Believe Grow Achieve

Copmanthorpe Primary School

Inspiring Everyone to Thrive

Behaviour Policy and Relationships Policy

Approved by:	Pupils and Curriculum Policy	**Date:** Autumn 2026
Last reviewed:	Autumn 2025	
Next review due by:	Autumn 2027	

Policy Statement
Copmanthorpe Primary School strives to create a school community which is trauma informed. This trauma-informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment.

We have developed a Behaviour and Relationships Policy which places relationships as the cornerstone for children and young people to thrive, both academically and in relation to their wellbeing.

During the creation of this policy we have referred to the six recommendations from the Education Endowment Foundation (EEF) for Improving Behaviour in Schools and Ofsted's guidance for creating positive environments where children can flourish.

Rationale
A clear framework for promoting pro-social behaviour is essential for effective teaching and learning, and enhances the physical safety and mental wellbeing of pupils and staff. It is a prerequisite for maximising academic and wider life outcomes and builds relationships with pupils and their parents based on mutual trust and cooperation.

We believe that it is essential to maintain clear boundaries and expectations and that children feel safe and are most likely to thrive in a nurturing, structured school environment with predictable routines, expectations and responses to behaviour.

We recognise that some children, particularly those with identified SEND or SEMH needs, may struggle with cause-and-effect thinking, impulse control, and emotional regulation. In line with our commitment to inclusive practice, this policy acknowledges the need for flexibility, differentiation, and tailored approaches.

By promoting practice underpinned by principles of empathy, connection, attunement, trust, co-regulation, reflection, correction and reparation, we believe that this policy is authentically inclusive and beneficial to the whole school community.

Statement of Aims
- To work in partnership with the school community to maintain high levels of pro-social behaviour throughout school.
- To create a safe, happy, calm and purposeful working atmosphere which is conducive to learning and emotional wellbeing.
- To help all children develop self-discipline by learning to acknowledge and regulate their emotions and to accept responsibility for their behaviour.
- To support the development of empathetic responses and an awareness of, and respect for, the perspectives and needs of others.
- To help all children to develop non-abusive strategies for conflict resolution and to engage with restorative practice techniques.
- To maintain an environment in which respectful, positive relationships thrive and where all members of the school community take responsibility for reporting and tackling any form of bullying or discriminatory behaviour.
- To offer differentiated provision for children with SEMH needs or other SEND who require additional support to be able to meet behavioural expectations.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools (updated 2022)
- Searching, screening and confiscation (updated 2022)
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE 2026)
- Restrictive interventions, including the use of reasonable force, in schools (2026)
- Supporting pupils with medical conditions at school

It is also based on the SEND Code of Practice, Section 175 of the Education Act 2002, and Sections 88–94 of the Education and Inspections Act 2006.

Zero-Tolerance Approach to Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.
Inappropriate sexualised or misogynistic behaviour will be challenged at the earliest opportunity and will not be dismissed as 'banter', 'part of growing up' or similar.

The school's response will always be: proportionate, considered, supportive, and decided on a case-by-case basis.

Clear processes are in place for responding to reports, risk assessments, and referrals (to Early Help, Social Care, or the police). Please see our Safeguarding & Child Protection Policy for details.

Behaviour Expectations
At Copmanthorpe Primary School, our core expectations are:
- Ready – Listen, look and join in
- Respectful – Use good manners, honesty, take responsibility for choices
- Kind – Use kind hands, feet and words

We also recognise and celebrate Behaviours for Learning through our school Learning Characters:
- The Snail – Resilience 🐌: Enjoy the feeling of learning and never give up. Covers the emotional and attentional aspects of learning, including perseverance and not giving up.

- The Squirrel – Resourcefulness 🐿️: Thinking in different ways. Focuses on the cognitive aspects of learning, including questioning, using a range of learning strategies, and knowing what to do when you get stuck.

- The Bee – Reciprocity 🐝: Learning with and from others. Covers the social dimension of learning, including interdependence, being able to learn with and from others as well as on your own.

- The Owl – Reflectiveness 🦉: Take charge of your learning. Covers the aspects of learning that involve thinking about yourself as a learner and how you might be able to do this better.

Raffle tickets are given within the classroom to children as recognition for showing these Behaviours for Learning. Pupils are also recognised through Special Mentions and classroom rewards such as the golden cushion.

