Blue Coat C.E Aided Junior School

Behaviour Policy

Adopted: May 2026

Review Date: May 2027

1. Introduction

Blue Coat Church of England Junior School uses a Restorative Approach combined with the principles of Thrive to manage pupil behaviour, driven by the belief that **'with God all things are possible.'**

1.1. Core Foundations

- **Christian Vision**: Inspired by the belief that with God all things are possible as a "Blue Coat family."
- **Key Values**: Centred on **Joy**, **Wisdom**, and **Courage** in everything we do.
- **Core Aim**: Ensure the safety, wellbeing, and success of all students.

1.2. Behaviour Philosophy

- **High Challenge & High Support**: Working with pupils to unlock their full potential.
- **Mutual Relationships**: Building a calm, safe learning environment through mutual respect.
- **Accountability & Wisdom**: Supporting students to make wise choices and take responsibility for their actions.
- **Courageous & Joyful Growth**: Encouraging the courage to change future behaviours while actively celebrating success and joy through rewards.

1.3. Regulatory and Inclusion Compliance

- **Equality Act 2010**: Considers duties regarding protected characteristics, specifically disability.
- **Special Educational Needs (SEN)**: Adapts to the individual needs of SEND students.
- **Safeguarding**: Aligns directly with the school's safeguarding policy when handling behaviour incidents.

2. Legislation and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour and discipline in schools:1 advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and student referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022

Use of reasonable force in schools

Supporting students with medical conditions at school

It is also based on the:

Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Aims of the Policy

We aim to:

- **Foster Personal Growth**: Help children grow into confident, tolerant, and considerate young people, inspired by our belief that "with God all things are possible."
- **Promote Deep Listening**: Ensure everyone at Blue Coat can listen to others and feel truly listened to.
- **Cultivate Respect & Wisdom**: Show children how to respect themselves and others, guiding them to make **wise** choices.
- **Encourage Stewardship**: Help children care for their own belongings and their surrounding environment.
- **Build United Partnerships**: Form an active, three-way partnership with families and students to encourage expected behaviour, celebrate **joy**, and establish improved patterns where there are difficulties.
- **Maintain Consistency**: Be consistent in all that we do across the Blue Coat family.

These aims are supported by regular staff CPD focusing on core routines, behaviour management strategies, bespoke teaching, and ensuring high-quality provision for all students, including those with special educational needs and disabilities (SEND).

We believe that:

- **Safety & Joy**: All members of our community should feel safe, happy, and cared for in school.
- **Voice & Support**: Children and adults should be asked what they need to get the best out of themselves.

- **Teaching Relationships**: We must actively teach the skills that enable and empower children to build healthy relationships.
- **Restorative Systems**: We must provide clear systems to support children and adults if relationships breakdown.
- **Courage to Put Things Right**: Any behaviour that harms or upsets someone must be addressed, giving all parties the **courage** and opportunity to put it right.

4. Policy Vision: 'Possible' Behaviour

We believe that every child can learn to regulate their emotions and act with kindness. We don't just manage behaviour; we nurture the heart. Our approach is built on our three pillars: **Joy, Wisdom,** and **Courage.**

4.1. The Three Pillars of Conduct

4.1.1. JOY: Positive Relationships

- **The Focus:** We choose actions that keep our community a happy, safe place to be.
- **In Action:** We use "Joyful Greetings" every morning. We celebrate others' successes as much as our own.
- **Staff Role:** We use a "4:1 ratio" (four positive comments for every one correction) to keep the atmosphere joyful and encouraging.

4.1.2. WISDOM: Making Good Choices

- **The Focus:** We use our **wisdom** to understand how our actions affect others.
- **In Action:** We follow the "School Rules" because we understand they keep us safe and wise. We think before we act.
- **Staff Role:** We use restorative conversations to help children gain the **wisdom** to see the impact of their choices.

4.1.3. COURAGE: Ownership and Forgiveness

- **The Focus:** We have the **courage** to own our mistakes and the bravery to forgive.
- **In Action:** We say "sorry" and mean it. We have the courage to "start again" after a difficult moment.
- **Staff Role:** We model "Courageous Forgiveness." Every day is a fresh start — because with God, a new beginning is always possible.

5. Definitions

Misbehaviour is defined as:-

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- A negative attitude to learning, support or towards adults and other children;

- Refusal to complete work set;
- Speaking inappropriately to others;
- Not following reasonable instructions at the first time of asking.

