

St. Lawrence CE (VA) Primary School

Self-Regulation and Behaviour Policy

Revised: May 2026

Review Due: May 2027

Approved by: Governors

1. Introduction

This policy outlines the shared approaches and expectations that guide behaviour at St. Lawrence CE (VA) Primary School.

As a church school, our behaviour expectations are rooted in our Christian values and vision. We strive to create a community where all can flourish, showing respect, kindness and forgiveness in all we do. We are a happy church school that nurtures the unique talents of individuals and brings them together so that *'they will soar on wings like eagles'* (Isaiah 40:31).

Through our PSHE curriculum, collective worship and classroom discussion, we support children in developing strong self-regulation skills so that they may grow academically, socially and spiritually.

Positive behaviour is essential for learning. When behaviour falls below expectations, we intervene calmly, consistently and fairly. Behaviour and wellbeing concerns are recorded on CPOMS and monitored by senior leaders and the Designated Safeguarding Lead (DSL) team.

This should be read in conjunction with:

- Attendance Policy
- SEND Policy
- Uniform Policy
- PSHE Policy
- Communication Policy

2. Our Behaviour Vision – *Ready, Respectful, Safe*

At St. Lawrence CE (VA) Primary School, our behaviour expectations are summarised through the shared whole-school tagline:

Ready, Respectful, Safe

This language is used consistently across classrooms, playgrounds, collective worship and all areas of school life.

What this means in our school:

Ready

Children are ready to learn, ready to listen and ready to make positive choices. This includes arriving on time, being prepared for learning, engaging positively and developing the emotional readiness to learn. We explicitly teach strategies to help children regulate their emotions so they can focus, persevere and succeed.

Respectful

Children show respect for themselves, others and the school environment. This includes using kind words and actions, listening carefully, valuing difference, caring for property and living out our Christian values of kindness, forgiveness, compassion and tolerance.

Safe

Children behave in ways that keep themselves and others physically and emotionally safe. This includes following adult guidance, moving calmly around school, using equipment appropriately and seeking help when something feels unsafe or worrying.

3. Statutory and Policy Context

This policy reflects current national guidance and safeguarding requirements, including:

- DfE Behaviour in Schools guidance
- Keeping Children Safe in Education
- The Equality Act 2010
- SEND Code of Practice
- DfE Exclusion guidance
- Guidance on child-on-child abuse
- Early years foundation stage statutory framework

We recognise our legal duty to make reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND), safeguarding concerns or trauma-related needs.

4. Aims and Purpose

Our behaviour approach is rooted in care, consistency and high expectations. We aim to:

- Create a safe, happy and secure learning environment
- Promote respect, kindness, forgiveness and tolerance
- Support children to develop strong self-regulation skills
- Encourage reflective, responsible behaviour
- Ensure expectations are clear, fair and consistently applied
- Identify pupils who need additional emotional or behavioural support
- Work in close partnership with families
- Recognise effort, perseverance and positive contribution

We understand that behaviour can be a form of communication and may reflect emotional need or distress. Our responses are guided by this understanding.

5. Behaviour Expectations – Classrooms

Children are expected to:

- Arrive calmly and ready to learn
- Listen to others and contribute positively
- Persevere when learning feels challenging
- Respect equipment, displays and learning spaces
- Work cooperatively and show kindness
- Take responsibility for their choices

We teach children that learning includes making mistakes and responding calmly and positively to challenge.

6. Behaviour Expectations – Collective Worship, Assemblies and Performances

Children will:

- Enter and leave calmly and quietly
- Sit attentively and show respect
- Celebrate others' achievements positively

Collective worship reinforces our Christian values and sense of belonging.

7. Behaviour Expectations – Around School

Children will:

- Walk calmly and quietly, keeping to the left
- Show courtesy to others
- Respect belongings and shared spaces
- Help maintain calm corridors and work areas

8. Behaviour Expectations – Playground

Children will:

- Play safely and fairly
- Include others
- Share and take turns
- Use equipment responsibly
- Follow adult guidance
- Ask for help when needed

We actively encourage friendship, cooperation and problem-solving.

