CLEOBURY MORTIMER PRIMARY SCHOOL
PART OF FOUR STONES GATEWAY

Cleobury Mortimer Primary School

POSITIVE BEHAVIOUR AND RELATIONSHIPS POLICY

DATE POLICY WAS APPROVED	October 2026
DATE POLICY WILL BE REVIEWED	July 2027
MEMBER OF STAFF WITH RESPONSIBILTY FOR REVIEW	Assistant Headteacher

Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

This is a school specific policy **CLEOBURY MORTIMER PRIMARY SCHOOL.**

Where appropriate, in this policy the term:

"CEO" includes the Chief Executive Officer

"CFOO" includes the Chief Financial Officer

"Trust Senior Leadership Team" includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

"Headteacher" includes the appropriate School Headteacher.

"Trustees or Trust Board" are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Boards (LAB)" are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Local Governing Bodies (LGB)" are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Chair" responsible for leading the board and ensuring its effectiveness

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

This policy should be read in conjunction with

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils 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 pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
  - Antibullying policy
  - Safeguarding & Child Protection Policy
  - Staff Code of Conduct
  - The Four Stones Gateway Trust Behaviour Protocols
  - The SEND & Inclusion Policy

‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.’ Behaviour in School DfE February 2024

School Ethos



At Cleobury Mortimer Primary School, our ethos is rooted in the belief that every child should experience a strong sense of **being, belonging and becoming**. We are committed to creating a calm, caring, inclusive and ambitious environment where all children feel safe, valued and able to thrive.
Our behaviour culture is underpinned by our core values of **Kindness, Courage, Responsibility, Respect, Hard Work and Honesty**. These values guide our actions, relationships and decision-making every day.
In living these values, we also aspire to:

- **Take responsibility** for our actions and choices.
- **Act with honesty and integrity**, even when mistakes are made.
- **Treat people fairly and with respect**, recognising the value of every individual.
- **Work hard and maintain high standards** in all that we do.
- **Show courage and ambition**, believing that everyone can succeed.
- **Remain curious and committed to learning**, embracing challenge and continual improvement.
- **Think beyond ourselves and create opportunities for others**, contributing positively to our community.
- **Make connections and work together**, strengthening our sense of belonging and collective responsibility.
- **Take pride in our work and our shared environment**, looking after the people and places around us

We believe that positive behaviour grows when children feel they belong, understand what is expected of them and experience positive relationships with adults and peers. Through consistent expectations, restorative practice and a commitment to inclusion, we support every child to become a responsible, respectful and self-regulating member of our school community who is prepared for the opportunities and responsibilities of modern life.
"Together, we strive to act with integrity, creativity, commitment and ambition, ensuring that every child is known, valued and supported to achieve their full potential."

We recognise that children are most likely to thrive when they experience a strong sense of belonging. We are committed to creating an inclusive school community where every child feels valued, safe, respected and connected. Through positive relationships, high expectations and appropriate support, we help every pupil develop a sense of belonging to their class, school and wider community. We believe that it is our role to guide our children to become self-aware, self-regulating and intrinsically motivated individuals. We therefore use a coaching method to have open conversations, using the following as a guide:



Pupils are encouraged to consider the consequences of their actions with guidance from staff. Cleobury Mortimer Primary School is part of The Four Stones Gateway Trust, and this policy sits underneath the overarching Trust Behaviour Policy.

Aims

The school is committed to creating a calm, orderly, safe and inclusive environment where pupils can learn, thrive and achieve highly. This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent and calm approach and to celebrate the best behaviours
- To use restorative approaches whilst maintaining clear boundaries regarding unacceptable behaviour.

As part of the professional work ethic within school, all staff and governors will model the expected behaviours, both in relationships with each other and with the pupils. Behaviour expectations are taught explicitly in the same way as academic learning. Staff model, practise and reinforce expected behaviours regularly through routines, curriculum opportunities and assemblies.