Serious misbehavior is defined as:-

- Repeated breaches of the school rules;
- Verbal or physical assault towards students or adults;
- Any form of bullying;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or
- intimidation;
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behavior;
- Possession of any prohibited items. These are:-
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:-

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Bullying can include:

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or Indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

7. Roles and Responsibilities

7.1. Governors

The governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

7.2. The Head Teacher

The Head teacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.3. Adults in School

Adults are responsible for:

- **Fair & Consistent Implementation**: Implementing the behaviour policy and promoting its strategies fairly and consistently, ensuring every child knows that **"with God all things are possible."**
- **Modelling Positive Behaviour**: Walking with **joy**, **wisdom**, and **courage** to serve as a living template of our core values for the Blue Coat family.

- **Providing Personalised Approaches**: Designing bespoke, personalised support to meet the specific behavioural and developmental needs of individual students.
- **Accurate & Prompt Recording**: Recording behaviour incidents on CPOMS or appropriate monitoring forms to maintain transparency and ensure high-quality safeguarding.

7.4. The Senior Leadership Team

Senior staff will:

- **Champion Expected Standards**: Take a leading role in maintaining high behaviour standards, demonstrating that through **wisdom** and a shared commitment, "**with God all things are possible**."
- **Share Professional Expertise**: Cultivate an environment of continuous improvement by actively sharing best practice behaviour strategies with the whole Blue Coat family.
- **Communicate Skilfully**: Act as models of deep listening and clear, respectful communication when interacting with a diverse range of adults and students.
- **Monitor Training Needs**: Proactively identify, track, and provide targeted professional development opportunities to strengthen staff skills and promote a **joyful** learning environment.
- **Manage High-Level Incidents**: Respond quickly, firmly, and reactively to higher levels or frequencies of challenging behaviour with **courage** and consistency.
- **Determine Specialist Support (SENCO)**: The SENCO holds the key responsibility to identify individual needs, secure appropriate adjustments, and design bespoke interventions for students requiring additional targeted support.

7.5. Parents

Parents are expected to:

- **Partner for Potential**: Support their child in meeting the school's high behaviour expectations, working together in the belief that **"with God all things are possible"**.
- **Communicate Changes with Trust**: Inform the school promptly of any changes in circumstances at home that may affect their child's wellbeing, learning, or behaviour.
- **Act with Wisdom and Courage**: Discuss any behavioural concerns directly with their child's class teacher at the earliest opportunity, fostering a **joyful** and collaborative partnership.

7.6. Students

Students will be supported to meet behaviour standards through explicitly taught lessons, consistent adult practice, our school values, and the unique Building Communities Culture that defines our Blue Coat family. Every student will be guided to fully understand our behaviour policy and wider school culture, knowing that "**with God all things are possible**."

Students are expected to:

- **Follow Rules and Expectations**: Walk with **wisdom** by making the right choices and following our clear school rules.
- **Demonstrate Christian Values**: Show **joy**, **wisdom**, and **courage** in their daily interactions with everyone in our community.
- **Take an Active Part**: Participate fully and positively in the wider life of the school.
- **Engage in Restorative Conversations**: Show the **courage** to talk openly, listen deeply, and help put things right when relationships breakdown.

Student Voice & Continuous Improvement

Students will regularly be asked to give feedback on their experience of our behaviour culture. This feedback will actively support the evaluation, improvement, and implementation of this policy.

Mid-Phase Support

Bespoke, extra support and a welcoming induction will be provided for all mid-phase arrivals to help them successfully integrate into our school culture

Inclusion and Support

- **Individual Possibilities:** We recognise that some children find behaving well harder than others. We provide "Wisdom Plans" (IBPs) for children with SEND or SEMH needs.
- **Safe Spaces:** Every classroom has a "Calm Corner" where children can use their **wisdom** to self-regulate before a situation escalates.
- **Equity:** We ensure our consequences are fair and reflect the unique needs of the individual child.

8. Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Driven by our belief that "**with God all things are possible"**, our approach to challenging behaviour will be purposefully differentiated to cater to the unique needs of every individual.

The school's Special Educational Needs Co-ordinator (SENCO) will evaluate any student who exhibits challenging behaviour. This evaluation ensures we act with **wisdom** to determine whether there is underlying learning, emotional, or developmental needs that are not currently being met.

Where necessary, the school will have the **courage** to seek external expertise and work collaboratively with outside agencies to identify or support specific needs. This includes seeking support and advice from:

- Specialist teachers;
- Educational psychologists;
- Medical practitioners;
- Other external support services.

By wrapping this tailored support around our pupils, we ensure that every child is empowered to overcome barriers and experience **joy** in their school life.

8.1. Supporting Students with SEND

Special Educational Needs (SEN) are defined as the needs of students who have a significantly greater difficulty in learning than the majority of others, or a disability which prevents or hinders them from making use of educational facilities (Children and Families Act 2014).