9. Behaviour Expectations – Extra-Curricular Clubs, External Providers and Wrap-Around Care

We expect the same high standards of behaviour during all clubs and wrap-around care, whether they are run by school staff or external providers. Children are expected to:

- Arrive promptly and follow instructions
- Treat adults and other children with respect

- Follow safety rules and routines
- Use equipment and facilities responsibly
- Work cooperatively and include others
- Show self-control and kindness

These activities are part of our school community. Our values of respect, responsibility and care for others apply at all times.

Breaches of the behaviour policy during the school day, may result in children being asked not to attend these activities.

10. Behaviour Expectations – Educational Visits and School Trips

School trips are valuable opportunities for learning beyond the classroom. To keep everyone safe and ensure these experiences are positive, children are expected to:

- Follow adult instructions immediately
- Stay with their group and move sensibly
- Show respect to members of the public and to places we visit
- Take care of personal and shared belongings
- Represent the school in a positive and responsible way

Children are reminded that when off-site they are ambassadors for our school and should behave in a way that reflects our values.

11. Behaviour Expectations – End of the School Day

The end of the day should be calm, organised and safe for everyone. Children are expected to:

- Follow instructions when preparing to leave
- Move calmly through the school
- Wait sensibly for their adult, club or transport
- Respect others and the school environment
- Represent the school in a positive way while in uniform in local community

We aim to ensure that every child leaves school feeling safe, settled and ready for home or their next activity.

12. Working Together as a School Community

St. Lawrence CE (VA) Primary School is a caring and inclusive school community. We believe that positive behaviour is best achieved when school, pupils and families work together.

Behaviour is learned and shaped through relationships, experiences and emotional wellbeing. By working in partnership, communicating openly and supporting one another, we create a calm, safe and respectful environment where every child can flourish.

13. Roles and Responsibilities

Staff

- Model positive behaviour
- Use appropriate tone of voice, spoken and body language, and respect personal space
- Set clear and consistent expectations
- Build supportive relationships
- Use restorative approaches
- Record concerns on CPOMS
- Consider safeguarding and SEND needs
- Work in partnership with parents

Pupils

- Be ready, respectful and safe
- Care for themselves, others and the environment
- Learn from mistakes and make positive choices

Parents and Carers

- Support the behaviour policy
- Communicate openly with school
- Work with staff to support wellbeing and behaviour

14. Rewards and Recognition

Positive behaviour is recognised and celebrated. Rewards reinforce behaviours that demonstrate being **Ready, Respectful and Safe**.

Rewards may include:

- Verbal praise
- Stickers or certificates
- Team points
- Celebration assemblies
- Headteacher recognition
- Raffle-style or class rewards

We celebrate effort, kindness, resilience, progress and positive contribution. Rewards are inclusive and recognise individual improvement.

15. A Consistent Approach to Behaviour

We respond calmly, predictably and with dignity. Children are supported to reflect and repair.

Stage 1 – Gentle Reminder

Quiet prompt linked to expectations

Stage 2 – Warning

Clear explanation of choices and consequences

Stage 3 – Reflection Opportunity

Guided reflection or individual reflection time away from the learning activity

Stage 4 – Removal (if needed)

Supervised time with another adult; recorded on CPOMS; parents informed where appropriate

Stage 5 – Senior Leader Support

Pastoral or behaviour support plan

Stage 6 – Formal Sanction or Plan

Individualised support in partnership with parents

Stage 7 – Internal/Fixed- Term Exclusion/Permanent Exclusion

Sanctions are reasonable, proportionate and informed by SEND and wellbeing needs. It may be that in cases of serious and unsafe behaviour that stages above are not used, with sanctions being warranted immediately.

The school maintains clear and consistent records of behaviour incidents and sanctions to ensure fairness, transparency and appropriate monitoring.

Behaviour incidents and related actions may be recorded on the school's safeguarding and behaviour system (CPOMS). Recording allows senior leaders to monitor patterns of behaviour, ensure appropriate support is in place and identify any safeguarding concerns.

What is recorded:

The following may be recorded where appropriate:

- Repeated behaviour incidents
- Serious behaviour incidents
- Incidents involving physical aggression, bullying or discriminatory language
- Removal from lessons or supervised reflection time
- Internal exclusions
- Fixed-term external exclusions
- Safeguarding or wellbeing concerns linked to behaviour

While most behaviour incidents are resolved through classroom strategies and restorative conversations, repeated or more serious behaviour concerns may require a graduated response.

