Yesoiday HaTorah Boys' Academy

Behaviour, Culture and Safety Policy

June 2026

Policy Written By	Behaviour Lead
Approved by	Governing Board
Review cycle	Annually – June 2027
Applies to	All staff, pupils, governors and volunteers

1. Purpose and vision

This policy sets out how Yesoiday HaTorah Boys' Academy creates and protects a calm, respectful, ambitious and safe school culture. It is intended to be legally sound, operationally clear and practically useful. Staff should be able to read it and know not only what the school expects, but how to respond well in real situations.

Our approach is rooted in five linked commitments: high expectations, strong relationships, explicit teaching of behaviour, positive reinforcement, and graduated support when pupils need more help. The school's aim is not merely to suppress unwanted behaviour. The aim is to build responsibility, middos, safety, belonging and the skills pupils need to succeed in class, around school and beyond school.

This is a living document. If something in it does not match what is happening in practice, that is a conversation to have with the Behaviour Lead or SLT — not a reason to set the policy aside. The standard the school walks past is the standard the school accepts.

Core principles

Behaviour is taught
Adults model, practise, prompt and revisit behaviour just as they teach academic routines.

Connection comes before correction
Children respond best when they feel safe, understood and guided rather than shamed.

Positive systems must be visible
Pupils should clearly know how success is recognised in their class, house and wider school life.

Safety is non-negotiable
Unsafe behaviour is addressed immediately, calmly and consistently.

Support is graduated
Where patterns emerge, the school moves from universal support to targeted planning and review.

Dignity matters
Staff do not shout, humiliate, use sarcasm or rely on public shaming.

2. Statutory position and scope

2.1 Introduction:

This policy forms part of the school's wider safeguarding and pastoral framework and should be read in conjunction with the school's safeguarding and child protection procedures, anti-bullying policy, SEND systems, attendance procedures, staff code of conduct, safe touch policy (physical intervention guidance), and any individual risk assessments or Behaviour Support Plans.

These are not discrete documents; they operate together to ensure that behaviour is understood within context and responded to in a way that is safe, proportionate and developmentally appropriate.

2.2 Who is this policy for?

The policy applies to all pupils at all times when they are under the care of the school. This includes behaviour within lessons, during transitions, in corridors and shared spaces, at breaktimes and lunch, during wet play or indoor provision, and on all school-organised activities including trips, visits and clubs. Expectations do not change across these contexts; however, the way in which staff support and respond to pupils must take account of the differing demands of each environment.

2.3 How do we approach behaviour?

Our school guide all staff that behaviour is shaped primarily through teaching: clear routines, structured instruction, active supervision and early intervention. During less structured times, such as playground duty, lunch times or wet play, the responsibility shifts towards proactive presence, scanning, and timely support. Staff are expected to notice emerging difficulties and intervene early, rather than waiting for behaviour to escalate. Teaching opportunities are common, staff should be able to identify them and promote pupils understanding. For example, low-level disagreement during play should be supported through guided problem-solving, and rising noise or dysregulation during indoor breaks should be addressed through re-establishing structure and expectations before it develops into disruption. The lunch hall, corridors and transition points require particular attention to clarity, predictability and modelling. Pupils must be supported to move, wait and interact in ways that are safe and respectful, with staff actively guiding these routines. Lanyards are expected to be seen by all students transitioning without an adult, and staff are expected to reinforce this expectation. On trips and visits, staff maintain the same expectations while planning proactively for pupils who may find changes in environment or routine more demanding. In all contexts, the emphasis is on anticipation, clarity and support, rather than reactive control.

Consistency across the school is essential, but it is understood as consistency of principle rather than identical responses. Staff should demonstrate professional judgement, taking into account pupils' age, developmental stage, SEN adjustments, pastoral interventions, individual support plans, and the specific context in which the behaviour occurs. A proportionate response may therefore look different for different pupils or situations, while remaining aligned with the same underlying expectations.

The school is clear that sanctions in isolation are insufficient to bring about meaningful change. While consequences may be necessary, they must sit alongside explicit teaching, opportunities for reflection and repair, and follow-up support to ensure that pupils are able to succeed in future situations. Behaviour is therefore approached as something to be developed, not simply controlled.

At all times, staff are expected to prioritise safety, preserve dignity, and act in a way that strengthens pupils' capacity to participate successfully in school life.

This policy addresses the full continuum of behaviour, from low-level disruption through to high-risk incidents. It includes, but is not limited to, off-task behaviour, calling out, and slow transitions; peer conflict and relational difficulties; repeated unkindness and bullying; unsafe behaviour that places pupils at risk; and serious incidents involving aggression or significant disruption. The school's response is always determined by the level of risk, the frequency and pattern of behaviour, and its impact on others, rather than by isolated incidents alone.

3. The culture we are building

3. Behaviour Culture and Values

The behaviour culture of the school is explicitly values-led. Pupils are expected to act with derech eretz, responsibility, honesty (emes), kindness, gratitude and respect for learning. These values are not presented as abstract ideals, but as the foundation for how pupils participate in the life of the school on a daily basis. Behaviour is therefore understood not simply as compliance with expectations, but as the visible expression of character.

This approach is deliberate. It provides a shared language through which pupils can understand their actions, supports staff in responding with clarity and consistency, and establishes a culture in which behaviour is shaped through guidance and expectation rather than control alone. The aim is to support pupils in developing an internal sense of responsibility for how they act, rather than relying solely on external consequences.

3.1 Values in Everyday School Life

Values are embedded throughout the school day and are expected to be made explicit by staff in real time. In lessons, this is seen in how pupils listen, respond, attempt work and manage difficulty. During transitions, it is reflected in how pupils move, wait and follow instruction. In less structured contexts, such as the playground, lunch hall or indoor break, values are expressed through how pupils include others, manage disagreement and regulate themselves within a shared space.

Staff are expected to draw attention to these moments as they occur. This requires a shift away from generic direction towards language that links behaviour to values. For example, a reminder to listen becomes an expectation of derech eretz; completing work despite difficulty becomes an example of responsibility; telling the truth in a challenging moment is recognised as emes. In doing so, expectations are clarified and reinforced in a way that pupils can internalise.

3.2 Use of Middos Language

Middos language is used consistently across the school as a means of framing both positive behaviour and moments where correction is required. It is not intended as an additional layer of language, but as the primary way in which expectations are communicated.

In practice, this means that staff prompt pupils to consider their behaviour in relation to values rather than issuing purely directive or corrective statements. Questions such as what derech eretz would look like in a given situation, or how a pupil might now act with emes, are used to guide thinking and support self-correction. When behaviour has fallen short, the language used by staff should make clear which value has not been demonstrated, while also indicating the pathway back to success.

The effectiveness of this approach depends on tone and delivery. Middos language should be used calmly and purposefully, without escalation or unnecessary repetition. Its function is to focus attention and support reflection, not to prolong interaction.

3.3 Recognition and Reinforcement

Recognition of positive behaviour is central to the school's approach and is expected to be frequent, specific and meaningful. Staff should actively notice when pupils demonstrate the school's values and make this explicit in their feedback. This may occur informally through immediate verbal recognition, or formally through the school's recognition systems, including house points and other structured acknowledgements.

What is critical is that recognition is clearly linked to the value demonstrated. This ensures that pupils understand the significance of their behaviour and are more likely to repeat it. Over time, this contributes to a culture in which positive behaviour is both visible and valued across the school community.

3.4 Correction, Reflection and Repair

Where behaviour does not meet expectations, staff are expected to respond in a way that maintains clarity, preserves dignity and supports improvement. Correction should be timely and proportionate, and where possible, linked directly to the value that has not been demonstrated. This avoids vague or purely negative responses and instead provides pupils with a clear understanding of what needs to change.

In situations where behaviour has had an impact on others or on learning, pupils should be supported to reflect on what has happened and to take appropriate steps to repair. This process should guide pupils to consider the relationship between their actions and the school's values, the effect on others, and what is required to move forward successfully. Repair is not limited to apology, but may include restoring work, re-engaging with learning or demonstrating improved behaviour over time.

3.5 Consistency Across Contexts

The values-led approach applies consistently across all areas of the school, including classrooms, playgrounds, the lunch hall, corridors and off-site activities. While the demands of each context differ, the underlying expectations remain stable. Staff are therefore expected to maintain the same language, standards and approach whether supervising learning, supporting play or managing transitions.

This consistency is essential in enabling pupils to generalise expectations and apply them independently. It also ensures that pupils experience the school as a coherent environment, rather than a set of disconnected rules depending on location or adult.

3.6 Adult Modelling

The behaviour culture of the school is shaped as much by adult behaviour as by pupil behaviour. Staff are therefore expected to model the values consistently in their interactions with pupils and with each other. This includes maintaining calm and respectful communication, demonstrating honesty and accountability, and responding to challenge in a measured and professional manner.

Pupils observe and learn from these interactions. Where adults model the values clearly, pupils are more likely to adopt them. Where this is inconsistent, expectations become less secure. Staff conduct is therefore a central component of the school's behaviour culture.