Behaviour Curriculum

Expected behaviours are taught explicitly through assemblies, classroom routines, transitions, lunchtimes, educational visits and curriculum opportunities. Staff model, teach, practise and revisit behavioural expectations in the same way as academic learning so that pupils know not only what is expected, but why these behaviours matter

Principles

The core of our behaviour policy is as follows:

- CLEAR - children need to know what is expected of them, where, when and why.
- CALM - To guide effectively we need to understand and consider children's emotions and viewpoint. To achieve this effectively we all need to remain calm and focussed.
- CARING - We care enough to be firm and/or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave well than one whose self-esteem is low. We understand the need to build and maintain positive relationships so that children know they belong.
- CONSISTENT - to enable children to make the right choices regarding their own behaviour, they need predictable and consistent responses from adults around them. Consistency does not mean treating every child identically. It means all pupils experience predictable expectations, known routines, fair responses and appropriate support. Staff will apply this policy consistently whilst making reasonable adjustments where appropriate to meet individual needs
- CHEERFUL - All individuals respond more effectively when approached positively, when supporting our children we will endeavour to approach behaviour in a positive way.

Rights and Responsibilities

The Governing Board

The Governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling and promoting positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor (Appendix 5)
- Never walk past or ignore pupils who are failing to meet expectations
- Build and maintain positive classroom relationships (Appendix 3) including restorative conversations and communication with parents
- Teach behaviour as part of the curriculum
- Deal with all poor behaviour in private

Staff will engage in ongoing professional development relating to behaviour, inclusion, de-escalation, trauma-informed approaches, restorative practice and emotional regulation. The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school's high expectations of behaviour reflecting the Values of the school.
- Parents should ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Abide by the Memorandum of understanding- home school agreement

Good Attendance and Positive Behaviour

Good attendance and positive behaviour are closely linked. Pupils are more likely to develop positive relationships, experience a sense of belonging and achieve well when they attend school regularly. The school will work proactively with families where attendance concerns coincide with behavioural, emotional or wellbeing needs, ensuring that appropriate support is put in place at the earliest opportunity.

Pupil Expectations

Pupils are expected to reflect the Values of the school by:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly and sensibly around the school
- Treating the school buildings and school property with respect
- Always wearing the correct uniform
- Accepting sanctions when given
- In the case of suspension, parents should provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview with their child.
- If a parent has a concern about the management of behaviour, they should raise it directly with the school whilst continuing to work in partnership with us.
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

Behaviour Curriculum

Expected behaviours are taught explicitly through assemblies, classroom routines, transitions, playtimes, educational visits and curriculum opportunities. Staff model, teach, practise and revisit behavioural expectations in the same way as academic learning. Pupils are supported to understand not only what behaviour is expected, but why it matters.

Rules

The rules help to protect our rights and encourage responsibility. We have basic rules for our classroom and for times that we are out of class. These are displayed around the school and introduced/used in assemblies. They are chosen to reflect the ethos, values and goals of our school. The rules reflect whole school's expectations and are supported by the Classroom Expectations.

The green, yellow and red defined behaviours will be adapted slightly in terms of the language to ensure that it is appropriate for each Key Stage. In the Early Years and Key Stage 1 this may be represented pictorially.

Our Rules	Ready, Respectful, Responsible
Recognition and rewards for effort	1. Verbal praise 2. Stickers 3. Postcards home 4. Positive phone calls home / positive conversations with parents/carers 5. Dojo points (interactively shared with parents). Each adult can only give 1 Dojo point at a time. Children will be rewarded when they reach totals. Bronze award for 100 points, silver award for 200 points Gold award 300 and Platinum award 350 points. 6. Pupil of the week and/or Special mentions in Friday assembly. Pupil of the week will mainly be a reward for displaying our values but may also reward an outstanding piece of work. 7. Outstanding work to be photocopied and shared with parents/carers and rewarded by Headteacher's Award and stickers.
First steps for modifying and managing poor behaviour (see scripts in appendix 1- All conversations should be done in private)	1. Reminder 2. Caution 3. Last chance 4. Verbal Reprimand Very often a reminder and a caution can be enough for a child to make a right choice. If this is the case, then a last chance conversation would not be needed.