The school follows a clear escalation process to ensure pupils receive appropriate support and guidance.

Where behaviour concerns continue, the following steps may be considered:

1. Teacher monitoring and classroom strategies

Behaviour reminders, reflection opportunities and restorative conversations.

2. Communication with parents or carers

Staff contact parents/carers to discuss concerns and work together to support improvement.

3. Pastoral or behaviour support strategies

This may include targeted support, mentoring, structured behaviour plans or additional regulation strategies.

4. Senior leader involvement

Senior leaders may review behaviour patterns, support staff and meet with parents/carers.

5. Individual behaviour or pastoral support plan

A structured plan may be developed in partnership with parents and relevant staff.

6. External advice or support

Where appropriate, support may be sought from external professionals such as educational psychologists or behaviour specialists.

7. Formal sanctions

In serious or persistent cases, internal exclusion, fixed-term exclusion or permanent exclusion may be considered in line with statutory guidance.

16. Serious or Persistent Behaviour Concerns

These may include physical aggression, bullying, damage to property, prejudice-based behaviour, inappropriate language including swearing, threatening and derogatory language or persistent disruption.

Physical aggression may include (**though not an exhaustive list**): kicking, hitting, pulling hair, pulling clothing, pinching, strangling, scratching, biting, spitting, threatening to harm others, throwing objects at others, using objects as weapons or threatening to use them as weapons, purposefully harming another child by tripping them up.

In such cases:

- Senior leaders are informed
- Parents are contacted
- Incidents are recorded on CPOMS
- Restorative processes are used
- Additional support may be provided

Exclusion is used when required and in line with statutory guidance. It is a serious sanction in all its forms and the circumstances surrounding incidents shall have due consideration by the head teacher.

Internal Exclusion

An **Internal Exclusion** means a pupil is removed from their normal lessons but remains in school.

They will work in a supervised room away from their class for a set period of time. They will complete schoolwork and be given time to reflect on their behaviour.

This is used when a pupil's behaviour has seriously disrupted learning or safety, but it is still appropriate for them to remain in school.

Records of internal exclusions are not routinely passed on to future school.

Fixed-Term External Exclusion

A **Fixed-Term External Exclusion** means a pupil is not allowed to attend school for a set number of days.

This is used when there has been a serious breach of the behaviour policy or when previous support and sanctions have not led to improvement.

Parents and carers are responsible for their child during this time. School will provide some work for the pupil to complete. A meeting should take place before the pupil returns to help support a positive restart.

Records of fixed-term exclusions may be passed on to future schools if the records are within the last two academic years and still relevant to behaviour challenges. These are recorded with the Local Authority as required.

Permanent External Exclusion

A **Permanent External Exclusion** means a pupil will not return to the school.

This is only used in very serious situations, or when repeated serious behaviour means the school can no longer keep pupils and staff safe or protect learning.

The school will work with the Local Authority to arrange alternative education for the pupil. All permanent exclusions are recorded with the Local Authority and form part of a child's permanent record of education.

In the case of **Fixed-Term External Exclusion** and **Permanent External Exclusion** it is expected that parents or carers arrange for their child to be collected within 1 hour.

17. Regulation and Restorative Practice

At St. Lawrence CE (VA) Primary School, we use restorative practice to help children learn from mistakes, repair relationships and move forward positively. Restorative practice focuses on understanding the impact of behaviour rather than simply assigning blame or punishment.

It supports children to take responsibility for their actions, develop empathy and rebuild trust within our school community.

What restorative practice looks like in school:

Restorative approaches may include:

- A calm, supportive conversation with an adult once the child is ready to talk
- Helping children to reflect on what happened and why
- Encouraging children to consider how others may have felt

- Supporting children to take responsibility for their actions
- Agreeing clear, practical steps to put things right

Restorative questions may include:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected by what happened and how?
- What needs to happen to help put things right?
- How can we make a better choice next time?

Restorative actions may include:

- A verbal or written apology
- Rebuilding trust through positive behaviour choices
- Repairing or replacing damaged property
- Completing a reflective activity or discussion
- Adult-supported mediation between pupils
- Agreed actions to support future positive behaviour

Restorative practice is always carried out in a way that is age-appropriate, supportive and respectful. It does not replace necessary sanctions or safeguarding procedures but works alongside them to help children learn, grow and rebuild relationships.