4. Roles and responsibilities

Role	Key responsibilities
All staff	Teach routines explicitly; use positive reinforcement; follow the behaviour ladder; respond calmly; record relevant incidents; contribute to repair and follow-up.
Class teachers	Beyond all staff responsibilities, class teachers establish clear class systems; maintain recognition boards or equivalent; communicate concerns early; analyse patterns; implement agreed plans consistently.
Behaviour team	Provide coaching, modelling, reset support, case tracking, surgeries for staff, review of behaviour data and targeted support for classes or pupils needing more help.
Behaviour and Personal Development Lead	An active member of the behaviour team. Additionally, coordinate and review current plans, and attend MDT (pathways) and Senior leaders (SLT) meetings.
Senior leaders	Ensure consistency, safety, statutory compliance, staff development, quality assurance and governor reporting; oversee serious incidents, suspensions and high-risk cases. SLT are aware of all plans and actively review them and oversee the progress.
SENCo / pastoral lead, Multi-Disciplinary Team (MDT)	Coordinate joined-up support for pupils whose behaviour is linked to SEND, communication needs, trauma, sensory needs or wider vulnerability.
Governors	Monitor policy impact, safeguarding alignment, exclusion data, patterns and equity; hold leaders to account for implementation.
Parents and carers	Work in partnership with the school, engage with communication and reviews, and support agreed strategies for success.

5. Universal expectations for all classrooms

Effective behaviour in this school is not achieved through reactive systems, but through the deliberate design of classrooms in which expectations are clear, success is visible, and pupils are consistently supported to meet those expectations. Every classroom is therefore expected to operate as a structured, values-led environment in which routines, relationships and recognition work together to promote positive behaviour.

This approach reflects the school's commitment to a constructional model of behaviour, in which pupils are taught, prompted and reinforced into success, rather than managed through consequence alone.

5.1 Predictable Routines and Instructional Clarity

All classrooms must establish consistent routines that provide pupils with a clear understanding of how to enter, engage and complete learning. These routines should be explicitly taught, revisited and reinforced until they become automatic.

The start of the lesson should signal readiness and focus, with pupils settling promptly and understanding what is expected without repeated prompting. Similarly, the end of the lesson should reinforce completion, organisation and orderly transition.

Instruction should be concise and structured. Staff are expected to:

- give brief, clear directions;
- break tasks into manageable steps;
- check understanding before independent work begins.
- Adaptive teaching – staff will optimise the learning experience to each pupil according to their needs

Where pupils are likely to struggle, staff should anticipate this and provide support in advance, including modelling, visual structure or pre-correction. This reduces the likelihood of frustration and disengagement and supports sustained participation.

5.2 Middos in Action

The Middos framework is central to classroom culture. Values such as Derech Eretz, Emes, Achrayus and kindness are not referenced occasionally, but used continuously to shape behaviour.

In practice, this means that staff:

- name values when pupils demonstrate them;
- link expectations to values when giving direction;
- use Middos language to guide reflection when behaviour falls below expectations.

For example, readiness to learn is framed as responsibility; listening is framed as derech eretz; honesty in difficult moments is framed as emes. Over time, this builds a shared language through which pupils understand both expectations and identity.

The purpose is not simply to correct behaviour, but to support pupils in recognising the kind of person they are becoming through their actions.

5.3 Recognition Systems and the House Structure

The House System is a central mechanism through which the school establishes behaviour culture, recognition and belonging. It is not an additional reward structure, but a core part of how expectations are reinforced and how pupils experience themselves as members of the school community.

Every pupil is allocated to a house and remains part of that house throughout their time in the school. House membership is intended to be meaningful, visible and sustained, providing pupils with a consistent sense of identity, contribution and shared purpose. The system is designed to ensure that all pupils, regardless of starting point, are able to experience success and recognition.

House points are awarded as a formal recognition of behaviour that reflects the school's values. These are not limited to high attainment or outcome, but are deliberately used to reinforce effort, improvement, persistence, cooperation and positive conduct. Staff are expected to award points in a way that makes the link between behaviour and values explicit, so that pupils understand what is being recognised and why it matters.

Recognition within the House System must be inclusive. Pupils who find aspects of school more challenging should have clear and regular opportunities to earn recognition through progress, engagement and repair. This includes acknowledging pupils who re-engage after difficulty, demonstrate honesty following a mistake, or show increased regulation in situations that are typically challenging for them. In this way, the system reinforces growth rather than fixed performance.

House language should be used consistently by staff to reinforce belonging. Pupils should understand that they are contributing not only as individuals, but as members of a wider group. This includes making explicit links between individual actions and collective outcomes, such as how respectful behaviour in transitions, positive participation in lessons, or leadership during play contributes to the success of the house as a whole.

In practice, house points may be awarded for a wide range of behaviours that reflect the school's values, including but not limited to respectful and orderly transitions, thoughtful engagement in learning, acts of kindness, perseverance with challenging work, honest repair following mistakes, and positive contribution to class or playground environments. The intention is to ensure that recognition is frequent, visible and directly connected to the behaviours the school seeks to develop.

For the House System to be effective, it must be applied consistently across staff and contexts. Points should be awarded deliberately rather than sporadically, recorded accurately, and communicated clearly to pupils. Over time, this consistency enables pupils to see a direct relationship between their behaviour, their contribution to the community, and their experience of success within the school.

5.4 The Role of Specific Praise

Verbal feedback from staff is a primary tool for shaping behaviour and should be used with precision. Praise should identify the behaviour being recognised and, where appropriate, link it to a value.

For example, acknowledging a pupil who begins work immediately reinforces responsibility; recognising a pupil who resolves a disagreement calmly reinforces self-regulation and derech eretz. This level of specificity supports pupils in understanding what to repeat.

Across the school, there is an expectation that the balance of interaction strongly favours positive recognition over correction. Pupils should consistently experience adults noticing effort, regulation and cooperation. Correction remains necessary, but it should occur within a broader pattern of encouragement.

5.5 Adaptive Support Within the Classroom

Universal expectations apply to all pupils, but not all pupils will meet them without additional support. Staff are expected to make appropriate adaptations within the classroom to ensure that pupils are able to succeed.

This may include increased prompting, visual supports, reduced task demands, structured choices or planned opportunities for regulation. Where required, these adaptations should align with individual Behaviour Support Plans.

Such adjustments are not viewed as exceptions, but as part of effective teaching. The expectation remains that all pupils are supported towards independence over time.

5.6 Lanyard System for Movement and Supervision

The school operates a lanyard system to ensure that pupil movement around the building and during less structured times remains safe, supervised and purposeful. This system forms part of the school's safeguarding and behaviour framework and must be applied consistently by all staff.

Pupils are not permitted to move around the school unsupervised. At all times, movement beyond the classroom or designated area must be authorised and clearly signalled through the use of the agreed lanyard system. The purpose of this approach is to provide immediate visual clarity for all staff regarding which pupils are permitted to be out of class and for what reason.

Lanyards are placed in classrooms and designated supervision points, including playground areas. Where a pupil is required to leave the classroom, for example to use the toilet, complete a specific task, or access a support space, they must take the appropriate lanyard. This ensures that any member of staff can quickly identify that the pupil has permission to be out of class and is expected to be moving directly to and from a specified location.

The system also supports supervision during playground and unstructured times. Lanyards located in these areas provide a clear structure for movement, ensuring that pupils do not leave designated zones or move between areas without adult awareness.

The lanyards are organised according to the school's House structure, with four sets corresponding to the four houses. This provides a clear and consistent visual system across the school and further reinforces the integration of behaviour systems with the House identity. However, the primary function of the lanyard system remains safeguarding, supervision and the prevention of unsupervised movement.

Staff are responsible for ensuring that:

- pupils understand how and when to use lanyards;
- only one pupil uses a lanyard at a time, unless otherwise directed;
- pupils move promptly and return without delay;
- any misuse of the system is addressed immediately.

Any pupil found moving around the school without a lanyard or without clear purpose should be challenged calmly and redirected to their appropriate location. Persistent misuse or repeated unsupervised movement should be followed up in line with the school's behaviour procedures.

Leaders will monitor the consistent use of the lanyard system as part of wider behaviour and safeguarding oversight. The effectiveness of the system depends on all staff applying it reliably and without exception.

6. Behaviour ladder, de-escalation and reset

The school uses a graduated behaviour ladder. Staff are expected to intervene early, briefly and calmly. The purpose is to prevent escalation, preserve learning and teach a better next step.

In most cases, the sequence is:

In Class:

1. **Reminder -** Prompt or redirect quietly.
2. **Warning -** Restate the expectation and offer a clear chance to reset.
3. **Change Direction -** Use a proportionate in-the-moment consequence where needed.
4. **Call For Support –** When needed, after using previous classroom level steps, use radio to call support behaviour team. (see radio protocol, attachment X
5. **Time Out -** Complete a reset, reflection or repair conversation once the pupil is ready.