Off-site Behaviour
Sanctions may be applied when pupils misbehave off-site, including on trips, travelling to/from school, in uniform, or when identifiable as pupils of our school.

Universal Approaches
We endeavour to create a culture that is consistent and conducive to pro-social behaviour through:
- Consistent prioritisation of positive relationships.
- Consistent language and responses.
- Consistent follow-up and ownership.
- Consistent positive reinforcement.
- Consistent routines and rituals.
- Consistent emotional modelling.
- Consistent collaboration with parents.
- Consistent calm school environment.

Positive Reinforcement
We believe in recognising and celebrating positive behaviour:
- Praise (verbal, written, body language).
- "Catching being good" – public or private.
- Recognition boards, raffle tickets, marbles/jars.
- Notes/emails/calls home.
- Headteacher's Special Mentions.
- Class praise and assemblies.
- Certificates, awards and house points.

Sanctions (Escalation Steps)
Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating.
Steps:
1. Reminder – quietly reinforce expectations.
2. Tell – calm, clear warning and outline consequences.
3. Change of place in class.
4. Time paid back – reflection/time out, catch-up learning at break if necessary.
5. Out of class – if behaviour continues, the child is moved to a quieter place for support. Parents will be contacted.
Following incidents we will- Repair – restorative conversation and reintegration.

A behaviour incident table helps staff match responses to behaviours (low level → restorative → SLT referral).

Incident Level	**Behaviour examples**	**Response examples** (responses will depend on context, the adult's knowledge of the individual, and on what is practicable in the moment but should be 'Authoritative' (adults are in control) rather than an 'Authoritarian' (adults are controlling)
Remind/Tell	**Low level disruption or unkind behaviour e.g.** ● Calling out ● Ignoring instructions ● Talking during a listening time ● Pushing in ● Isolated ● Unkind comment ● Isolated disrespectful response	**Re-focus child** **Quiet word** **Offer of support** : "*You okay, do you need anything"* **Cue name:** *"Adam—all okay?"* **Nip in the bud:** "Helen, you're talking and we are working quietly in this lesson." **Model or prompt an appropriate response:** 'Would you like to try saying that in a different way?' or 'Did you mean to say please may I have that book?' **Approach:** a) Gentle approach, personal, non-threatening, side on, eye level or lower. b) State the behaviour that was observed and which rule/expectation/routine it contravenes. c) Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. d) Walk away from the pupil; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. Don't get drawn into secondary behaviour.
Time paid back	**Repetition of the above** **More significant hurting or unkind behaviour**	**Quietly remind the individual of expectations:** Remind them of their choices—warn that if they repeat the behaviour they will miss some playtime **Emotion Coaching:** Where a significant reflection/problem solving/restorative element is required this should be done during a break - 'Time in'. **Direct an adult or give extra support:** Staff presence for the child/ containment **Wondering question:** Suzie, I'm wondering if sitting too close to Rachel is making it difficult for you to concentrate on your work.

		Come and sit here where I can help you. **Name the need:** I can see that you are very cross because you wanted to go in the painting group. I can see that is hard. Everyone will get a go this week. **Direct to regulation activities** **Distraction/ Redirection:** Callum – please pop next door and ask Mrs France if I can borrow a stapler – Thanks. Follow 'time in' rather than 'time out' approach
Out of Class	● Persistent repetition of above behaviours ● Melt down leading to significant physical or verbal assault or damage to property ● Racist, sexist, misogynistic, homophobic or other discriminatory abuse	**Report to Senior Leadership Team and SENCo** (Special Educational Needs Coordinator) **Record on CPOMs** (school's software application for monitoring child protection, safeguarding, pastoral and welfare issues) **Report using City of York Council racial incident protocol** **Devise individual behaviour plan, monitor and review** **Involve parents** **Involve well-being service**
	Child does not respond to tailored approaches and their behaviour becomes physically aggressive, threatening the safety of that child or another person.	**Use of reasonable force** Staff will work as a team to prevent anyone being hurt or put in danger. This is a last resort approach and is used only if other approaches such as moving other children to safety are not possible. **Exclusion (see below)** Every effort will be made to prevent a situation developing where this becomes necessary.

Consistencies

All staff: meet & greet, model positive behaviour, plan engaging lessons, use Ready-Respectful-Kind language, remain calm, follow up consistently.

Senior Leaders: visible presence, celebrate positives, share good practice, analyse CPOMS behaviour data, support staff with serious behaviours, ensure consistency.