Aligned with the SEND Code of Practice, our leaders and staff maintain a culture of high expectations for all students. We ensure students with SEN are included in all opportunities, using our 'best endeavours' to provide the necessary support. Guided by our belief that **"with God all things are possible"**, our inclusive policy ensures every student can learn in a calm, safe environment where rules and strategies are entirely clear, avoiding any ambiguity.

8.1.1. Reasonable Adjustments

Students with identified SEN will have tailored, reasonable adjustments put in place, agreed collaboratively with the parent/carer and student. To foster **wisdom** and consistency, the student's support plan will form a natural part of established routines in every single lesson.

These adjustments are designed to remove barriers and bring **joy** to learning. They may include, but are not limited to:

- **Environment & Structure**: Specific seating positions within the classroom, tailored routines, and dedicated provision/support during unstructured times.
- **Regulation Tools**: Fidget toys, sensory breaks, and a designated "Time Out" area where the student can access an agreed number of minutes to reset.
- **Personalised Care**: Individualised student plans and targeted Teaching Assistant support.
- **School Life Adaptations**: Reasonable adjustments to the school uniform policy.
- **Learning Technology**: Strategic use of assistive technology.

Any reasonable adjustments will be shared with all staff.

8.2. The EEF 'Five-a-Day' Quality First Teaching Strategies

To give students the **courage** to succeed, every teacher embeds the Education Endowment Foundation (EEF) 'five-a-day' strategies into their daily practice. These strategies are prevalent across all lessons:

1. **Explicit Instruction**: Clear, structured explanations and demonstrations.
2. **Cognitive & Metacognitive Strategies**: Teaching pupils how to think, plan, monitor, and evaluate their own learning.
3. **Scaffolding**: Providing temporary support that is gradually removed as pupils gain independence.
4. **Flexible Grouping**: Allocating groups dynamically based on the specific learning task and individual needs.
5. **Using Technology**: Leveraging digital tools effectively to support and enhance learning access.

https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes

9. Behaviour Curriculum

Our behaviour expectations provide a framework to ensure our core values are deeply embedded within our daily practice and routines. From their very first day at Blue Coat School, students are taught how we interact with each other, how we manage conflict, and how we move around the building and grounds safely. Guided by our belief that **"with God all things are possible"**, this curriculum equips each student with the essential life skills needed to meet our high expectations and succeed in their future schools.

9.1. The Restorative Approach & Conflict Resolution

The restorative approach guides and supports the Blue Coat community in managing conflict. Effective Restorative Practices foster a deep awareness of how others are affected by inappropriate behaviour. This is achieved by actively engaging participants in a process that separates the deed from the doer—rejecting the act, not the actor—and allowing participants to find the **courage** to make amends for the harm caused.

Restorative Practices acknowledge the intrinsic worth and **wisdom** of every individual and their potential contribution to the school community. We follow the Three Principles of Fair Process to ensure everyone is treated consistently:

1. **Engagement**: Involving all participants actively in the resolution process.
2. **Explanation**: Creating a shared, clear understanding of what happened and why it matters.
3. **Expectation Clarity**: Establishing a clear, hopeful vision for future choices.

The Restorative Practices Framework explicitly aims to:

- Improve behaviour and attitudes across the school;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict, and repair harm;
- Improve relationships while establishing rights, accountabilities, and responsibilities to the community;
- Provide a safe, philosophical basis for staff, students, and parents to share ideas and discuss issues openly;
- Ensure children know they will always be treated fairly, consistently, and with respect.

We maintain clear systems of sanctions and rewards that are applied consistently and fairly. To nurture **joy** and build self-esteem, we prioritise positive, specific praise for good behaviour and the immediate celebration of successes, recognising that young students live in the short term.

Staff utilise the following key reinforcement strategies:

- **Parallel Praise**: Actively praising the exact behaviour we want to see more of by highlighting students who are doing the right thing, rather than drawing attention to those who are making poor choices;
- **PIP and RIP**: Adhering strictly to the principle of **Praise in Public** and **Reprimand in Private** (where appropriate) to protect dignity;
- **Parental Partnership**: Remaining deeply committed to giving maximum feedback to parents and carers regarding their children's successes and positive behaviour.

Students are supported to recognise the foundational principle that all behaviour has both positive and negative consequences. Our whole school community understands that this behaviour curriculum has a profound, positive effect on attendance and attainment by creating a calm environment free from disruption.

Excellence in the Classroom

1. We enter the classroom quietly, ready to learn.
2. We respect others at all times.
3. We follow instructions the first time they are given.
4. We walk with **wisdom** to complete work to the absolute best of our ability.
5. We all contribute to creating a safe, calm learning environment.