'The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes. These include:

a) deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
b) protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
c) improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. *Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.*' Behaviour in Schools DfE February 2024

	Our Expected Behaviours		
	Pupil respects others are cooperative and self-controlled. HELPFUL BEHAVIOURS: ▪ Looking after our school belongings and keeping school tidy ▪ Looking at the person who is talking (unless has a specific difficulty) ▪ Listening to what others have to say ▪ Choosing the right time to talk ▪ Letting others get on with their work ▪ Working collaboratively ▪ Giving 100% effort ▪ Having a can-do approach ▪ Showing good manners e.g. holding doors, saying please and thank you ▪ Taking pride in our work ▪ Walking around school ▪ Always making the right choices ▪ Kind, helpful, empathy ▪ Growth mindset ▪ Independent ▪ Playing fairly/sharing ▪ Forgiving ▪ Tidy	1. Verbal praise 2. Stickers 3. Postcards home 4. Positive phone calls home / positive conversations with parents/carers 5. Dojo points - (interactively shared with parents) 6. Pupil of the week and/or Special mentions in Friday assembly 7. Headteacher's Award	
Stage 1 Support	Usually, respects others but may have difficulties that affect self-esteem. Some degree of frustration, low level concentration. Minor disruptions, e.g., rudeness and annoying others. UNHELPFUL BEHAVIOURS: ▪ Not listening ▪ Talking when others are ▪ Shouting out ▪ Distracting others ▪ Rough play ▪ Rushing round school ▪ Being unkind to others ▪ Leaving classrooms untidy ▪ Not looking after other people's belongings ▪ Not working as a group when asked ▪ Not putting 100 % effort in (work avoidance)	1. Time out and opportunity for reflection with restorative conversation (Appendix 1). 2. Written/Pictorial restorative task (Appendix 2). 3. Fresh start twice a day Very often a time out and a restorative conversation is enough for a child to change their behaviour. If a child has 2 incidents in a day or 3 times week requiring reflection the class teacher must inform the parent promptly. If a child has 3 or more incidents that continue into the next week, then a meeting with the teacher, Pastoral Lead and parent	

	▪ Answering back when an adult is talking ▪ Not following adult instructions • Anything that interferes with the flow of the lesson.	should be arranged. This should be recorded on Arbor. A monitoring chart (appendix 6) should be put into place which can be shared between home and school.	
Stage 2: concern	Despite the support, pupils persist in displaying yellow behaviours over a sustained period of time. E.g. More than 2 weeks.	Teacher speaks to child and Headteacher, Deputy Headteacher or Assistant Headteacher. Persistence may lead to proportionate consequences designed to restore learning, safety and positive relationships. e.g. representational activity, exclusion from event or school-based community service • Within the school day detention can be issued. ▪ Speak to SENCo if there are any concerns which may need further support from outside agencies. ▪ Speak to Deputy Head (phone call/ meet with parents and class teacher as necessary) ▪ Behaviour plan to be implemented (Appendix 6) Log of behaviour should be kept on Arbor	Interventions to prevent the recurrence of misbehaviour include: ELSA Frequent meetings with parents including home visits/meetings with Family Support Worker Providing the child with a mentor. Engaging with outside agencies
Stage 3: serious concern Persistent red behaviours Children who receive a red card must have a restorative conversation (Appendix 3) to reconnect, repair and restore the relationship. Persistent red behaviours may lead to exclusion.	Continually breaches the rights of others. Regular and serious infringements of the rights of others, e.g. child on child abuse, verbal or physical assault, intimidation, vandalism, defiance, disruption, isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help. UNACCEPTABLE BEHAVIOURS: ▪ Swearing at a pupil or adult ▪ Shouting at an adult ▪ Arguing or being rude/insolent with an adult ▪ Refusing to co-operate ▪ Damaging property ▪ Stealing ▪ Using words that are very disrespectful when talking	▪ The pupil will need to be reported to a senior member of staff. Documentation of behaviour should be recorded and filed. The pupils may need a Behaviour Plan which may involve a report and reward chart. ▪ ▪ Persistence may lead to proportionate consequences designed to restore learning, safety and positive relationships. ▪ e.g. representational activity or exclusion from special event ▪ Removal from the classroom-See paragraph below	All colleagues aware of the child, the issues and the supporting strategies being implemented. Where appropriate, sanctions will be accompanied by supportive interventions designed to address the underlying causes of behaviour. These may include mentoring, emotional literacy support, ELSA, behaviour coaching, attendance support, pastoral interventions or referral to external services.