18. Supporting Vulnerable Pupils and Those with SEND

Support may include: - Structured routines - Visual supports - Sensory or movement breaks - Key adult support - Behaviour or pastoral plans

Individual needs are always considered.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, staff will consider them in relation to a pupil's SEND. However, the school recognises that not every incident of misbehaviour will be directly connected to SEND.

Decisions regarding whether a pupil's SEND has influenced behaviour will be considered on a case-by-case basis. When responding to behaviour from pupils with SEND, the school balances the need to maintain high expectations for behaviour with its legal duties to support pupils with additional needs.

Legal duties include:

- Taking reasonable steps to avoid causing substantial disadvantage to a disabled pupil (Equality Act 2010)
- Using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- Securing the provision set out in an Education, Health and Care Plan (EHCP)

Preventative support

Where possible, the school seeks to anticipate triggers for dysregulation and provide appropriate support.

Examples may include:

- Planned movement or sensory breaks
- Adjusted seating arrangements
- Visual supports and structured routines
- Access to calm or regulation spaces
- Staff training in specific conditions such as autism
- Support from a key adult

Adapting behaviour responses

When considering sanctions for pupils with SEND, staff will consider:

- Whether the pupil understood the rule or instruction
- Whether their SEND affected their ability to regulate behaviour at the time
- Whether reasonable adjustments are required

Where appropriate, sanctions may be adapted to ensure they are fair, supportive and proportionate.

Identifying additional needs

Where a pupil displays persistent or challenging behaviour, the school's Special Educational Needs Co-ordinator (SENCO) may assess whether there are underlying needs that require further support.

The school may seek advice from:

- Specialist teachers
- Educational psychologists
- Medical practitioners
- Other relevant professionals

Parents will be involved in planning and reviewing support strategies.

Pupils with an Education, Health and Care Plan (EHCP)

Where a pupil has an EHCP, the school will ensure that the provision outlined in the plan is delivered.

If concerns arise about a pupil's behaviour, the school may work with the local authority and request a review of the EHCP where necessary.

19. Bullying and Prejudice-Based Behaviour

Bullying is repeated behaviour involving an imbalance of power. All incidents are recorded, monitored and addressed promptly. Prejudice-based incidents are logged separately and reported to governors anonymously.

20. Physical Intervention

Physical intervention is used only as a last resort to prevent harm. All incidents are recorded on CPOMS and reported to parents.

21. CPOMS – Safeguarding and Behaviour Recording

CPOMS (Child Protection Online Management System) is a secure system used to record and monitor safeguarding, wellbeing and behaviour concerns.

It helps the school to: - Keep children safe - Identify patterns or emerging concerns - Ensure appropriate support is in place - Share information appropriately among safeguarding staff

Access is restricted to trained staff and information is handled in line with data protection guidance.

22. Staff Development and Support

Staff receive regular training in: - Self-regulation and de-escalation - Safeguarding - Trauma-informed practice - Inclusive behaviour approaches – Emotion coaching – Zones of Regulation

Staff wellbeing is prioritised as it directly supports positive behaviour.

23. Pupil Voice

Children contribute to school culture through pupil leadership roles, discussion and reflection. We value pupil voice and feedback.

24. Monitoring and Review

- Behaviour patterns are reviewed regularly
- CPOMS data informs practice
- Governors receive updates
- The policy is reviewed annually

25. Safeguarding

Where behaviour raises safeguarding concerns, the DSL team are informed immediately and safeguarding procedures are followed.

26. Statement of Agreement

By sending your child to this school, parents and carers agree to support and uphold the school's Self-Regulation and Behaviour Policy and its expectations.

27. Role of the Governing Board

The Governing Board has an important strategic role in supporting and overseeing behaviour and safeguarding within the school.

The Governing Board is responsible for:

- Monitoring the effectiveness of the behaviour policy
- Ensuring the policy reflects statutory guidance and school values
- Holding the headteacher to account for the implementation of the policy
- Reviewing behaviour data and patterns where appropriate
- Supporting the school in maintaining a safe and inclusive environment

Governors do not manage individual behaviour incidents but ensure that systems, policies and procedures are fair, lawful and consistently applied.