Excellence on the Playground or Yard (OPAL)

1. We adhere to the expectations of the different Outdoor Play and Learning (OPAL) zones.
2. We play fair and show the **courage** to help resolve any conflict we may have with others.
3. We lift each other up by helping those who are hurt or upset.
4. We act wisely by asking staff to help if we cannot solve our own conflicts.
5. We keep the school environment clean and safe.
6. We show respect to all fellow students and staff members.
7. We use all equipment carefully and put it back in the right place.
8. We line up quietly on the yard as soon as break or lunch ends.
9. We stay safely within the permitted boundaries and areas.

Excellence in the Dining Hall

1. We line up calmly and patiently.
2. We keep our tables and the space under our tables clean.
3. We demonstrate good table manners to bring **joy** to our shared lunchtime.
4. We tidy up our lunch area completely when leaving.

10. Behaviour Management

10.1. Quality Classroom Management, Learning and Teaching

Teachers will plan and prepare lessons that are lively, challenging, and designed to engage and motivate students to learn. Quality First Teaching and learning is an intrinsic part of positive classroom and behaviour management, moving away from temporary "quick fix" approaches.

Inspired by our belief that **"with God all things are possible"**, staff cultivate an environment where every child can achieve.

Teachers hold the primary responsibility within lessons to provide a high-quality learning environment and a curriculum that is precisely matched to individual need. They will operate the agreed positive behaviour system using a clear, predictable hierarchy of responses. The school recognises that effective teaching, engaging learning, and consistent classroom management are critical to promoting good behaviour and limiting opportunities for off-task behaviour.

To support staff in maintaining these high standards, guidance is explicitly woven into:

- **The Induction Programme**: Ensuring new staff fully understand the Blue Coat culture from day one.
- **Regular Lesson Observations**: Providing constructive feedback to refine daily classroom practice.
- **External Training Courses**: Sourcing specialist professional development where appropriate.

Through this robust support, teachers gain the **wisdom** to manage classrooms effectively, the **courage** to challenge disruption constructively, and the ability to bring **joy** back into the learning process.

10.1.1. Expectations of Adults

Consistent adult behaviour will lead to students consistently conforming to our expectations. We expect every adult across the Blue Coat family to demonstrate these core practices in every interaction:

- **Meet and Greet**: Welcome students at the door with **joy**, warmth, and a positive start to the session.
- **Refer to Desk Task**: Direct students immediately to a pre-prepared starter task to ensure a focused, calm entry.
- **Model and Build**: Intentionally model positive behaviours and invest time in building strong, respectful relationships.
- **Engage and Challenge**: Plan high-quality lessons that engage, challenge, and meet the needs of all learners, showing that **"with God all things are possible"**.
- **Visible Recognition**: Use a visible recognition mechanism throughout every lesson (e.g., Whiteboards) to celebrate positive choices immediately.
- **Calm and Patient**: Remain calm and give explicit "take-up time" when going through behaviour steps, focusing heavily on prevention before sanctions.
- **Follow Up and Own**: Follow up every incident, retain personal ownership of the resolution, and engage in meaningful reflective dialogue with learners using **wisdom**.
- **Never Walk Past**: Show the **courage** to challenge disruption by never ignoring or walking past learners who are behaving poorly

10.1.2. Expectations of Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand side-by-side with colleagues to support, guide, model, and show a unified consistency to the student. Through this collaborative strength, they reinforce that **"with God all things are possible"** for both our staff and our pupils.

Middle leaders will:

- **Maintain a Visible Presence**: Serve as a highly visible, supportive presence around the school to naturally encourage appropriate conduct and embed our core values.
- **Support Reparation Meetings**: Actively support staff in returning students to learning by sitting in on reparation meetings and guiding constructive, restorative conversations with **wisdom**.
- **Celebrate Above and Beyond Efforts**: Regularly and intentionally celebrate staff and learners whose efforts go above and beyond daily expectations, bringing **joy** to the wider school community.
- **Champion Positive Communication**: Encourage and monitor the consistent use of Class Dojo, Positive Notes, postcards, and Positive Phone Calls home.
- **Target Professional Development**: Show the **courage** to identify gaps in practice and ensure that staff training needs are accurately identified and targeted for development.

10.1.3. Expectations of Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model, and show a unified consistency to the learners. By presenting a united front, they demonstrate to the whole Blue Coat family that **"with God all things are possible"**.

Senior leaders will:

- **Welcome the Community**: Take time to welcome students at the start of the day where possible, starting each morning with **joy** and warmth.
- **Maintain High Visibility**: Be a visible presence around the site, especially during transition times, to maintain a calm and safe environment.
- **Exceed Expectations**: Celebrate staff and students whose effort goes above and beyond expectations, fostering a culture of mutual appreciation.
- **Share Good Practice**: Regularly and intentionally share exceptional teaching and behaviour management practices across the team to build collective **wisdom**.
- **Utilise Data Strategically**: Use behaviour data recorded on CPOMS to accurately target, assess, and refine school-wide behaviour policies and practice.
- **Review Bespoke Provision**: Show the **courage** to regularly review and adapt provision for learners whose complex needs fall beyond the scope of standard written policies.