	about somebody (incl. malicious allegations) ▪ Bullying, Racism, Sexism, Homophobia, Ageism ▪ Running out of school/leaving site ▪ Leaving class without permission ▪ Throwing food ▪ Breaking other people's belongings ▪ Graffiti ▪ Fighting/physical violence to another person (incl. threatened violence) • Sexual harassment (incl. online) • Misuse of substances/drugs deliberately bought to school. • Or continuous yellow behaviours	▪ Speak to the Headteacher (phone call/ meet with parents and class teacher as necessary) ▪ After school detention – issued by The Headteacher or Deputy Headteacher. To be actioned the next day after communication with parents/carers ▪ Home– School Target Book and regular meetings with parents/ carers as necessary until they are back on track. Use of the school safeguarding policy as appropriate e.g. child on child abuse.	Outside agency involvement where appropriate e.g. inclusion services (pupil planning meeting), educational psychologists, Early Help, Safeguarding, behavioural specialist (TMBSS Primary Inclusion Support or Cornerstone Behaviour Support) or an alternative provision. Interventions to prevent the recurrence of misbehaviour include: ELSA Frequent meetings with parents including home visits/meetings with Family Support Worker Providing the child with a mentor. Engaging with outside agencies Removal to an internal pupil support unit Could consider the use of an alternative provision. Early Help Assessment to be offered. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include: • a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may

			also include advising them to apologise to the relevant person, if appropriate; ▪ a phone call with parents, and the Virtual School Head for looked after children; ▪ inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school; ▪ inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or • considering whether the support for behaviour management being provided remains appropriate (see 'Initial intervention following behavioural incidents').
-5 - Red	Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. Teacher refers pupil to Deputy Head/ Headteacher.	The pupil could be suspended/excluded in line with the DFE guidance, the local authority will also be informed as required by current statutory guidance. Use of the Safeguarding Policy as appropriate.	

Bullying

Bullying is repeated, intentional behaviour which causes physical or emotional harm to another person. It will often involve an imbalance of power. Single incidents which do not meet the definition of bullying may nevertheless constitute serious or harmful behaviour and will be investigated, recorded and addressed appropriately. All allegations of bullying will be investigated, recorded and monitored.

We recognise that bullying (incl. cyberbullying, physical, prejudice based and discrimination bullying, verbal, sexual and child on child) can happen in any school and in many other areas of social life. We encourage children to work against it and to report any incidents of bullying. Our school has an annually reviewed Anti bullying policy that should be read alongside this document.

All pupils have the right to feel safe and secure. No pupil should be made to feel threatened, uncomfortable or subjected to physical aggression. Cleobury Mortimer Primary School will not tolerate bullying, and any incidences of bullying will be dealt with in accordance with this policy and the Anti-Bullying Policy. Staff members will be approachable and sympathetic to the concerns and feelings of pupils and parents. If a child

feels that they are being bullied, then they or their parents should speak to a member of staff. Such concerns will be taken seriously and investigated thoroughly.