Beyond the classroom:

6. Record and escalate where the incident is serious, repeated or part of a pattern.

Useful staff language includes:

- "Pause. Reset. Show me ready."
- "I am going to help you get this right."
- "We will sort this, but first we need calm."
- "You can still turn this around."
- "We deal with this now, not later, and we do it respectfully."

Staff should avoid argument loops, public lectures, sarcasm, empty threats and long emotional exchanges. Where a pupil is dysregulated, adults should reduce the audience, lower the verbal load and keep instructions clear.

In-the-moment consequences

Consequences should be proportionate, immediate where possible, and linked to learning and repair. Examples may include a brief reset time within sight of staff, repeating a transition correctly, completing missed work, temporary loss of a specific privilege, guided reflection and accountability, returning taken items.

The school does not treat class removal as a default response for low-level incidents. Staff are expected to address most manageable incidents directly and calmly. Office or SLT support is used when risk is high, behaviour is escalating, or the agreed threshold for escalation has been met.

7. Repair, reflection and restorative follow-up

A reset is not simply a pause. It is an opportunity to learn. Reflection and repair should help the pupil understand what happened, what impact it had, and what a stronger response would look like next time.

A good repair conversation usually covers:

- What happened?
- What were you thinking or feeling at the time?
- Who was affected?
- What do you need to do now to put this right?
- What can you do differently next time?

Reset and reflection sheets should increasingly include middah prompts, helping pupils connect behaviour to values and identity. For example, a pupil might identify that the incident involved a lapse in derech eretz or emet, and record the repair action that would reflect stronger conduct next time.

7.1 The Purpose of Repair

Repair is not a euphemism for an apology. It is a structured process through which a pupil is supported to understand the impact of their behaviour, take responsibility for what happened and practise a stronger response. The aim is to build the pupil's capacity over time, not simply to close the incident.

Repair conversations should take place once the pupil is regulated and ready to engage. Attempting repair while a pupil is still dysregulated is counterproductive and may escalate the situation. Staff should judge readiness carefully and, where necessary, allow time before initiating the conversation.

For younger pupils or those with communication needs, repair may be supported through visual prompts, social stories or guided role-play rather than verbal discussion alone. The format should be adapted to the pupil's developmental stage and communication profile.

7.2 Conducting the Repair Conversation

Staff leading a repair conversation should approach it with genuine curiosity, not interrogation. The conversation is an opportunity to understand the pupil's perspective and to teach, not to extract a confession or deliver a lecture. The tone should be calm, direct and respectful throughout.

The structure outlined above — what happened, what were you thinking or feeling, who was affected, what do you need to do to put this right, what can you do differently — provides a reliable framework. Staff should not rush through it or reduce it to a checklist. Each question should be explored with the pupil at a pace that supports genuine reflection.

Where a pupil struggles to articulate their thoughts, staff should offer scaffolded choices or use prompts linked to the school's middos framework. For example: "Which middah do you think was missing in that moment?" or "What would achrayus look like now?" This connects the repair process to the values language pupils are already familiar with and supports them in framing their behaviour in terms of character, not just rules.

7.3 Repair Actions

Repair is not limited to a verbal apology. Depending on the situation, appropriate repair actions may include:

- a sincere verbal or written apology that names the impact, not just the behaviour;
- re-doing a task, transition or routine correctly;
- contributing positively to the person or group affected, for example by helping to tidy a space that was disrupted;

- completing a guided reflection sheet that includes middah prompts;
- a brief restorative meeting between the pupils involved, facilitated by a member of staff;
- a commitment to a specific, observable change in behaviour, reviewed by an agreed adult within a stated timeframe.

Staff should avoid setting repair actions that are punitive in nature or disconnected from the behaviour. The action should make sense to the pupil and feel proportionate. Where possible, the pupil should have input into what the repair looks like, as this increases ownership and follow-through.

7.4 Reflection Sheets and Middah Prompts

The school uses reflection sheets as a tool for guided self-evaluation following incidents. These sheets should be age-appropriate and may be completed independently, with adult support or through verbal discussion recorded by a member of staff.

Reflection sheets should increasingly include explicit middah prompts. Rather than asking only "What did you do wrong?", the sheet might ask: "Which middah were you not showing?" and "What would it look like to show that middah next time?" This shifts the framing from deficit to growth and connects the incident to the pupil's developing identity and values.

Completed reflection sheets should be filed appropriately and, where relevant, shared with the class teacher, Behaviour Lead or parent. They form part of the evidence base for reviewing whether a pupil needs additional support.

7.5 Follow-Up and Reintegration

Repair does not end with the conversation. Staff are expected to follow up with the pupil within the same day or the following morning to check in, acknowledge progress and reinforce the expectation going forward. This follow-up signals that the adult has not moved on and forgotten, and that the relationship is intact.

Where the incident involved other pupils, staff should also check in with those who were affected. They should not be left wondering what happened or whether anything was done. A brief, age-appropriate update that respects confidentiality is sufficient: "We have spoken to him and sorted it out. You do not need to worry."

Where the incident led to a period of reset or time out of class, the pupil's return should be managed with care. The pupil should know what is expected of them on return, the class teacher should be briefed, and the re-entry should feel clean and forward-looking rather than marked by residual tension or public attention.

8. Beyond the classroom

Expectations apply equally in corridors, playgrounds, lunch spaces, toilets, clubs and trips. Unstructured times require active supervision, warm presence and early intervention. Staff on duty should circulate, interact positively, scan for risk and address friction before it becomes conflict.

- Adults should arrive on duty ready and on time.
- Children should not be left unsupervised in corridors or outside classrooms.
- Positive presence matters: greeting, noticing, redirecting and helping pupils rejoin play successfully are part of the job.
- Unsafe, exclusionary or unkind play should be addressed at once.

8.1 Playground and Outdoor Spaces

The playground is one of the most socially demanding environments in the school day. Pupils are expected to navigate peer relationships, share space and equipment, manage competition and regulate emotions with significantly less adult scaffolding than in the classroom. For some pupils, unstructured time is where behaviour difficulties are most likely to surface.

Staff on playground duty are therefore not passive supervisors. They are expected to:

- arrive promptly and position themselves where they can see the full space;
- circulate actively rather than standing in one location;
- interact positively with pupils, including greeting, encouraging and joining in where appropriate;
- scan continuously for early signs of conflict, exclusion or distress;
- intervene early using the school's values language before situations escalate;
- use the lanyard system consistently to manage any movement off the playground.

Where a pupil is struggling to access play or is repeatedly on the edges of social interaction, staff should flag this to the class teacher or Behaviour Lead. Patterns of isolation, exclusion or repeated low-level conflict during unstructured time can be early indicators of peer difficulty, bullying or unmet need.

8.2 Corridors, Transitions and Movement Around School

Transitions between lessons, to and from assemblies, and at the start and end of the day are high-risk moments for disruption. The school expects all transitions to be calm, orderly and supervised. Staff should use consistent expectations for lining up, walking in corridors, entering classrooms and settling to learn.

Where transitions are routinely difficult for a particular class or year group, leaders should observe, diagnose and support rather than simply reminding staff to be more consistent. The issue may be structural — for example, timing, corridor congestion or unclear handover between adults — rather than a failure of adult will.

Pupils should not be in corridors without a clear purpose and the appropriate lanyard. Any pupil found moving around the school without authorisation should be calmly redirected and the incident noted if it is part of a pattern.

8.3 The Lunch Hall

Lunchtime should be a positive, sociable experience. Staff supervising the lunch hall are expected to maintain clear expectations for behaviour, including how pupils queue, sit, eat, speak to one another and leave the hall. These routines should be explicitly taught at the start of each year and revisited when standards slip.

Staff should be alert to pupils who eat alone repeatedly, who are targeted by others during lunch, or who become visibly anxious around mealtimes. These observations should be shared with the class teacher or pastoral lead.

8.4 Toilets and Less Visible Spaces

Toilets, cloakrooms and other less visible areas require particular attention because they are spaces where peer harm, intimidation and unkindness can occur away from adult sight. The lanyard system helps to limit unsupervised movement, but staff should also maintain awareness of pupils who request toilet access frequently, who return distressed, or who appear to avoid certain areas.

Any report of an incident in these spaces should be taken seriously, recorded and followed up. The school does not dismiss concerns because an adult was not present to witness them.

8.5 Trips, Visits and Off-Site Activities

The same behavioural expectations apply during school trips and off-site activities. Staff leading trips should brief pupils on expectations before departure, including how to conduct themselves in public, how to stay safe and what will happen if expectations are not met.

For pupils with Behaviour Support Plans or known patterns of difficulty, a specific plan for the trip should be agreed in advance. This may include adjusted groupings, additional adult support, a modified itinerary or clear thresholds for early return. Risk assessments for trips must consider behaviour alongside physical safety.

Staff should debrief briefly after any trip where a significant behavioural incident occurred, noting what happened, how it was managed and what should inform future planning.

9. Peer conflict, peer harm and the unified safety protocol

The school operates a unified protocol for responding to peer harm. The message is simple: no incident is ignored. Every child must feel safe to learn. The school relies on connection, immediate response and accurate logging rather than delay, minimisation or drift.