10.2. Our Primary Aim: Engagement with Learning

Engagement with learning is always our primary aim at Blue Coat School. For the vast majority of our students, a gentle reminder is all that is needed to stay on track.

While there are some occasions when a student needs to leave their classroom for a short period of time to regulate, staff must always move through our behaviour steps with care, consideration, and a deep understanding of individual needs. Staff will:

- **Praise and Ignore**: Enthusiastically praise the behaviour they want to see, while tactically ignoring attention-seeking actions.
- **Provide Take-Up Time**: Ensure all students are given explicit "take-up time" in between steps to process choices and make wise decisions.
- **Maintain the Hierarchy**: Never leap or accelerate steps for repeated low-level disruption, ensuring a fair and predictable process for all.

11. Responding to Behaviours

11.1. Rewards

11.1.1. Recognition and Rewards for Effort

We recognise and reward students who consistently meet our expectations. Our staff understand that at Blue Coat School, the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. Often, a quiet word of personal praise can be just as effective as a larger, more public reward. It serves as our key tool for developing positive relationships, especially with those students who are hardest to reach, demonstrating that through connection, **“with God all things are possible**.”

Positive rewards are heavily focused on sharing success with families. This may take the form of:

- **Pillar Points/class dojo messages:** Awarded for specific acts of **Joy** (kindness), **Wisdom** (great choices), or **Courage** (resilience). Immediate digital recognition sent directly to parents.
- **Possibility Awards:** A weekly certificate for a child who has overcome a personal challenge or achieved the "impossible."
- **Values Postcards:** Sent home to share the **Joy** of a child’s progress with their family.
- **Direct Communication**: A positive phone call or an encouraging face-to-face chat at the end of the day.

The Blue Coat Dojo & Shop System

Students who demonstrate our core values or meet our expectations will be acknowledged by receiving a Dojo point. To reinforce our identity, these points are explicitly linked to our core values: **joy**, **wisdom**, and **courage**.

These assigned Dojo points can be banked overtime or exchanged for physical rewards at our specialised **Blue Coat Shop**, encouraging students to use **wisdom** as they manage their points and work towards their goals.

Other rewards and recognition of achievement include:

- Stickers and stamps in books;
- Direct letters or text messages to parents/carers;
- Certificates presented to celebrate success.

Celebration Worship (Student of the Week)

Our celebration worship takes place every Friday, bringing our community together to share in the **joy** of our students' achievements. During this collective worship, one student from each class is chosen as the “Student of the Week”.

These students are selected because they have consistently gone "above and beyond" in demonstrating our school rules and living out our Christian values of **joy**, **wisdom**, and **courage**, proving that **“with God all things are possible.”**

Half-Termly Subject Awards

To celebrate academic determination and talent, a student from each year group receives a specialised Subject Award each half term. Every subject across our curriculum rewards excellence, giving students the **courage** to push their boundaries and the **wisdom** to develop their unique gifts within the Blue Coat family.

11.2. Sanctions

11.2.1. Safeguarding

The school recognises that sudden or significant changes in behaviour may be an indicator that a student is in need of help or protection. We will always consider whether a student’s misbehaviour is linked to them suffering, or being likely to suffer, significant harm.

Where this is suspected, we will immediately follow our Child Protection and Safeguarding Policy. We will act with **wisdom** and speed to determine whether pastoral support, an early help intervention, or a formal referral to children’s social care is appropriate to ensure every child is safe and supported.

11.2.2. Practical Steps in Managing and Modifying Poor Behaviour

Students are supported to understand that they are responsible for their behaviour. Staff will deal with behaviour incidents directly without delegating, building the professional relationships necessary for true restoration.

Staff will follow a structured hierarchy of steps for dealing with incidents where students fail to meet our expectations. Our primary aim is to keep learners supported at Steps 1 and 2 for as long as possible, using proactive de-escalation to show that with patience, **"with God all things are possible**".

Our use of sanctions is strictly characterised by the following features:

- **Total Clarity**: It must be explicitly clear to the student why the sanction is being applied.
- **Future-Focused**: It must be made clear what specific changes in behaviour are required to avoid future sanctions, guiding the student toward wiser choices.
- **No Group Sanctions**: Group sanctions will be strictly avoided, as collective punishment breeds resentment and undermines trust.
- **Proportionality**: There is a clear, predictable distinction in the way we respond to minor low-level disruptions versus serious incidents.
- **Separate the Deed from the Doer**: It is the behaviour rather than the person that is sanctioned. We maintain the **courage** to challenge the act while continuing to value the unique individual.