Discriminatory Behaviour

The school has a zero-tolerance approach to discriminatory behaviour. Incidents involving racism, sexism, homophobia, biphobia, transphobia, disability discrimination, prejudice related to religion or belief, or any other protected characteristic will be taken seriously. Such incidents will be investigated promptly, recorded appropriately, communicated with parents/carers where necessary and used as opportunities for education, restoration and learning.

Where appropriate, sanctions will be applied alongside educational and restorative approaches to ensure pupils understand the impact of discriminatory language or actions.

Learning in a Different Space (Removal)

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see 'What the law allows' and 'Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)'). Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

When classroom strategies have been exhausted and senior staff feel that (through the severity of an incident or to maintain the safety and/or restore stability following unreasonably high levels of disruption) a child needs to be in a different location where education can be continued in a managed environment or to allow the pupil to regain calm in a safe space this may be actioned. The amount of time in a different space should be appropriate to the child's need e.g. calming time, co-regulation/regulation, completing tasks to then receive praise, ready to discuss and restore (although some pupils may have to come back to the latter later in the day). Alternative locations should be appropriate to the child's age and needs. Staff should gather appropriate resources to support. If space is regularly required, the leadership will consider meeting this need (appropriate to our resources) and through external expertise (additional and alternative approaches). Leadership will analyse (Arbor data) whether removal has a disproportionate effect on pupils sharing particular protected characteristics.

Restrictive Interventions, including the Use of Reasonable Force

The school seeks to minimise the need for restrictive intervention through positive relationships, proactive support, reasonable adjustments, prevention and de-escalation. Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. Staff should ensure they do not model aggressive behaviour but discourage such behaviour in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. De-escalation techniques can be used to help prevent further behaviour issues arising (Appendix8) and recurring and school may use pre-agreed scripts and phrases to help restore calm (recorded on behaviour plans). Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

The school strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully

permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom
This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. This can range from guiding a child to safety by the arm/or hand around the back, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom.

Where appropriate (e.g. regular physical intervention or regular disruption of classes), Individual Behaviour Plans and/or Pastoral Support Plans and/or Individual Provision Maps will be created and reviewed (see Appendix 6). Parents and children will be informed and involved in this process. This allows for full consideration to be given to individual circumstances and to plan as far as possible to minimise risks. Plans should be shared with all relevant staff and available for anyone covering the class.

Suspensions

For children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may decide to suspend a pupil for a fixed period in accordance with current statutory guidance. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration into school and the best way forward to support the child. Following suspension, the school will work collaboratively with the pupil and their family through a reintegration meeting and support plan to maximise the likelihood of sustained success.

Permanent exclusions

Permanent exclusion will be used only as a last resort and will be considered in accordance with current statutory guidance and Four Stones Gateway Trust procedures.

A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Role of the Governing Body

Governance arrangements for considering suspensions and permanent exclusions, including consideration of reinstatement and any subsequent review processes, will be undertaken in accordance with current statutory guidance and Four Stones Gateway Trust governance arrangements.

Supporting documentation:

- Anti-Bullying Policy
- Teaching and Learning Policy
- The Shropshire Attachment Aware Behaviour Regulation Policy
- RE Policy
- PSHE Education Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding & Child Protection Policy
- E-safety policy
- SEND & Inclusion Policy and report
- Assembly/worship policy
- Children Looked After and Previously Looked After Policy

- DFE Behaviour in Schools Guidance Feb 2024
- DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, statutory guidance effective from 26 July 2026
  DfE Restrictive interventions, including the use of reasonable force, in schools, April 2026

Routines

These underpin rules and reinforce the smooth running of the school. The more habitual the routines the more likely they are to be used. Pupils will be elected as 'monitors' to help with the smooth running of classrooms and lunchtimes. The School Council members and House Captains will also act as role models for all pupils.

Playground routines

Pupils should line up quietly at the end of break, ready to come in to learn.
During wet weather, pupils stay in their classrooms.

Playtime expectations (Appendix 4)

All pupils will display green behaviours and enjoy their break-time.