Serious Behaviour Matters
Incidents such as fighting, bullying, vandalism, theft, racist, sexist, misogynistic, homophobic or other discriminatory abuse, possession of prohibited items, harmful sexual behaviour, sexual harassment or sexual violence are dealt with seriously by SLT.

These are always logged on CPOMS, parents informed, and referrals made where necessary.

Use of Reasonable Force and Safety Plans (*Please refer to the school's Positive Handling and Restrictive Interventions Policy (including Use of Reasonable Force and Seclusion) for further detail on safe physical intervention procedures.)*

All members of school staff have a legal power to use reasonable force. This will always be a last resort and used only when other strategies have not been effective.
Reasonable force may be used to prevent pupils from hurting themselves or others, causing serious damage to property or causing serious disruption. The decision on whether to physically intervene will depend on the individual circumstances and must always be necessary and proportionate.

Examples include:
- Removing a disruptive child from class if they refuse to follow instructions to do so.
- Preventing behaviour that disrupts a school event, trip or visit.
- Preventing a pupil leaving a classroom where it would risk their safety or disrupt others.
- Stopping a fight or preventing an attack on another pupil or staff member.
- Restraining a pupil at risk of harming themselves through physical outbursts.

Team Teach principles (Reducing Risk, Restraint and Restriction):
- Best interests of the child
- Reasonable and proportionate
- Action should be necessary
- Minimum force, for the shortest possible time
- Prevent injury, pain and distress
- Maintain dignity

It is always unlawful to use force as a punishment.

Safety of Adults Plan:
- A child is attacking a member of staff or another child (e.g. hitting, spitting, kicking).
- A child is at risk of causing injury to themselves.
- A child is deliberately damaging property (e.g. smashing windows, kicking holes in walls, breaking chairs).
- A child is at risk of causing injury through misuse of objects/furniture.
- A child attempts to leave the school premises where their safety would be at risk.

If a child is displaying challenging/aggressive behaviours, staff should:
- Assess the environment and prioritise safety of themselves and other children.
- Use themselves as a barrier between the aggressive child and others.
- Ask other children to leave the space if needed.
- Send for help; if alone, use a whistle or agreed signal to call for support.
- Approach from the side, avoid direct eye contact, and remain at least a metre away.
- Do not crouch down to the child’s level for safety reasons.
- Stand or sit side by side when speaking with the child.

How to speak to the child:
- Use minimal, calm language (e.g. 'I can see that you are angry and it’s okay to feel that way.' / 'I’m here when you’re ready.').

- Ignore secondary behaviours and remain silent if necessary.
- If the child is alone in a room and not yet calm, remain outside the room within sight.

Staff must not act out of anger or frustration or in order to punish a child. Physical intervention is always a last resort and should cease as soon as possible.

Types of force may include:
- Leading a child by the hand/arm.
- Moving a child using safe guiding holds (e.g. hand on the back or shoulders).
- In more extreme cases, using restrictive holds for which staff have received specific training.

Recording and reporting:
- Any use of reasonable force must be recorded in accordance with the school's Positive Handling and Restrictive Interventions Policy and logged on CPOMS
- Parents must be informed.
- All challenging or aggressive behaviours must be logged and reviewed by SLT.

Training:
- Staff are trained in de-escalation techniques (Team Teach).
- The use of physical intervention is always a last resort.

Suspensions and Exclusions
At Copmanthorpe Primary School, suspension and exclusion are only used as a last resort, once other strategies and interventions have been tried and where behaviours are deemed to be a serious breach of the Behaviour and Relationships Policy. All decisions are made in line with the Department for Education's current statutory guidance on *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* and with our safeguarding duties under *Keeping Children Safe in Education 2026*.

Only the headteacher (or acting headteacher in their absence) has the authority to issue a suspension or permanent exclusion. This decision is always made at the headteacher's discretion, taking into account all the circumstances, the evidence available, the school's Behaviour Policy, and statutory guidance.

Principles:
- Suspensions will always be a last resort after other approaches have been exhausted.
- The school will consider the needs of vulnerable pupils, including those with SEND, before making exclusion decisions.
- The school will carefully consider whether behaviour may be linked to an unmet need, SEND or disability and whether reasonable adjustments or additional support are required before deciding whether suspension is appropriate.
- The use of suspension for persistent breaches will be balanced with proactive support and targeted intervention.