Three core rules apply:

1. Immediate response: intervene calmly and promptly.
2. Support first: safety and emotional containment come before extended consequences.
3. Log everything that meets the recording threshold: patterns only emerge when incidents are written down.

Examples

- Immediate risk or unsafe contact: staff separate pupils, create space, use concise safety language, call for support and then hand over a brief factual account.
- Upset but manageable conflict: staff reduce the audience, validate briefly, apply a low-key consequence or reset, and record the incident appropriately.
- Conflicting accounts: staff pause the activity, stabilise the group, gather brief facts, log the uncertainty and pass on for follow-up rather than improvising a full investigation in the moment.

The purpose of logging 'small' incidents is not to overreact. It is to identify patterns early, prevent repeated unkindness from normalising, and trigger support before bullying or entrenched conflict develops.

9.1 Distinguishing Between Conflict and Harm

Staff must be able to distinguish between peer conflict and peer harm. Conflict involves disagreement between pupils of broadly equal standing, where both parties contribute to the situation. Harm involves behaviour directed at another pupil that causes distress, fear, pain or humiliation, particularly where there is an imbalance of power, repeated targeting or intent to cause hurt.

Both require a response, but the nature of the response differs. Conflict is addressed through mediation, guided reflection and teaching. Harm requires a more protective and investigative response, particularly where it is repeated, targeted or part of a pattern.

Staff should avoid minimising peer harm with phrases such as "they were just playing" or "it takes two." Where a pupil reports being hurt, frightened or targeted, the starting point is to take the report seriously, establish the facts and respond proportionately.

9.2 The Unified Response Protocol

Regardless of the category of incident, the school's unified response protocol requires staff to follow a consistent sequence:

- Step 1 — Make safe: separate pupils if necessary, reduce the audience, use calm and concise language to de-escalate. Staff should not raise their voice or physically intervene unless there is immediate risk of harm.
- Step 2 — Support first: check whether any pupil is hurt or distressed. Provide emotional containment before gathering accounts. A pupil who is crying, frightened or dysregulated cannot give a reliable account and should not be pressed to do so.
- Step 3 — Gather brief facts: once pupils are settled, take a short factual account from each. Staff should not cross-examine, suggest what happened or lead the pupil's account. Where accounts conflict, note this and pass the matter on for follow-up.

- Step 4 — Record: any incident that meets the school's recording threshold must be logged promptly and factually. Staff should record what was observed, what was reported by each pupil, what action was taken and what follow-up is needed.
- Step 5 — Hand over: where the incident is serious, repeated or part of a known pattern, staff should hand over to the Behaviour Lead or a member of SLT. The handover should include a brief verbal summary and a completed log.

9.3 Staff Language During Peer Incidents

The language staff use during and after peer incidents matters. It shapes how pupils experience the school's response and whether they feel safe to report in future. Staff should use language that is calm, factual and non-judgemental in the immediate moment:

- "I can see something has happened. Let us sort this out."
- "You are safe. I am going to help."
- "I need to hear from both of you, one at a time."
- "I am going to write this down so we can make sure it is dealt with properly."

Staff should avoid language that assigns blame before the facts are established, that dismisses the distress of the reporting pupil, or that implies the pupil should have handled the situation themselves.

9.4 Patterns, Escalation and Referral

The Behaviour Lead and SLT should regularly review incident logs to identify patterns of peer harm. A single incident may appear minor in isolation but may form part of a pattern that, when seen together, amounts to bullying or targeted behaviour.

Where patterns emerge, the school should escalate the response. This may include targeted monitoring, structured supervision at known hotspot times, restorative meetings between the pupils involved, parental contact, and where appropriate, referral to external agencies or a safeguarding response.

Staff who notice a pupil being repeatedly involved in incidents — whether as the pupil causing harm or the pupil experiencing it — should not wait for a formal threshold to be crossed. An early conversation with the Behaviour Lead is expected.

10. Bullying and repeated unkindness

The school maintains a zero-tolerance stance towards bullying. At the same time, staff must distinguish clearly between one-off conflict, repeated peer harm and bullying, while responding seriously to all three.

- One-off incidents still matter and must not be dismissed where there is hurt, fear or humiliation.
- Repeated patterns require a stronger response, including parental contact, targeted support and closer monitoring.
- Bullying concerns must be investigated, recorded and followed through in line with safeguarding expectations.

Pupils and parents should be able to trust that reports will be listened to, acted on and not minimised. Staff should create a climate where telling is safe and worthwhile.

10.1 Defining Bullying

The school defines bullying as behaviour that is repeated, targeted and intended to cause harm, distress or humiliation. It may be physical, verbal, relational (such as deliberate exclusion or social manipulation) or conducted through digital means. A single serious incident may also be treated as bullying where it involves a significant imbalance of power or causes substantial harm.

Staff should be aware that bullying is not always overt. It can take the form of persistent low-level behaviours — name-calling, exclusion from play, spreading rumours, taking or hiding belongings — that individually may appear minor but cumulatively cause significant distress. It is the pattern, not the severity of each individual act, that often defines bullying.

10.2 Creating a Telling Culture

A pupil who reports bullying is demonstrating courage. Staff must respond to every report with seriousness and care, regardless of whether the initial account seems significant. Where pupils feel that telling leads to dismissal, delay or further targeting, they stop telling. The school's anti-bullying work therefore depends on the quality of the adult response at the point of disclosure.

Staff should:

- listen without interruption and avoid minimising language such as "I am sure they did not mean it" or "just ignore them";
- thank the pupil for reporting and reassure them that telling was the right thing to do;
- record the report promptly and pass it to the Behaviour Lead or class teacher;
- follow up with the pupil to let them know what has been done, within a reasonable timeframe.

The school also teaches pupils, through PSHE, assemblies and class-based discussion, that reporting is not "telling tales." It is an act of emes — honesty — and an act of responsibility towards the school community.

10.3 Investigating and Responding to Bullying

Where a bullying concern is raised, the Behaviour Lead or a member of SLT should lead the investigation. This should include gathering accounts from all pupils involved, speaking to relevant staff, reviewing incident logs for patterns and, where appropriate, speaking to parents.

The investigation should be conducted with care for all parties. The pupil who has been targeted must be kept informed and supported throughout. The pupil whose behaviour is under investigation should be spoken to fairly, with an opportunity to give their account, while being made clearly aware that the behaviour is being taken seriously.

Outcomes should be proportionate and may include a formal warning, a restorative meeting, increased monitoring, loss of privileges, parental involvement, a Behaviour Support Plan or, in serious or persistent cases, a fixed-term suspension. The response should always include a plan for preventing recurrence and a clear review point.

10.4 Recording and Monitoring Bullying

All bullying incidents and concerns must be recorded using the school's agreed recording system. Records should include the nature of the behaviour, the names of pupils involved, the dates and context, the action taken and the outcome.

The Behaviour Lead should maintain an overview of bullying reports across the school and report patterns to SLT and governors at agreed intervals. This data should be analysed by type (physical, verbal, relational, online), by year group and by any protected characteristic. The school takes seriously its duty to monitor whether any group of pupils is disproportionately affected.

10.5 Support for Pupils Affected by Bullying

The school recognises that the impact of bullying can extend well beyond the incidents themselves. Pupils who have been bullied may experience anxiety, withdrawal, difficulty concentrating, reluctance to attend school or a loss of confidence. Staff should be alert to these signs even where no formal report has been made.

Where a pupil has been affected by bullying, the school should consider what additional support is appropriate. This may include regular check-ins with a trusted adult, access to pastoral support, involvement in social skills or confidence-building work, or referral to external services where the impact is significant. The pupil's class teacher should be kept informed so that support is consistent across the school day.

11. Graduated support for pupils who need more than universal systems

Some pupils require more than whole-school routines and classroom recognition systems. Where behaviour becomes frequent, intense, unsafe or resistant to universal support, the school moves to targeted and individualised planning.

This may include:

- additional adult check-ins or pre-correction;
- adjusted workload, reduced demand or increased clarity;
- targeted reinforcement plans;
- small-group work on regulation, social understanding or peer interaction;
- parent meetings and coordinated support pathways;
- Behaviour Support Plans for pupils at Tier 2 or Tier 3.

11.1 The Graduated Model

The school's approach to behaviour support follows a graduated model with three tiers. This is consistent with the SEND Code of Practice and reflects the principle that most pupils will succeed within universal systems, but some will need more, and a small number will need significantly more.

- Tier 1 (Universal): the whole-school systems described in this policy — clear routines, recognition, values-led language, the behaviour ladder, repair and restorative follow-up. These apply to all pupils at all times.
- Tier 2 (Targeted): additional support for pupils whose behaviour is not responding to universal systems. This includes check-in and check-out routines, targeted small-group work, adjusted timetables, increased adult contact, behaviour monitoring charts and regular parent communication.
- Tier 3 (Individualised): intensive, personalised support for pupils with significant or persistent behavioural needs. This includes formal Behaviour Support Plans, multi-agency involvement, individual risk assessments, communication plans and bespoke provision.