Lunchtime routines

When they are called by the staff, the pupils' line up ready to go in for lunch.
Pupils should line up quietly at the end of lunch, ready to come in to learn.
During wet weather, pupils stay in their classrooms, or other designated areas, such as the school hall.

Staff

At Cleobury Mortimer Primary, teaching staff on morning and afternoon break duty will ensure that the pupils stand quietly in their class lines.

At the end of lunchtime, the pupils should line up quietly in their class lines. The class teacher should meet their classes on the playground. This provides lunchtime staff with an opportunity to speak to staff about any issues they have dealt with.

Home / parent links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the school rules through the Memorandum of Understanding (home school agreement), school website and at parent information evenings. Rewards, achievements and behaviour incidents will be shared with parents/carers as appropriate. Parents/carers should contact the class teacher with any issues or concerns that they have.

Search, Seizure and confiscation.

If this is deemed to be appropriate (e.g. to confiscate items that pose a risk to staff or pupils, are illegal or banned under the Trust policy) the Headteacher (or staff authorised by them) will follow the latest DFE guidance and the Trust Policy.

Behaviour outside of school premises

Children's behaviour outside of school hours remain the responsibility of the parent/carer. However, we have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable. Sanctions might be given by school for

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

Online Behaviour, Sanctions and Safeguarding

The school recognises that behaviour online, including through social media, messaging apps and online gaming platforms, can have a direct impact on pupils' wellbeing, safety and behaviour in school. Where online behaviour is serious, persistent, or has repercussions for the school community, the school may apply sanctions in accordance with this behaviour policy, even where incidents occur off-site or outside school hours.

Incidents involving online bullying, child-on-child abuse, sexual harassment, threats or other safeguarding concerns will always be managed through the school's safeguarding procedures in line with statutory guidance. Sanctions may be used alongside safeguarding action, support and external agency involvement where appropriate.

Choices, consequences and solving conflicts

Disruptive behaviour and rule breaking will not be excused but will be dealt with from a positive corrective stance and with appropriate use of problem-solving procedures. Pupils should be encouraged to make a choice about their behaviour and take responsibility for their own actions. Pupils should be:

1. Reminded of the expected behaviours,
2. Given a choice and reminded of the consequences,
3. Given take up time to reflect and make a choice,
4. Given praise if the right choice is made, or if not, the consequence of their actions should be followed through.

Pupils will know the consequences of any choice they make. The age of the child will be considered when considering the expected behaviours and consequences of actions.
Allowances will be made for those pupils with specific needs or certain conditions, and it will be appropriate for some pupils to have their own Behaviour Care Plan (BCP- Appendix 6) so all adults who work with the child know and understand their needs. There may be underlying reasons for behaviour. Understanding these reasons does not remove appropriate expectations or accountability, but helps the school identify the support, reasonable adjustments and response a pupil may need.
The restorative approach will then involve them acknowledging their red behaviour was the wrong choice and will apologise to those involved.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will target the individuals responsible.

Specific Behaviour Needs

Behaviour Care Plans (Appendix 6) are written for pupils with significant behaviour problems. They are specifically tailored to meet the needs of the individual child and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills; enable their social integration into school and to ensure adults working with the child understand their needs.

The behaviour of the pupils is the shared responsibility of pupils, parents/carers and teachers.
Parents/carers are informed of any individual behaviour plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. If there is suspected child on child abuse, please read CMPS Safeguarding & Child Protection Policy 2026.