1. Suspension (formerly Fixed-Term Exclusion):
- A suspension means that a pupil is not allowed to attend school for a specified number of days.
- It may be used for a serious one-off incident or repeated breaches despite intervention.
- Parents will be informed immediately and work will be set for the child from day one.
- For longer suspensions, arrangements will be made for the child to receive full-time provision from day six.
- Pupils will have a reintegration meeting before returning to class.
- A pupil cannot be suspended for more than 45 school days in a single academic year, whether from one or multiple suspensions.

2. Internal Exclusion:
- In some cases, the headteacher may decide that a pupil should be removed from their usual classroom and peers, but remain in school under supervision. This is known as an internal exclusion.
- Purpose: to provide a serious sanction without removing the child from school, while ensuring learning continues.
- What it looks like: supervised work in a designated space, completing meaningful tasks, breaks/lunch taken separately if needed, reflection and planning before reintegration.
- Duration: time-limited, proportionate, and determined by the school based on the seriousness of the behaviour and the needs of the child.
- Recording: internal exclusions are logged, parents are informed, and governors monitor use.

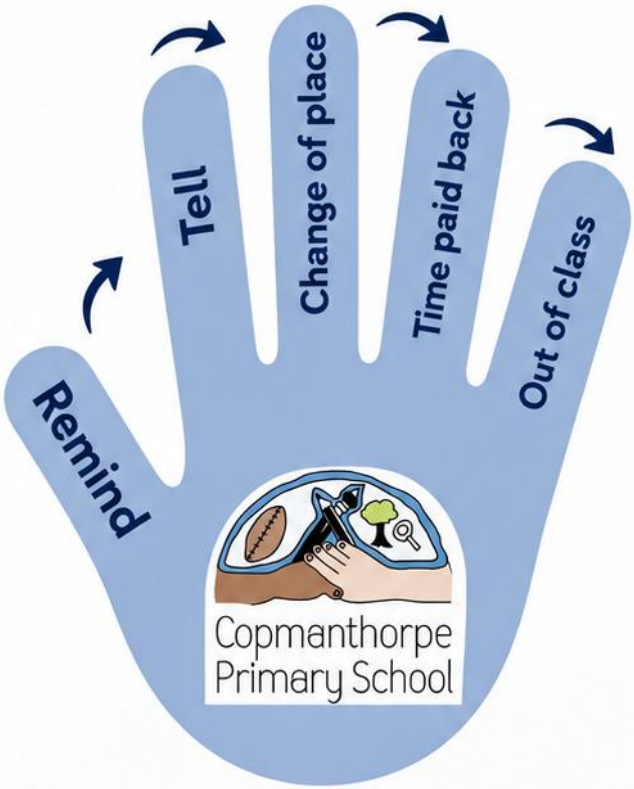
3. Permanent Exclusion:
- Permanent exclusion will only ever be considered for the most serious or persistent breaches, or where allowing the pupil to remain would seriously harm the education, welfare, or safety of others in the school.
- Parents, the Local Authority and governors are informed without delay.
- The governing body must meet to review the decision, and parents have the right to request an Independent Review Panel (IRP).

4. Appeals and Reviews:
- Parents have the right to make representations to the governing body about any suspension or exclusion.
- Where a pupil is permanently excluded, parents have the right to request an Independent Review Panel.
- The governing body will consider whether the decision was lawful, reasonable, and procedurally fair.

5. SEND, Vulnerability and Safeguarding Considerations:
- Before deciding to suspend or exclude, the headteacher will consider whether the pupil has SEND, disability or mental health needs, whether reasonable adjustments could help, and whether the pupil is vulnerable or Looked After.
- All decisions will be lawful, reasonable, proportionate and fair.
- Alternative strategies and pastoral support will always be explored before exclusion is considered.

THE HELPING HAND

Our agreed response to support positive behaviour.
Calm. Predictable. Consistent.



1 REMIND
A calm reminder of our expectations:
"Remember – Ready, Respectful, Kind."

2 TELL
A clear warning. The adult explains the behaviour we need to see.
"I need you to stop ___ and ___."

3 CHANGE OF PLACE IN CLASS
The adult tells the child to move to a quieter area to support better choices.

4 TIME PAID BACK
The child completes missed work during playtime or lunchtime. Discussion with the teacher about choices and repair.