Movement between tiers is based on evidence and professional judgement. Pupils are not placed on a tier permanently. The expectation is that targeted and individualised support will enable pupils to return to universal systems over time, with planned and gradual withdrawal of additional support.

11.2 Triggers for Moving Beyond Universal Support

Staff should consider whether a pupil needs additional support when any of the following apply:

- the pupil is receiving frequent corrections or consequences without sustained improvement;
- the same behaviour is recurring across multiple days or contexts;
- the pupil is becoming disengaged, withdrawn or increasingly distressed;
- the pupil's behaviour is affecting the learning or safety of others on a regular basis;
- there are known factors — SEND, trauma, bereavement, family difficulty, transition — that suggest the pupil needs a more tailored response.

Staff do not need to wait for a crisis before raising a concern. An early conversation with the Behaviour Lead, SENCo or a member of SLT is always appropriate and is actively encouraged.

11.3 What Targeted Support Looks Like in Practice

Targeted support should be specific, time-limited and reviewed. It is not sufficient to place a pupil on a "behaviour chart" without a clear plan for what success looks like or when the intervention will be reviewed. The following are examples of targeted support that the school may put in place:

- Daily check-in with a named adult at the start of the day, with a brief check-out at the end to review how the day has gone and set a focus for the following day.
- A behaviour monitoring chart with a small number of specific, observable targets reviewed with the pupil at agreed intervals.
- Small-group sessions focused on social skills, emotional regulation, conflict resolution or peer interaction, delivered by trained staff.
- Adjusted expectations within the classroom, agreed with the class teacher, such as a reduced task demand, a planned break or a designated safe space.
- Increased communication with parents, including a home–school communication book or regular updates by telephone or in person.

All targeted interventions should be recorded, with clear start dates, review dates and intended outcomes. Where targeted support is not leading to improvement within an agreed timeframe, the school should consider whether the pupil needs to move to Tier 3 individualised support.

11.4 The Role of the Multi-Disciplinary Team

For pupils at Tier 2 and Tier 3, the school's Multi-Disciplinary Team (MDT) plays a central role in coordinating support. The MDT brings together the Behaviour Lead, SENCo, pastoral lead and relevant members of SLT to review cases, agree actions and monitor progress.

The MDT should meet regularly and maintain a clear overview of all pupils receiving targeted or individualised support. Cases should be discussed with reference to data, incident logs, staff observations and where available the views of the pupil and their parents. The MDT is responsible for ensuring that support is joined up, that plans are reviewed on time and that no pupil falls between systems.

12. Behaviour Support Plans

Behaviour Support Plans must be functional, constructional and usable. In practice, that means plans should be based on an understanding of why the behaviour is occurring, what the pupil needs, and which alternative pathways adults are actively trying to build.

A strong plan should include:

- a clear, operational description of the behaviour of concern;
- a functional formulation, including antecedents, patterns, maintaining consequences and relevant contextual factors;
- preventative strategies and environmental adjustments;
- clear reinforcement systems and teachable alternative behaviours;
- reactive strategies that are proportionate, safe and specific;
- clarity about who does what, when and how progress will be reviewed;
- accessible language, good contextual fit and involvement of key stakeholders.

Plans should be brief enough to use, clear enough to follow and detailed enough to guide action. Where possible, supporting tools such as communication maps, flow charts and one-page summaries should sit alongside the fuller plan.

The school expects high-priority plans to be reviewed regularly, normally at least termly, and sooner where risk, escalation or ineffectiveness suggests the current plan is not working.

12.1 Communication plans

Communication plans serves the purpose of bridging the communication between staff and children in various situations. Their purpose is to provide all staff working with the individual with a clear, consistent understanding of the expectation of the child, and how they will be presented in a calm nature. This can be looking very different to other members of the class.

Communication plans are ongoing and regularly changing. They cannot and should not be a static document. They created and monitored in collaboration with the child's teachers and Rebbes. The plans outline signs and signals that the person may show when becoming overwhelmed or dysregulated, as well as the triggers or situations that may contribute to this. The plans also outline practical strategies that staff can use to support the child effectively, helping to reduce distress and promote regulation. In addition, it includes a suggested script or agreed language for staff to use, ensuring that responses remain calm, consistent, and supportive while the child is dysregulated. This consistency across all adults helps create a safe and predictable environment, enabling the child to feel understood and better supported.

12.1.1 Pupil Voice: Child friendly communication plans

Child-friendly communication plans are created in collaboration with the child and designed to be visual, colourful and easy to understand. Using simple language, symbols and clear emotion scales, the plan helps the child recognise and talk about the different feelings they may experience during different stages of an incident. By working with the child to create the plan, it reflects their own experiences and preferred ways of expressing emotions, making it more meaningful and accessible. It helps the adults to recognise what stage a child is at based on their language and actions, linked to the plan in place. It then helps the adult to reflect with the individual after an incident has happened, linking it to their communication plan that is already in place.

12.2 Pupil Voice: Contingency plans

Contingency plans are written collaboratively with the child and reviewed with their teachers to establish a clear understanding of expected classroom behaviour and the agreed recognition or reinforcement that will be provided when these expectations are met. They also identify the individual's current behaviour patterns within the classroom and consider the outcomes or consequences resulting from these behaviours. By discussing this openly with both the child and staff, the plan helps create shared expectations, promotes consistency in responses, and supports positive behaviour change through clear, agreed strategies and recognition.

13. Safety, restrictive practice and high-risk behaviour

Safety takes precedence in all high-risk situations. Staff must use the least intrusive response compatible with safety and follow any agreed risk assessment or handling guidance. Restrictive practice must never be casual, convenience-based or used as punishment.

- Where there is immediate danger, adults act to protect pupils and summon support.
- High-risk incidents require recording, review and where necessary adaptation of the pupil's plan or risk assessment.
- The school seeks to reduce restrictive practice over time through better prevention, teaching, planning and environmental adjustment.

13.1 Defining High-Risk Behaviour

High-risk behaviour is any behaviour that presents a serious and immediate threat to the safety of the pupil, other pupils or staff. This includes, but is not limited to, physical aggression towards others, self-injurious behaviour, attempts to leave the school site, destruction of property that creates a safety hazard, and behaviour that significantly compromises the ability of staff to maintain a safe environment.

High-risk behaviour is not the same as challenging behaviour. A pupil who is non-compliant, verbally rude or disengaged may be difficult to manage, but this does not in itself constitute a high-risk situation. Staff should be clear about the distinction and should not escalate their response beyond what the situation requires.

13.2 Immediate Response to High-Risk Situations

When a high-risk situation arises, the priority is the safety of all individuals. Staff should follow this sequence:

- Remove other pupils from the area if it is safe and practical to do so, rather than attempting to remove the pupil in crisis.
- Use calm, minimal verbal communication. Reduce demands and avoid confrontation.
- Call for support using the agreed radio protocol. Do not attempt to manage a serious situation alone.
- Maintain a safe distance unless intervention is required to prevent immediate harm.
- If physical intervention is necessary, use the minimum force required for the shortest time necessary, in line with the school's agreed approach and any individual risk assessment or handling plan.

Staff should not physically intervene to enforce compliance, to prevent property damage where there is no risk to persons, or as a consequence for behaviour. Physical intervention is a last resort, used only to prevent injury.

13.3 Restrictive Practice: Legal Framework and School Position

The use of reasonable force is governed by Section 93 of the Education and Inspections Act 2006 and the Department for Education guidance "Use of Reasonable Force" (2013). Staff have a legal power to use reasonable force to prevent a pupil from hurting themselves or others, from damaging property, or from causing disorder. This power does not extend to punishment.

The school's position is that restrictive physical intervention should be used only when all other strategies have been exhausted or when the immediacy of the risk makes de-escalation impractical. Where a pupil has a known pattern of high-risk behaviour, a risk assessment and handling plan should be in place that specifies the approaches to be used, the staff authorised to intervene and the thresholds for each level of response.

Staff who may be required to physically intervene must receive appropriate training, which is refreshed annually. No member of staff should be expected to use physical intervention without having been trained to do so safely.

13.4 Recording and Reporting High-Risk Incidents

Every high-risk incident must be recorded in detail on the same day it occurs. The record should include:

- the names of all pupils and staff involved;
- the time, location and context of the incident;
- a factual description of the behaviour and the sequence of events;
- the de-escalation strategies used before any physical intervention;
- a description of any physical intervention used, including the type, duration and the staff member who applied it;
- any injury to the pupil, other pupils or staff;
- the post-incident support provided to the pupil and to staff.

Parents must be informed on the same day that any physical intervention has been used with their child. A written record should be made available to parents on request.

SLT should review every incident involving physical intervention. Where the same pupil is subject to repeated physical intervention, this is a clear signal that the current plan is not working and must be reviewed urgently.

13.5 Post-Incident Support

High-risk incidents are stressful for everyone involved. The school recognises that staff who have managed a high-risk situation need support as well as the pupil. Post-incident support should include:

- a debrief with a member of SLT or the Behaviour Lead, ideally on the same day;
- an opportunity to discuss what happened, what worked and what could be improved;
- reassurance that seeking help during a high-risk situation is expected, not a sign of failure;
- access to further support where the incident has been particularly distressing.