Inclusion

We are all unique. For Cleobury Mortimer as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Staff recognise that behaviour can be a form of communication and may reflect underlying needs, experiences of trauma, anxiety, attachment difficulties, sensory needs or emotional distress. Whilst expectations remain high for all pupils, adults will seek to understand the function of behaviour and respond in a way that is supportive, proportionate and restorative.
Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENCOs and in some cases, the Headteacher and the Deputy Headteacher.
It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.
There can also be several reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different responses, such as freeze, fight, flight or submit.
There needs to be a tailored approach to supporting children who present with challenging behaviours. (see Preventing Reoccurrence of Misbehaviour Section p.15). This needs to be regularly reviewed with both children and parents. Where necessary, outside agencies may be brought in to support the child e.g. Early Help (with parental consent), Woodlands Outreach Support and Spectra Inclusion Team. Counselling (with parental consent) may also be considered appropriate as TMBSS Outreach Support.
When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique, and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.
The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction and requires visual aids.
- Whether the pupil was unable to act differently at the time because of their SEND.
- Whether the pupil is likely to behave in a challenging/defensive or unpredictable way due to their SEND.

Where SEND may have substantially affected the pupil's ability to understand or meet an expectation, the school will consider its duties under the Equality Act 2010 and Children and Families Act 2014, including whether reasonable adjustments are required, before determining an appropriate and proportionate response. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice may be sought from specialist teachers, an educational

psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis and hold Inclusion Meetings.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Preventing recurrence of misbehaviour:

As a school we are committed to using a range of initial intervention strategies to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to misbehaviour and to assess the appropriateness of the provision in place for the child. We work with local partners, for example alternative provision for short-term interventions and the pupil referral unit for advice and support. In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA Send team to review provision. Where a child has spent time in alternative provision or a pupil referral unit, there will be a plan for re-integration which will be regularly reviewed.

Team Around the Child (TAC)

At Cleobury Mortimer Primary School we recognise that persistent behaviour difficulties may indicate unmet educational, social, emotional, mental health or safeguarding needs.

Where concerns continue despite universal and targeted support, the school may coordinate a Team Around the Child (TAC) approach. This brings together the child, family, school staff and relevant professionals to develop a joined-up plan of support.

A TAC meeting may include:

- Parents and carers
- The child (where appropriate)
- Class teacher
- SENCO
- Pastoral Lead
- Family Support Worker
- School Nurse
- Early Help
- Educational Psychologist
- Mental Health Support Team
- Social Care professionals
- Other relevant agencies

The purpose of the TAC process is to:

- identify strengths, barriers and unmet needs
- provide early intervention
- improve attendance, behaviour and wellbeing
- ensure consistency between home, school and external services
- reduce the likelihood of suspension or exclusion
- promote positive outcomes through collaborative work

All actions and agreed strategies will be reviewed regularly and adapted according to the pupil's needs.

Behaviour Support Plans

If a pupil regularly displays behaviour that disrupts their and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required. Our school operates a 'graduated response'. As a school we use the Matching Provision to Need Tool (see Appendix 7- Social, Emotional and Mental Health) to ensure that reasonable adjustments and supportive plans are put in place to help those who need it.

Behaviour Support Plan examples 1 and 2 in Appendix can be used separately or together. Example 1 is to be used for continued amber behaviour on its own. Example 1 is part of universal provision, whereas Example 2 is where a child's behaviour needs have been identified as SEND Support (see Matching Provision See Appendix 7).

Example 1 may be used as a Child- friendly version of Example 2.

Example 2 must be used:

- When a child has had to be removed to support reintegration

- When a child who has had a suspension to support reintegration
- When a child who has been on example 1 for 4 weeks with little or no improvement in their behaviour
- In conjunction with Matching Provision to Need Tool and in consideration of appropriate agency working

Behaviour support plans (BSP):
- Describe the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Crisis Management Plan and/or a Risk Assessment

All plans are formally reviewed and updated every 4-6 weeks with the class teacher, phase leader and SENCo. The purpose of a behaviour support plan is to ensure that:
- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school
- Provides clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what the triggers were, and what might help in the future. Behaviour support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to (1) make adjustments (2) persist with strategies for longer (3) change the approach.