11.2.3. Recording & Restorative Practice

All behaviour events will be accurately recorded on CPOMS, the school's central reporting system, to monitor trends and safeguard students. When incidents are resolved, staff will follow the official 'School Script' (Step 5) to ensure all restorative conversations take place consistently and fairly, helping to return **joy** and harmony to the classroom.

Behvaiour Steps

Steps	Actions
1. Redirection/Reminder	**What it looks like**: Gentle encouragement, a "nudge" in the right direction, or a positive redirection. **Adult Action**: Give a quiet reminder of our school rules, delivered privately wherever possible. Staff take the initiative to keep things at this stage by repeating reminders if necessary. **Positive Reinforcement**: Immediate praise is given if the student responds to the reminder and models good behaviour, bringing **joy** back to their learning
2. Warning	**What it looks like**: A clear verbal warning delivered privately, making the student fully aware of their actions. **Adult Action**: Outline the exact consequences if the behaviour continues. Remind the student of a recent time when they got it right to show them they have the **wisdom** to make a better choice. **Key Phrasing**: *"Stop, think... make the right choice."* *"Think carefully about your next step."*

3. Last Chance (5mins after class for restorative conversation / 10 mins reflection time)	**What it looks like**: A private, final opportunity for the student to engage. If this warning is not heeded, it results in a Red Dojo and 10 minutes of reflection time during the next break or lunch. **Adult Action**: Deliver a precise 30-second scripted intervention, give "take-up time," and record the incident on CPOMS. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS if a red dojo is given. At this point the student will be informed that have been issued with a red dojo and that they will have to miss 10 minutes from the next break/lunch time in reflection time. Students will be expected to have a reflective dialogue. For serious breaches at lunch times, the student will be expected to stay inside with an adult for the remainder of the lunch break. *"I have noticed that you are [e.g., having trouble getting started / wandering around] right now."* *"At Blue Coat, we expect students to refer to growing powers."* *"Because of that, you need to [refer to supportive action, e.g., move to another table / complete work at another time]."* *"See me for 5 minutes after class / during break."* *"Do you remember yesterday/last week when you [refer to previous positive* *"Thank you for listening." (Walk away to allow take-up time).* **The Outcome**: The student will miss 10 minutes of their next break to engage in a reflective dialogue. For serious breaches at lunchtime, the student will remain inside with an adult for the rest of the break.
4. Cool Off	**What it looks like**: A short, 5-minute period of time away from the classroom environment. **Adult Action**: Guide the student to a calm space accompanied by a Teaching Assistant where possible **Purpose**: This provides the student with the space to calm down, breathe, look at the situation from a different perspective, and find the **courage** to compose themselves ready to return to class.
5. Repair Restorative Conversation	When things go wrong, we don't just punish; we learn. We use the **"Wisdom Walk"** questions: What happened? (Seeking truth) Who has been affected? (Seeking empathy) What do you need to do to make it right? (Seeking restoration) How can we make sure it doesn't happen again? (Seeking a new possibility)

	Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the student to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)
Consequences Communication with parent/carer	If a student has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.
A formal meeting with SLT and parent/carer	If a child has three or more incidents in a week (or regular incidents) meeting will be arranged. This must be with SLT & be recorded on CPOMS.
Weekly behvaiour meetings	Students who regularly receive more than 3 reflections in a week will have weekly behaviour monitoring meetings (during lunchtime) to discuss their behaviour.
Suspension/ Exclusion	A serious breach may lead to either a suspension or exclusion.

11.2.4. Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

11.2.5. Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:-

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information.

11.2.6 Online Misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

11.2.7. Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

11.2.8 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:-

- Causing disorder;
- Hurting themselves or others;
- Damaging property;
- Committing an offence.

Incidents of reasonable force must:-

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents (School's PHP report form to be uploaded on to CPOMS).

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

11.2.9. Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 4) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the child's parents at the compulsory meeting which will be held with the senior team.

Searching a Student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

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

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

- Assess whether there is an urgent need for a search;

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the student is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next tothe skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots.

Searching Students' Possessions

Possessions means any items that the student has or appears to have control of, including:-

- Desks
- Lockers
- Bags

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

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

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

Informing the Designated Safeguarding Lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents as soon as is reasonably practicable: -

- What happened;
- What was found, if anything;
- What has been confiscated, if anything;
- What action the school has taken, including any sanctions that have been applied to their child.

Support After a Search

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

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

Strip Searches

If the school deem that a strip search is required, parent/ carers will be called. When waiting for the parent/carer to arrive the student will be supervised at all times.