For the pupil, post-incident support should include time to regulate, a repair conversation when ready, a review of their plan and, where appropriate, contact with parents to agree next steps.

13.6 Reducing Restrictive Practice Over Time

The school is committed to reducing the use of restrictive practice. This is achieved not by ignoring risk, but by investing in prevention: better environmental design, earlier identification of need, more effective Behaviour Support Plans, skilled adult de-escalation and consistent implementation of universal systems. Where physical intervention is being used frequently with any individual pupil, this should prompt an urgent review of the pupil's provision, not acceptance of the pattern.

14. Early Years and Reception

In Reception, the same principles apply but the methods are developmentally adapted. Staff explicitly teach routines, model language, scaffold sharing and waiting, use visuals, repetition and short prompts, and prioritise co-regulation before expectation-based discussion.

- Adults narrate and model the behaviour they want to see.
- Success is recognised genuinely and immediately.
- Children are helped to re-do routines, not simply told off for getting them wrong.
- Reflection is short, visual and tightly linked to the next right step.

Reception practice should feel warm, structured and predictable. The goal is not passive compliance. The goal is to help children become increasingly secure, capable and ready for school life.

14.1 Routines and Expectations in Reception

Reception routines should be taught with the same deliberateness as academic content. Staff should not assume that children arrive knowing how to line up, sit on the carpet, share equipment, wait for a turn or follow a multi-step instruction. Each routine should be broken down, modelled by an adult, practised with the children and reinforced through specific praise when it is demonstrated.

Expectations in Reception are the same in principle as the rest of the school — kindness, derech eretz, honesty, responsibility — but they are expressed through simpler, more concrete language. For example, "We use kind hands" is a developmentally appropriate way of teaching the same value that older pupils understand as "respect for others."

Visual timetables, now-and-next boards, and picture-based reminders should be used to provide structure and predictability. Children who know what is happening next are less likely to become anxious or dysregulated during transitions.

14.2 Co-Regulation and Emotional Support

Young children are still developing the ability to regulate their own emotions. They cannot be expected to "calm down" on instruction. Instead, adults in Reception provide co-regulation: they stay close, use a calm voice, reduce demands, name the emotion the child appears to be experiencing and model the regulation they want the child to learn.

Useful language for co-regulation includes:

- "I can see you are feeling upset. I am going to stay with you."
- "Let us take some deep breaths together."
- "It is okay to feel cross. It is not okay to hurt. I will help you."
- "You are safe. When you are ready, we will sort this out."

Staff should avoid withdrawing attention or affection as a consequence for dysregulated behaviour. The child's emotional safety must be maintained even when their behaviour is unacceptable.

14.3 Recognition and Praise in Reception

Recognition should be immediate, genuine and frequent. Young children respond best to praise that is specific, warm and delivered in the moment. Generic praise such as "good boy" or "well done" is less effective than language that names what the child did: "You waited so patiently for your turn — that is wonderful derech eretz."

Reception classes should have a visible recognition system that is simple enough for children to understand and engaging enough to motivate. This may include sticker charts, class celebration jars, individual achievement cards or links to the House System. Whatever system is used, it should be applied consistently and should ensure that all children, including those who find school more challenging, have regular opportunities to experience success.

14.4 Responding to Difficult Behaviour in Reception

When a child's behaviour in Reception does not meet expectations, the response should be proportionate to the child's age and stage of development. In most cases, the appropriate response is to redirect, re-teach and support the child to try again. Consequences that are abstract, delayed or rely on verbal reasoning are unlikely to be effective with very young children.

Where a child is struggling persistently — frequent distress, difficulty separating, aggression towards peers, inability to access the curriculum — staff should raise this early with the SENCo and Behaviour Lead. Early intervention in Reception can prevent patterns from becoming entrenched as the child moves through the school.

14.5 Partnership with Parents in Reception

The transition into school is significant for both children and families. Staff in Reception should build strong relationships with parents from the outset, communicating regularly about how the child is settling, what is going well and where there are any emerging concerns. Parents should feel that the school understands their child and is working with them, not simply reporting problems.

Where behaviour concerns arise, the tone of communication should be collaborative and solution-focused. Staff should share what strategies are being used in school and ask what works at home, so that approaches can be aligned.

15. Partnership with parents and carers

The school works best when parents and carers are treated as partners, not as an audience for bad news. Communication should therefore be timely, honest, respectful and solution-focused.

- Parents should hear about success as well as concern.
- When patterns emerge, meetings should be collaborative and practical rather than punitive.
- Parents should understand the support pathway, what has already been tried and what the next review point is.
- Where serious incidents occur, communication must be clear, factual and prompt.

For individuals with communication or contingency plans, regular feedback to parents and carers should be given. Consistent connection is vital between home and school to help the child to recognise everyone is supporting them and aiming for the best.

15.1 Principles of Communication with Parents

All communication with parents and carers should be guided by the following principles: it should be honest, timely, respectful and solution-focused. Parents are more likely to engage constructively when they feel that the school views them as partners rather than as recipients of complaints.

Staff should ensure that the balance of communication is not weighted entirely towards concern. Parents should hear from the school when things are going well — when their child has shown kindness, made progress, demonstrated responsibility or contributed positively to the class. This builds trust and makes it easier to have more difficult conversations when they arise.

15.2 Communication at the Point of Concern

When a pattern of behaviour is emerging, or when a single incident is significant enough to warrant contact, parents should be informed promptly. The conversation should be factual, calm and clear about what has happened, what the school has done and what happens next. Staff should avoid emotional language, blame or sweeping judgements about the child's character.

Useful approaches include:

- framing the conversation around the school's concern for the child's success, not around the problem the child is causing;
- sharing what strategies are already in place and inviting the parent's perspective on what works at home;
- being specific about the behaviour rather than using vague terms such as "he had a bad day";
- agreeing on next steps together rather than presenting a decision that has already been made.

15.3 Formal Meetings and Reviews

Where a pupil is receiving targeted or individualised support, parents should be invited to attend formal review meetings at agreed intervals. These meetings should be structured, purposeful and led by the Behaviour Lead or a member of SLT. They should cover what has been tried, what progress has been made, what the current plan is and what the next review point will be.

Parents should receive a copy of their child's Behaviour Support Plan, communication plan or contingency plan, and should be given the opportunity to contribute to its development and review. Plans that are

developed without parental input are less likely to be effective, because the strategies may not be consistent between home and school.

Where parents disagree with the school's approach or are unhappy with a decision, staff should listen respectfully, explain the rationale clearly and, where appropriate, offer a further meeting with a more senior member of staff. Disagreement should be managed without defensiveness, and the school's complaints procedure should be signposted where necessary.

15.4 Communication Following Serious Incidents

Where a serious incident has occurred — including any incident involving physical intervention, injury, suspension or safeguarding — parents must be contacted on the same day. The communication should be factual, should explain what happened and what action has been taken, and should provide an opportunity for the parent to ask questions and discuss next steps.

Where the incident involves more than one pupil, each set of parents should be informed about what happened to their own child. Staff should not share the names or details of other pupils involved, but should reassure parents that the matter has been dealt with in line with the school's policy.

15.5 Supporting Hard-to-Reach Families

The school recognises that some families find engagement with school more difficult. This may be due to language barriers, previous negative experiences of school, work commitments, cultural factors or family circumstances. Staff should not interpret a lack of response as a lack of care.

Where families are harder to reach, the school should consider alternative approaches: flexible meeting times, telephone contact, translated materials where possible, invitations delivered in person and the involvement of community figures or family liaison staff where appropriate. The aim is to remove barriers to engagement, not to give up on it.

16. Staff development and implementation support

Consistency is not produced by telling staff to 'be consistent'. It is produced through training, modelling, coaching and follow-up. The school therefore supports staff through behaviour reset sessions, induction, one-page quick guides, in-class coaching, behaviour surgeries, case review meetings and learning walks focused on prevention and language.

This policy should therefore be read as a live implementation document. Leaders should actively check whether systems are understood, visible and usable in practice.

16.1 Induction for New Staff

All new staff — including teaching staff, teaching assistants, supply teachers, lunchtime supervisors and volunteers — must receive a behaviour induction before they begin working with pupils. This induction should cover the school's behaviour expectations, the behaviour ladder, the values framework, the language the school uses, the recording and reporting requirements and the key contacts for behaviour support.

New staff should not be expected to learn the school's approach solely by reading this policy. The induction should include a face-to-face briefing with the Behaviour Lead or a member of SLT, the opportunity to observe established practice in classrooms, and a named colleague to approach with questions during their first half-term.

Supply staff and short-term cover should receive a one-page summary of the school's core expectations, the behaviour ladder and the key phrases used. This document should be available in every classroom and provided to supply staff on arrival.

