

We always try to **prevent** escalation by teaching, reminding and regulating first (see 5). Where misbehaviour occurs, adults apply the following:

8.1 Reminder Ladder (classroom-managed)

1. **Private prompt** (name + expected behaviour)
2. **Clear choice** (redirect with scaffold/time-in seat; brief regulation strategy)
3. **Final reminder**: name the consequence if behaviour continues

If behaviour persists → **Removal** (see 8.2)

8.2 Removal Protocol

- Pupil is escorted/sent to a **designated safe space** with work (or SLT collects if needed).
- Adult applies a **regulation break**, then a **brief restorative conversation** using the **5 questions**: *What happened? What were you thinking/feeling? Who was affected and how? What do you need now? What needs to happen next?*
- **Recording**: "3" on behaviour log + CPOMS if safeguarding concern.

8.3 Consequences (supportive, proportionate)

- **Catch-up learning** (missed work completed same day or within 24 hours).
- **Brief loss of unstructured time** where appropriate (recorded, supervised).
- **Restorative actions** (apology, amends, community repair).
- **Targeted support** (check-in/check-out; regulation plan; reasonable adjustments/SEND referral).

Consistency and relational follow-up are key; sanctions alone are not sufficient to improve behaviour.

9) Behaviour Log, Thresholds and Escalation to SLT/Parents

Staff record persistent low-level disruptions, removals and significant incidents on the behaviour log; serious or safeguarding-linked behaviours are recorded on **CPOMS**. Behaviour letters are also recorded on **CPOMS**.

- **Headteacher discussion** (5 minutes at break/lunch on a Monday) when a pupil reaches **3 log entries in a week**.

- **Letter 1** to parents at **3** missed breaks; **Letter 2 and meeting** at **6** missed breaks (Head + class teacher + SENDCo); **Letter 3 and report card** at **9** missed breaks. (Templates in Appendix B.) Parents are asked to acknowledge receipt of letters.
 - **Governors** receive termly anonymised data including removals, serious incidents and equality monitoring.
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10) Internal Support, Removal & “Internal Exclusion”

We use **time-limited, supervised removal** for regulation, learning and restoration. When appropriate, the pupil may complete learning away from class for part of a day (never longer than necessary). This is not a suspension. Re-integration is planned and briefed with the class teacher and pupil.

11) Suspensions and Permanent Exclusions

Where behaviour **seriously harms or risks harm**, or persistently undermines safety and learning **after** graduated support, the Headteacher may **suspend** or, in the most serious cases, **permanently exclude**, following **statutory guidance**. We **do not** operate a “no-exclusion” policy; decisions are made case-by-case with due regard to SEND and safeguarding.

We will:

- Consider alternatives (reasonable adjustments, managed moves) where appropriate.
 - Notify parents/carers and the governing board **without delay** and follow all legal timelines.
 - Arrange suitable education for suspended/excluded pupils in line with statutory duties.
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12) Searching, Screening and Confiscation

We **may search** a pupil/possessions (with/without consent) where we have **reasonable grounds** to suspect possession of prohibited items, following DfE guidance. We may also **screen** using an electronic wand. Prohibited items and processes (including strip-search by police) are set out in our **Searching and Confiscation Protocol** (Appendix D).

13) Use of Reasonable Force / Restrictive Interventions

All staff have a **legal power** to use **reasonable force** to prevent injury, serious disruption or damage to property. **Force is never a punishment.** We follow current DfE guidance (2013, in force until 31 March 2026) and will implement the new **Restrictive Interventions** guidance from **1 April 2026**, including strengthened **recording and reporting** requirements. All significant incidents are recorded on CPOMS and reported to parents. Staff receive **Positive Handling** training and de-escalation updates annually.

14) Safeguarding, Child-on-Child Abuse and Online Behaviour

All behaviour concerns are considered through a **safeguarding lens**. We follow **KCSIE 2025** for responding to child-on-child sexual harassment/violence, online incidents, criminal or discriminatory behaviour and for liaising with external agencies where necessary.

15) Equality, Inclusion and SEND

We are committed to **equity**: *to treat people equally, we sometimes must treat them differently*. We make **reasonable adjustments** for pupils with SEND and recognise behaviour can be a form of communication. We apply a **graduated approach** and work in line with **Warwickshire SEND & Inclusion** guidance. Our **Specialist Resource Provision (The Lighthouse)** uses bespoke **Positive Intervention Plans** and **ABC analysis** as recommended locally (see Appendix E).

16) Protective Behaviours and PSHE

Through **PSHE/RSHE**, worship and the curriculum, pupils learn to recognise early warning signs, regulate emotions and seek help—under the message **“We all have the right to feel safe all the time.”**

17) Data, Monitoring and Review

- **Weekly:** Headteacher reviews behaviour logs; checks timely follow-up and support.
 - **Termly:** Governors receive anonymised data (removals, suspensions, serious incidents, equality monitoring).
 - **Annual:** Policy review with staff, governors, parents and pupils; updates to reflect **DfE/KCSIE** changes.
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18) Communication and Training

- All staff (including supply/volunteers) receive **induction** on this policy, routines, removal protocol, CPOMS and safeguarding.
 - Ongoing **CPD** on classroom management, trauma-informed practice, restorative conversations, de-escalation and **reasonable force**.
 - Policy is published on the website and shared with families; **one-page parent summary** is provided each September.
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Appendices

Appendix A — Quick-Guide: Behaviour Response Flow

Teach & Pre-empt → greet, prime routines, seating, regulation tools.