11.3. Serious Sanctions

Detention

Students can be issued with detentions during break, lunchtime, or after school as part of the school's stepped response. The school will evaluate the context of the incident to decide whether it is necessary to inform the student's parents or carers.

Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove a student from the classroom for a limited time. This is a serious sanction. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

To ensure fairness, the following protocols apply:

- **Educational Continuity**: Students who are removed will continue to receive meaningful education under the supervision of a member of staff, though it may differ from the mainstream curriculum.
- **Purpose of Removal**: Removal is used strategically to restore order if a student is being unreasonably disruptive, maintain the safety of all students, allow the disruptive student to continue learning in a managed environment, or allow them to regain calm in a safe space.
- **Duration**: Students will not be removed from classrooms for prolonged periods without the explicit agreement of the Headteacher.
- **Reintegration**: Students will be reintegrated into the classroom as soon as it is appropriate and safe. The school will determine what restorative support is needed to help the student successfully return and meet expected standards.
- **Parental Notification**: Parents will always be informed on the same day that their child is removed from the classroom.
- **Alternative Management**: The school will act with **wisdom** and consider an alternative approach for students who are frequently removed from class, including:
    - Regular meetings with an assigned key worker.
    - Targetted use of Teaching Assistants.
    - Short-term behaviour report cards.
    - Long-term bespoke behaviour plans.
    - Multi-agency assessments.
- **Logging**: Staff must record all incidents of classroom removal on the CPOMS behaviour log form.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to severe single incidents or persistent poor behaviour that has not improved following in-school sanctions and interventions.

The decision to suspend or permanently exclude a pupil will be made solely by the Headteacher, acting with **courage** and treating exclusion strictly as a last resort.

12. Responding to Misbehaviour from Students with SEND

12.1. Recognising the Impact of SEND on Behaviour

The school recognises that a student's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to the

student's SEND, while recognizing that not every incident is connected to their diagnosis. Decisions on whether a student's SEND impacted an incident will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, the school will balance its legal duties when making decisions about enforcing the behaviour policy. Backed by our belief that **"with God all things are possible"**, we approach these decisions with care and precision.

Our legal duties include:

- **Avoiding Substantial Disadvantage**: Taking reasonable steps to ensure school policies or practices do not place a disabled student at a substantial disadvantage (Equality Act 2010).
- **Using Best Endeavours**: Exercising our best endeavours to meet the diverse needs of all students with SEND (Children and Families Act 2014).

If a student has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be legally secured. The school will co-operate fully with the local authority and external bodies. As part of these duties, the school will anticipate likely triggers of misbehaviour and put proactive support in place to prevent them from occurring.

12.2. Examples of Our Proactive Approach

Any preventative measures will consider the specific circumstances and requirements of the student concerned, bringing **joy** and accessibility back into their school day. Examples include:

- **Movement Breaks**: Short, planned movement breaks for students with SEND who find it difficult to sit still for long periods.
- **Adjusted Seating**: Seating plans configured to allow students with visual or hearing impairments to sit within clear sight of the teacher.
- **Uniform Adaptations**: Adjusted uniform requirements for students with sensory issues or medical skin conditions like eczema.
- **Targeted Training**: Dedicated staff CPD centered around meeting specific student SEND needs.
- **Separation Spaces**: The use of quiet separation spaces where students can safely regulate their emotions during moments of sensory overload.

12.3. Adapting Sanctions for Students with SEND

When considering a behavioural sanction for a student with SEND, the school will act with **wisdom** and evaluate:

1. Was the student unable to understand the rule or instruction?
2. Was the student unable to act differently at the time as a result of their SEND?
3. Is the student likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student. The school will assess if it is appropriate to use a sanction at all, and if so, what reasonable adjustments must be made to that sanction.

12.4. Considering Unidentified SEND

The Special Educational Needs Co-ordinator (SENCO) will evaluate students who exhibit persistent challenging behaviour to determine whether they have underlying, unmet needs. Where necessary, the school will have the **courage** to seek external advice from specialist teachers, educational psychologists, or medical practitioners. When acute needs are identified, we will liaise with external agencies, create a tailored support programme alongside parents/carers, and review it on a regular basis.

12.5. Students with an Education, Health and Care (EHC) Plan

The provisions in an EHC plan must be secured. If the school has a persistent concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue and, if appropriate, request an emergency review of the plan.

13. Student Transition

The school will support incoming students to meet behaviour standards by offering a comprehensive induction process. This familiarises them with how we interact and behave within the Blue Coat community.

To ensure a smooth transition to the next year, students participate in transition sessions with their new teachers. Staff members also hold hand-over meetings. To guarantee behaviour is continually monitored and the right support is in place, behaviour logs and information are transferred to relevant staff at the start of the term. Information on behaviour issues is also securely shared with new settings when students transfer to secondary or other schools.