16.2 Ongoing Training and Professional Development

Behaviour is a standing item in the school's professional development programme. Training should be regular, practical and focused on the areas where implementation needs strengthening. Topics may include:

- de-escalation techniques and managing dysregulated behaviour;
- using middos language effectively in everyday interactions;
- writing and implementing Behaviour Support Plans;
- understanding the impact of SEND, trauma and adverse childhood experiences on behaviour;
- restorative practice and conducting repair conversations;
- recording incidents accurately and identifying patterns.

Training should be differentiated. Not all staff need the same input. Experienced staff may benefit from case-based discussion and peer coaching, while newer staff may need more structured input on fundamentals.

16.3 In-Class Coaching and Modelling

The Behaviour Lead and behaviour team should offer in-class coaching and modelling to support staff in embedding the school's approach. This may involve working alongside a teacher to demonstrate language, routines or de-escalation strategies in real time, followed by a brief reflective conversation.

Coaching should be supportive, not evaluative. Its purpose is to build skill and confidence, not to judge performance. Staff should feel safe to request coaching without it being interpreted as a sign of weakness.

16.4 Behaviour Surgeries

The behaviour team should offer regular behaviour surgeries — short, structured sessions where any member of staff can bring a concern, discuss a pupil or seek guidance on a situation. These sessions should be accessible, solution-focused and confidential.

Behaviour surgeries serve a dual purpose. They provide immediate practical support to staff, and they provide the behaviour team with intelligence about what is happening across the school — which classes are under pressure, which pupils are emerging as concerns and where systems may need adjusting.

16.5 Quality Assurance and Learning Walks

Leaders should conduct regular learning walks focused specifically on behaviour culture. These walks should look at whether recognition systems are visible and in use, whether the values language is being used by staff and pupils, whether routines are being maintained, how staff respond to low-level disruption and whether the tone of adult–pupil interactions is consistent with the school's expectations.

Feedback from learning walks should be used to identify areas of strength and areas for development. Where implementation is inconsistent, the response should be supportive — additional training, coaching or resources — rather than punitive. Consistency is built through practice and support, not through criticism.

17. Recording, monitoring and review

Behaviour data should be used intelligently. Logs are not there merely to evidence incidents after the fact. They are there to identify patterns, locate hotspots, evaluate systems and trigger support.

- The school monitors low-level and serious incidents, escalations, peer-harm patterns, high-risk cases, suspensions and the impact of interventions.
- Leaders should review whether recognition systems, de-escalation practice and individual plans are being implemented as intended.
- Pupil voice, staff feedback and parent views should inform review alongside quantitative data.
- Governors should receive regular oversight information on behaviour culture, safety, trends and strategic response.

17.1 What Should Be Recorded

The school maintains clear recording expectations so that behaviour data is useful, consistent and informative. Not every interaction requires a formal log, but any incident that meets the recording threshold must be documented. The following should always be recorded:

- any incident involving physical aggression, self-harm or a risk to safety;
- any use of physical intervention or restrictive practice;
- any peer harm, bullying concern or allegation;
- any incident leading to a pupil being removed from class, placed in reset or escalated to SLT;
- any incident that results in parental contact, a formal consequence or a suspension;
- persistent low-level disruption that forms part of an emerging pattern;
- any incident with a safeguarding dimension, which must also be recorded on the school's safeguarding system.

Records should be factual, specific and completed on the same day as the incident. They should state what happened, who was involved, what action was taken and what follow-up is required. Staff should avoid subjective or emotional language and should not record assumptions or speculation.

17.2 How Data Is Used

Behaviour data is only useful if it is analysed and acted upon. The Behaviour Lead and SLT should review behaviour data regularly — at a minimum half-termly — to identify trends, patterns and areas requiring attention. Analysis should consider:

- which pupils are appearing most frequently in incident logs and whether they are receiving the right level of support;
- whether particular times of day, locations or contexts generate disproportionate incidents;
- whether there are patterns related to year group, class, staffing or time of year;
- whether recognition and positive recording are happening as frequently as corrective recording;
- the effectiveness of targeted interventions and Behaviour Support Plans, measured against the outcomes they set.

Data should inform decision-making. Where the data shows that a particular approach is not working, the school should adjust its response rather than persist with an ineffective strategy.

17.3 Reporting to Governors

Governors have a statutory oversight role in relation to behaviour, safety and exclusions. The school should provide governors with a termly behaviour report that includes an overview of incident data, trends,

suspension and exclusion data, the number of pupils on Behaviour Support Plans, the use of physical intervention and any safeguarding-related behaviour concerns.

The report should be analytical, not merely numerical. It should explain what the data means, what actions have been taken in response and what the school's priorities are for the coming term. Governors should be in a position to ask informed questions about behaviour culture and to hold leaders to account for the quality of implementation.

17.4 Policy Review

This policy is reviewed annually by the Behaviour Lead and Senior Leadership Team, and approved by the Governing Board. It may also be reviewed sooner where there is a significant change in statutory guidance, a serious incident that requires a policy response, or evidence from monitoring that a section of the policy is not working as intended.

The review process should draw on a range of evidence, including behaviour data, staff feedback, pupil voice, parent views, learning walk findings and any external review or inspection feedback. The aim is to ensure that the policy remains a live, working document that reflects the school's current practice and aspirations.

18. Sanctions, suspension and serious breaches

The school retains the right to use formal sanctions, including internal consequences, suspension and where lawful and necessary permanent exclusion. These measures may be required where behaviour is seriously unsafe, significantly harmful, persistently disruptive despite support, or where the school must act to protect others.

Even where serious sanctions are used, the school's approach remains educational and protective. Leaders should still consider whether the incident indicates unmet need, pattern, peer dynamics, safeguarding concern or failure of earlier intervention

18.1 Principles Governing Sanctions

Sanctions are a necessary part of any behaviour system, but they are not the primary mechanism through which the school seeks to improve behaviour. Sanctions should be used when they are proportionate, clearly linked to the behaviour, understood by the pupil and consistent with the school's values. They should never be used to humiliate, to make an example of a pupil, or as a substitute for teaching, planning and support.

Before applying a formal sanction, staff and leaders should consider:

- whether the behaviour has been explicitly taught and the pupil had a reasonable understanding of the expectation;
- whether any relevant factor — SEND, trauma, communication difficulty, family crisis — may have contributed to the behaviour;
- whether the pupil has had adequate support and whether the current support plan, if any, is being implemented consistently;
- whether a lesser response would be more appropriate and more likely to lead to sustained improvement.

This does not mean that sanctions are never warranted. It means that they should be applied thoughtfully and with full awareness of the context.

18.2 Internal Consequences

The school uses a range of internal consequences that sit below suspension. These may include loss of a specific privilege for a defined period, a period of internal reflection supervised by a member of the behaviour team or SLT, a structured re-do of the behaviour or routine that was not met, a formal meeting with parents, temporary removal from a particular context (such as the playground) with a planned reintroduction, and a requirement to complete a specific repair or restorative task.

Internal consequences should be recorded, communicated to parents where appropriate and reviewed as part of any ongoing Behaviour Support Plan.

18.3 Suspension

Suspension (fixed-term exclusion) is a serious sanction and should only be used where the behaviour is sufficiently serious to warrant it. The decision to suspend rests with the Headteacher, or in their absence, the most senior member of staff authorised to act. Suspension may be appropriate where:

- the behaviour poses a serious risk to the safety of other pupils or staff;
- the behaviour is a serious breach of the school's code of conduct;
- the behaviour is persistent and has not responded to the school's graduated support and intervention;
- allowing the pupil to remain in school would seriously harm the education or welfare of others.

The school follows the Department for Education's statutory guidance on suspensions and permanent exclusions. Parents must be notified of the suspension in writing, with the reasons, the duration, the

arrangements for the pupil's education during the suspension and the right to make representations to the Governing Board.

18.4 Reintegration Following Suspension

Every suspension must be followed by a reintegration meeting before the pupil returns to class. This meeting should involve the pupil, their parents, the Behaviour Lead or a member of SLT and, where appropriate, the class teacher. The purpose of the meeting is to:

- review what happened and ensure that all parties understand why the suspension was necessary;
- hear the pupil's perspective and allow them to take responsibility;
- agree clear expectations for the pupil's return;
- put in place or review a Behaviour Support Plan where needed;
- agree a monitoring and review period following the return.

The pupil's return to class should be managed sensitively. The class teacher should be briefed, the pupil should know what is expected of them and the re-entry should be forward-looking. Staff should avoid drawing public attention to the suspension or treating the pupil as though they are on probation.

18.5 Permanent Exclusion

Permanent exclusion is an absolute last resort. The Headteacher may only permanently exclude a pupil in response to a serious breach, or to persistent breaches, of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before reaching a decision to permanently exclude, the Headteacher must be satisfied that all reasonable steps have been taken to support the pupil, that the school's graduated response has been followed and that the exclusion is lawful, reasonable and procedurally fair. The school must comply fully with the statutory guidance and the pupil's and parents' rights under the exclusion process.