5 OUT OF CLASS
If behaviour continues, the child is moved to a quieter place for support. Parents will be contacted.

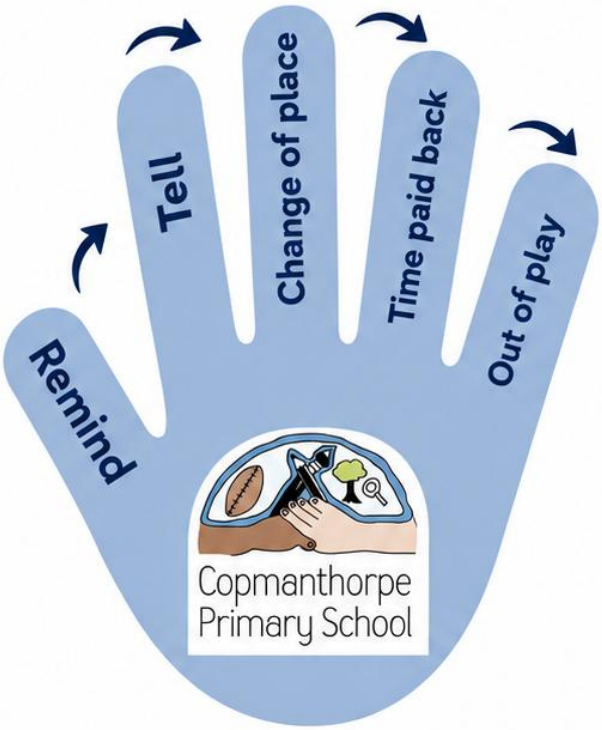
Our expectations are always:
Ready • Respectful • Kind

Same Helping Hand. Same language. Same expectations.
Wherever children are in school.

BELIEVE GROW ACHIEVE

THE HELPING HAND AT LUNCHTIME

We use the same steps at lunchtime as we do in class.
Calm. Consistent. Fair.



Our expectations are always:
Ready • Respectful • Kind

1 REMIND
Calm reminder of the school expectations.
"Remember – Ready, Respectful, Kind."

2 TELL
Clear instruction about what needs to change.
"I need you to stop ___ and ___."

3 CHANGE OF PLACE
Move away from the activity / friendship group / area.
Give the child an opportunity to reset.

4 TIME PAID BACK
Time out from play to reflect.
Follow with a brief restorative conversation before returning.

5 OUT OF PLAY
For continued or more serious behaviour.
Child is removed from normal lunchtime activities and referred to SLT. Parents may be contacted.

Same Helping Hand. Same language. Same expectations.
Wherever children are in school.

BELIEVE GROW ACHIEVE

BEHAVIOUR

At Copmanthorpe Primary School we always:

Believe Grow Achieve

Copmanthorpe Primary School

Believe
in our own strengths and develop a life long love of learning.

Grow
knowledge and ability.

Achieve
more than we ever thought possible.

Our School Rules

- Be **Ready** to learn
- Be **Respectful** to all
- Be **Kind** at all times

Our Regular Routines

- Adults 'meet and greet'
- We walk on the left
- Best behaviour always gets first attention
- We are always looking for your best effort

Useful Phrases

I need you to ...

I wonder if ...

Thank you

I can see ...

These phrases will be used to guide and remind.

What should you be doing now?

I have noticed that ...

You have chosen to ...

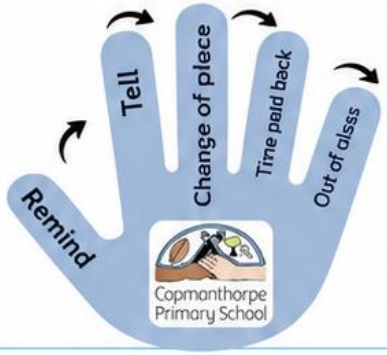
Praise and Reward

- Verbal praise
- Learning Buddy Reward
- Special Mention Assembly

Positive Reinforcement

- Verbal praise 'catching being good'
- Pompom in a jar – class reward (linked to learning buddies/school values)
- Learning buddy raffle ticket – instant reward
- Weekly Special Mention Certificates
- WOW and recognition boards

The Helping Hand



Reflection Script

"What happened?
Who has been affected?
What can we do now?
(problem solve/find a solution)"

Same Helping Hand. Same language. Same expectations.

Wherever children are in school.

BELIEVE GROW ACHIEVE