14. Training

As part of their induction process and ongoing professional development, staff are provided with regular training on managing behaviour. This training equips the Blue Coat family with the wisdom and tools needed to keep the environment safe and calm. Training covers:

- The proper, lawful use of restraint (where absolutely appropriate and necessary).
- The specific, evolving needs of the students currently enrolled at the school.
- How SEND and mental health needs impact student behaviour.

15. Monitoring Arrangements

The school will systematically collect data on key behavioural markers to evaluate the effectiveness of our policy and ensure a safe, positive environment for the Blue Coat family. Guided by our commitment to fairness and the belief that **“with God all things are possible”,** we collect data on:

- Behavioural incidents (Red Dojos), including any instances of removal from the classroom.
- Attendance, permanent exclusions, and suspensions.
- The use of student support units, off-site directions, and managed moves.
- Incidents of searching, screening, and confiscation.

- Anonymous surveys distributed to staff, students, governors, and other stakeholders regarding their perceptions and experiences of the school behaviour culture, ensuring every voice brings **wisdom** to our development.

This data will be robustly analysed every month by the Senior Leadership Team.

To ensure complete transparency and equity, the data will be analysed from a variety of distinct perspectives, including:

- **School Level**: Overall trends across the entire school environment.
- **Year Group**: Identifying specific trends or pressures within cohorts.
- **Staff Level**: At the level of individual members of staff to target support and celebrate success.
- **Temporal Patterns**: By time of day, day of the week, or point in the school term.
- **Demographic Groups**: Tracked by protected characteristics.
- The school will utilize the results of this comprehensive analysis to guarantee it is fully meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified, the school will act with **courage**, reviewing and adapting its practices to proactively tackle them. This ensures the environment remains one of equal opportunity and shared **joy**.

Monitoring the Policy

- **Policy Review**: The Positive Behaviour Policy will be reviewed by the Headteacher at least annually to ensure it remains effective and aligned with school needs. At each review, the policy will be formally approved by the Headteacher.
- **Statement of Principles**: The Written Statement of Behaviour Principles (Appendix 1) will be reviewed and approved by the Governing Body annually.

16. Links with Other Policies

This behaviour policy is linked to the following policies:
• Exclusions policy
• Safeguarding policy
• Anti-bullying policy
• Child on Child Abuse policy
• SEND policy
• Use of reasonable force policy
• PSHE policy
• Online Safety policy

17. Appendices

Appendix 1: Written Statement of Behaviour Principles

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Positive Behaviour Policy and daily procedures at Blue Coat School, anchoring our practice in our core belief that with God all things are possible.

Our Behaviour Principles directly reflect our school values of **joy**, **wisdom**, and **courage**:

- **Inclusion and Equity**: Blue Coat is an inclusive school. Everyone should be free from discrimination, harassment, and victimisation of any sort. We believe in equity, ensuring everyone gets exactly what they need to achieve their full potential.
- **Restorative Interactions**: Our daily interactions are guided by the restorative approach. Mutual relationships are at the heart of our practice, built on respect and the **courage** of individuals to take responsibility for their actions.
- **The Right to Safety**: Everyone across our school community has the right to feel safe all of the time.
- **Zero Tolerance for Harassment**: Bullying or harassment of any description is completely unacceptable, even if it occurs outside normal school hours.
- **A Valued Community**: Every student should be educated in an environment where they feel uniquely valued, deeply listened to, and respected.
- **Personal Accountability**: Children should be encouraged and supported to be accountable for their actions and the potential impact they may have on themselves and others.
- **Reflective Consequences**: Consequences should be designed to enable a student to reflect on and learn from a situation with **wisdom**, making reparation wherever possible.
- **Emotional Resilience**: Children should be supported to build self-discipline, empathy, and emotional resilience through the development of strong self-regulation systems and Thrive principles.
- **Adult Modelling**: Adults in school should model, maintain, encourage, and promote positive behaviour alongside the Christian principles of fairness and justice.
- **Consistent Systems**: Rewards and sanctions are used consistently and fairly by all staff, bringing **joy** through success and clarity through boundaries.
- **High Expectations**: High expectations for positive behaviours and attitudes towards learning provide the foundation for our children to become confident, resilient, and self-assured learners.
- **Collaborative Partnerships**: The school works in an active partnership with parents/carers to develop and promote positive behaviours, and will seek advice from appropriate outside agencies whenever necessary.
- **Exclusion as a Last Resort**: Exclusion from school is a absolute last resort. Any exclusion will be issued strictly in accordance with guidance from the Local Authority and the Department for Education.