18.6 Serious Breaches: Examples

The following are examples of behaviour that the school considers serious enough to warrant an immediate escalation to SLT, and which may result in suspension or permanent exclusion. This list is not exhaustive:

- physical assault causing or intended to cause injury to another pupil or a member of staff;
- persistent and targeted bullying, including prejudice-based bullying;
- sexual violence or sexual harassment;
- bringing a weapon or prohibited item into school;
- deliberate damage to property that creates a risk to safety;
- sustained defiance or threatening behaviour that makes it unsafe for the pupil to remain in the school environment;
- any behaviour that constitutes a criminal offence.

In all such cases, the school will also consider whether a safeguarding response is required and whether a referral to external agencies is appropriate.

19. Staff summary: what good implementation looks like

This section distils the full policy into the practical essentials. Keep it to hand — if you follow these steps consistently, you are implementing the policy well.

In Every Lesson

Do this	Not this
Teach routines explicitly — don't assume pupils know	Jump into content without setting expectations
Use specific praise linked to middos values "That's real achrayus — you started straight away"	Generic praise like "good" or "well done"
Run a visible recognition system (house points, board)	Rely only on verbal praise that leaves no trace
Give brief, clear directions — break tasks into steps	Give multiple instructions at once then react to confusion
Anticipate difficulty and scaffold in advance	Wait for a pupil to fail, then correct
Name the middah when redirecting "What would derech eretz look like right now?"	Use vague corrections like "stop that" or "behave"
Intervene early, quietly, calmly	Ignore low-level issues until they escalate

The Behaviour Ladder — Your 4-Step Sequence

	What you do	What you say
1. Reminder	Quiet prompt or redirect — private, brief, no fuss	"Remember, we are listening with derech eretz."
2. Warning	Restate the expectation clearly; give a genuine chance to reset	"I need you to make a better choice now. I know you can."
3. Change Direction	Proportionate in-the-moment consequence	"You've chosen to [consequence]. We will reset after."
4. Reflection	A clear reflective work focusing on restorative practice.	“Please take a reflection sheet and go to the boys office, they will registering your sheet when you completed your

		work."
4. Call for Support	**Radio the behaviour team — don't manage serious escalation alone**	**"I need support in [room], please."**

⚠️ *Do not skip straight to step 3 or 4. Most situations resolve at step 1 or 2. Avoid argument loops, public lectures, sarcasm, empty threats and long emotional exchanges.*

When Things Go Wrong — Repair in 5 Questions

Once the pupil is calm and regulated (not before), use this framework:

1. What happened?

2. What were you thinking or feeling at the time?

3. Who was affected?

4. What do you need to do now to put this right?

5. What can you do differently next time?

Repair is not just "sorry." It might be: a written apology naming the impact, re-doing a routine correctly, a brief restorative meeting, or a specific commitment reviewed by an agreed adult. Connect it to middos — "Which middah was missing? What would it look like to show it next time?"

📌 *Always follow up within the same day or next morning. Check in, acknowledge progress, and make sure the pupil knows the relationship is intact.*

Beyond the Classroom

The same values and expectations apply in every setting — playground, corridors, lunch hall, toilets, trips. Here is what changes:

Setting	**Your role**
Playground & outdoor	Circulate actively, interact positively, intervene early. You are supervising, not spectating.
Corridors & transitions	Enforce calm, purposeful movement. Use the lanyard system — challenge any pupil without one.
Lunch hall	Maintain clear routines for entry, seating and clearing. Model the standards you expect.
Toilets & less visible spaces	Monitor access, be alert to patterns. These are safeguarding-sensitive areas.
Trips & off-site	Brief pupils on expectations before departure. You represent the school culture everywhere.

Peer Incidents — Know the Difference

Conflict (both sides played a part)	**Harm (one-sided, imbalance of power)**
An argument that escalated during a game	**A pupil deliberately targeting another who cannot defend themselves**

Both pupils upset and wanting to resolve it	One pupil distressed, the other dismissive or controlling
Response: Mediate, repair, move on	Response: Investigate, safeguard, record, refer if needed

For all peer incidents, follow the Unified Response Protocol: (1) Separate, (2) Check for immediate safety, (3) Listen to each account separately, (4) Record factually, (5) Decide next steps with SLT if harm is indicated. Never ask pupils to shake hands or say sorry on the spot — that is not repair.

🚨 Safety & High-Risk Behaviour — What to Do in a Crisis

1. Stay calm. Your composure is the most powerful tool in the room.

2. Clear other pupils from the area if there is risk of harm.

3. Call for support immediately — radio the behaviour team or SLT. Do not manage serious risk alone.

4. Do not use physical intervention unless there is immediate danger of injury — and only the minimum force for the minimum time (see 13.3).

5. After the incident: complete the incident log the same day, debrief with SLT, and access support for yourself if needed.

6. Restrictive physical intervention is always a last resort. Every use must be recorded, reviewed and reported to parents and governors.

💡 *High-risk behaviour includes: violence causing or risking injury, leaving school premises unsupervised, possession of a weapon or prohibited item, and behaviour that endangers others. When in doubt, call for support first and assess second.*

📋 Recording, Parents & Getting Support

	When	How
Log behaviour incidents	Same day	Use CPOMS / school system. Factual, not opinion.
Log bullying concerns	Same day	Record what was said, by whom, and what you did. Flag patterns.
Record any physical intervention	Within 24 hours	Bound book / incident form. Include context, duration, de-brief outcome.
Speak with parents at point of concern	Promptly, proportionately	Phone call or in person. Be honest, factual, solution-focused.
Formal meeting with parents	When patterns emerge or a serious incident occurs	SLT present. Share data, agree next steps, follow up in writing.
Seek support for yourself	Whenever you need it	Speak to your line manager,

		behaviour lead, or use the school's wellbeing offer. Difficult incidents affect staff too.

When to Escalate — Quick Threshold Guide

	Signs you are seeing	What to do
Universal (you manage this)	**Low-level disruption, off-task, minor disagreements, a rough day**	**Behaviour ladder, in-class reset, repair conversation, routine recognition**
Targeted (involve Behaviour Lead)	**Repeated incidents (3+ in a week), patterns across settings, pupil not responding to universal strategies**	**Referral to behaviour lead, assess triggers, consider targeted support plan, inform parents**
Individualised (multi-disciplinary team)	**Persistent distress, risk to self or others, suspected unmet SEND need, safeguarding concern**	**Formal BSP, MDT involvement, possible external referral, risk assessment, regular review cycle**

The Culture Is You

Every interaction is a teaching moment. Every corridor greeting, every calm redirect, every repair conversation tells pupils what this school stands for.

You don't need to be perfect. You need to be consistent, kind and brave enough to follow through.

Three things to remember every day:

- Relationships first — connection before correction.
- Follow the ladder — most problems resolve at step 1.
- The standard you walk past is the standard you accept.

Policy Competency Checklist	0-3
I teach behaviour explicitly and revisit routines often.	
My classroom has a clear, visible recognition system.	
I use specific praise and notice effort, repair and regulation.	
I intervene early and calmly rather than waiting for escalation.	
I know the behaviour ladder and follow the reset process.	
I do not shame, shout or use sarcasm.	
I record incidents that need to be logged so patterns can be seen.	
I treat peer conflict and peer harm seriously and respond in the moment.	
I use middos language to help pupils connect behaviour with values.	
I seek support early when a pattern is developing.	
I follow the school's recording expectations and log incidents on the same day.	
I communicate with parents honestly, respectfully and in a timely way — sharing positives as well as concerns.	
I follow individual Behaviour Support Plans, communication plans and contingency plans consistently.	
I understand the difference between conflict and harm, and I respond to peer incidents using the unified protocol.	
I take every bullying report seriously and never dismiss or minimise a pupil's experience.	
I supervise actively during unstructured times — I circulate, I interact positively and I intervene early.	
I apply the lanyard system consistently and challenge unsupervised movement calmly.	
I use physical intervention only as a last resort, only to prevent harm, and I record it fully.	
I look after myself. I ask for help after difficult incidents, attend behaviour surgeries when I need guidance and engage with training opportunities.	
I remember that every interaction is a chance to model the values I expect pupils to demonstrate.	

Appendix A. Examples of empowering language

Less effective	More effective
“How many times do I have to tell you?”	“Pause. Let me show you the expectation again.”
“Stop being silly.”	“Reset and show me ready.”
“If you do that again, you’re out.”	“You can still turn this around. Here is the next right step.”
“Go away until you calm down.”	“Take a brief reset here where I can still support you.”
“What is wrong with you?”	“You look overwhelmed. I’m going to help you sort this safely.”

Appendix B. Threshold guide for staff

Universal response

- Low-level disruption, off-task behaviour, calling out, minor refusal, manageable peer friction.
- Response: prompt, reteach, reset, proportionate consequence, record only where required by school procedure or where pattern is emerging.

Targeted response

- Repeated incidents, rising frequency, peer issues, dysregulation affecting learning, concerns across settings.
- Response: parental contact, behaviour team consultation, targeted strategies, monitoring and review.

Individualised response

- High-frequency or high-risk behaviour, repeated escalation, safeguarding concerns, complex SEND-linked presentation, restrictive practice risk.
- Response: formal plan, risk assessment where needed, multi-disciplinary review, close monitoring.