1. Private Prompt → restate expectation.

2. Clear Choice → scaffold (seat change, task chunk, time-in).

3. Final Reminder → name consequence if persists.

→ **Removal** (supervised) → regulate → **brief restorative** (5 Qs) → return plan.

Record → behaviour log “3”; CPOMS if safeguarding.

Parents → thresholds: 3 times to the head (Letter 1), 6 (Letter 2 + meeting), 9 (Letter 3 + report card).

Serious/Unsafe (threats, aggression, prejudice, dangerous items) → **immediate SLT**; consider search/CPOMS/police; follow DfE guidance.

Appendix B — Parent/Carer Letter Templates

Letter 1 (3 missed breaks this term)

Dear parents/carers of

Unfortunately, I have had to speak to your child on three occasions this term for unacceptable behaviour in school.

The following reasons have been given by members of staff, regarding your child's behaviour;

Reasons listed from the behaviour logs

I am confident that with your support that we can work as a partnership to resolve these behaviours and ensure that your child SHINES in everything they do.

If this continues to happen, there will need to be a meeting with you to discuss how we can best move forward.

Please send the form back/reply to this email to let me know that you have seen this letter and will speak to your child about their behaviour.

Yours sincerely,

Anita Timson

Headteacher

Letter 2 (6 missed breaks) – meeting request

Dear parents/carers of

Unfortunately, I have had to speak to your child on six occasions this term for unacceptable behaviour in school.

As this is the second letter that I have sent to you, please could you make an appointment to see the class teacher and myself to see what steps we need to take to ensure that your child's behaviour improves.

I am confident that with your support that we can work as a partnership to resolve these behaviours and ensure that your child SHINES in everything they do.

Please send the form back/reply to this email to let me know that you have seen this letter and suggesting a time for a meeting.

Yours sincerely,

Anita Timson

Headteacher

Letter 3 (9 missed breaks) – report card

Dear parents/carers of

Unfortunately, I have had to speak to your child on nine occasions this term for unacceptable behaviour in school.

As this is the third letter that I have sent to you, your child will be on a report card for this week, which will continue if the behaviour does not improve.

A copy of the report card, which will be used, is attached to this letter. On it states the behaviours we would like to see X showing.

Please send the form back/reply to this email to let me know that you have seen this letter.

Yours sincerely,

Anita Timson

Headteacher

Appendix C — Pupil Report Card (1 week)

Please put an X if the pupil does not follow accepted behaviours and a tick if there have been no problems.

Pupil Name:	Class:
	Week beginning:
Behaviour to be observed:	

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
Assembly					
Lesson 1					
Break Time					

Lesson 2				
Lunchtime				
Lesson 3				
Lesson 4				

Comments regarding behaviour observed

Appendix D — Searching, Screening and Confiscation (Summary)

- **With consent:** staff may search for any item.
 - **Without consent:** authorised staff may search for **prohibited items** where there are **reasonable grounds** (knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images, or any article likely to be used to commit an offence/cause injury/damage).
 - **Electronic devices:** may be examined where permitted.
 - **Strip searches:** only by **police**, with statutory safeguards.
 - **Recording:** document significant searches; inform parents where appropriate. (See full DfE guidance for details.)
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Appendix E — Reasonable Force / Restrictive Interventions (Summary)

- Staff may use **reasonable force** to prevent injury, serious disruption, or property damage; never as punishment. Record significant incidents and inform parents. Current guidance remains in force **until 31 March 2026**; St Matthew's will implement the new **Restrictive Interventions** guidance from **1 April 2026**, including strengthened **recording and reporting** duties.
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Appendix F — The Lighthouse (Specialist Resource Provision)

Pupils follow individualised **Positive Intervention Plans (PIPs)** linked to stages of crisis and de-escalation strategies. Staff use **ABC (Antecedent–Behaviour–Consequence)** analysis to inform planning and review, aligned with **Warwickshire SEND & Inclusion** guidance and the graduated approach (Assess–Plan–Do–Review).

Appendix G — One-Page Parent Summary (for publication)

Our Promise: A safe, kind, calm school where everyone can learn.

Our Values: forgiveness • love • hope • friendship • respect.

Our Rules: Be Safe. Be Honest. Be Inclusive. Be Kind. Be Respectful

Recognition: house points, class celebrations, private praise home.

If things go wrong: reminders → removal (calm space + restorative chat) → catch-up work. We contact you if concerns repeat: **3** visits to the head (notice), **6** (meeting), **9** (report card).

Serious incidents: senior staff step in immediately; we follow national guidance on searches, suspensions and safeguarding.

Document Control

- **Linked policies:** Safeguarding/Child Protection, Anti-Bullying, SEND, Mobile Devices, Online Safety, RSHE, Exclusions, Searching & Confiscation.
- **Distribution:** Staff handbook; website; induction pack.
- **Equality Impact Assessment:** completed annually (with data review).