Examples of proactive strategies include	Examples of reactive strategies (strategies that are used after the undesired behaviour occurs)
Removing or minimising identified triggers in advance • Now and next board (including transition reminders) Language of 'first… then…' • Explaining new situations before they occur • Pre-teaching activity • Visual timetable (establishing routine) • Spot them being good – positive descriptive praise • Choices – this or this • Necessary adjustments to the physical environment (noise levels, seating arrangements) • Visual aids (e.g. traffic light cards, feelings cards, calm-down cards) • Distraction techniques • An agreed calming activity	Ignoring certain behaviours (e.g. adult name-calling, swearing) if appropriate • Reminding the child what is expected of them • Distraction • Removing the trigger related to the incident • Any calming techniques including a calm space • Reassurance • Restorative justice • Use of phrases to use and not to use • Change of face/place

Next Review July 2027

Appendix 1

Cleobury Mortimer Primary School Behaviour Policy Blueprint

Visible Adult Consistencies	School Rules	All adults at CMPS Strive to be:
Meet and Greet - Recognising and acknowledging all the positive behaviour **PIP – Praise in public** - Dealing with poor behaviour privately **RIP – remind in private** – remind in private - Relentless routines Wonderful Walking Smart start lovely lines - Consistent, calm adult behaviour. Adults do not raise their voices. - Behaviour scripts	Be Ready Be Respectful Be Responsible	1. Calm, considered and consistent 2. Relentlessly positive and have high behaviour expectations for everyone 3. Nurturing and build relationships – we never take our hand away 4. Committed to reflect on, repair and restore all relationships

Our Behaviour Strategy	
FIRST ATTENTION FOR BEST BEHAVIOUR	"Thank you for following instructions" "Thank you for keeping us safe" "Well done for respecting their/our/your right to…" Use non-verbal reminders Re-explain learning if needed
REMINDER Privately and at eye level Respond to poor behaviour with deliberate calm	"X, instruction, thankyou" Remind the child of the classroom rules (draw back from confrontation) It's not like you to…. ''Do you need my help?'' Listen to the child I expect to see your table tidy in 2 minutes/ you are ready You need to speak to me here Do you remember yesterday when……. That is the Martha that I need to see today, that is the Martha that you can be all the time
CAUTION Outlines behaviour and consequence quietly to the child Respond to poor behaviour with deliberate calm	You need to know that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen …. If you choose not to do the work, then this will happen…. I'll leave you to make the decision. Think carefully about your decision
LAST CHANCE Speak to the child privately Respond to poor behaviour with deliberate calm	**Give them a final opportunity to engage with the last chance 30 second script** I have noticed that you are *having trouble getting started/ wandering around/ playing with equipment right now* It was the rule about ……. That you broke You have chosen *to do a reflection at playtime/ have a conversation with me at playtime/ catch up your work at lunchtime* Do you remember last week when you …… That is who I need to see today Stay behind for 2 minutes after class. Thank you for listening.
REGULATION AREA	A few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves - allocated calm space area.

REPAIR	Restorative conversation (never use this as a pseudo punishment) What happened? What were you thinking? What are you thinking now? How were you feeling? How are you feeling now? Who do you think has been affected? How have they been affected? What needs to happen next to put this right?

If the behaviour happens again – A written restorative activity (Appendix 2) must be carried out.



Appendix 2 Written Restorative template

Name _____ Date _____

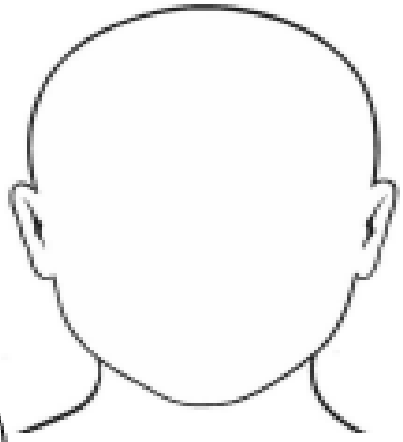


Restorative Practice



1. What happened? Write or draw what happened.

2. Who has been affected?



3. How do they feel?

4. What needs to happen to make things right?



Appendix 3
The Establish-Maintain-Restore (EMR) method

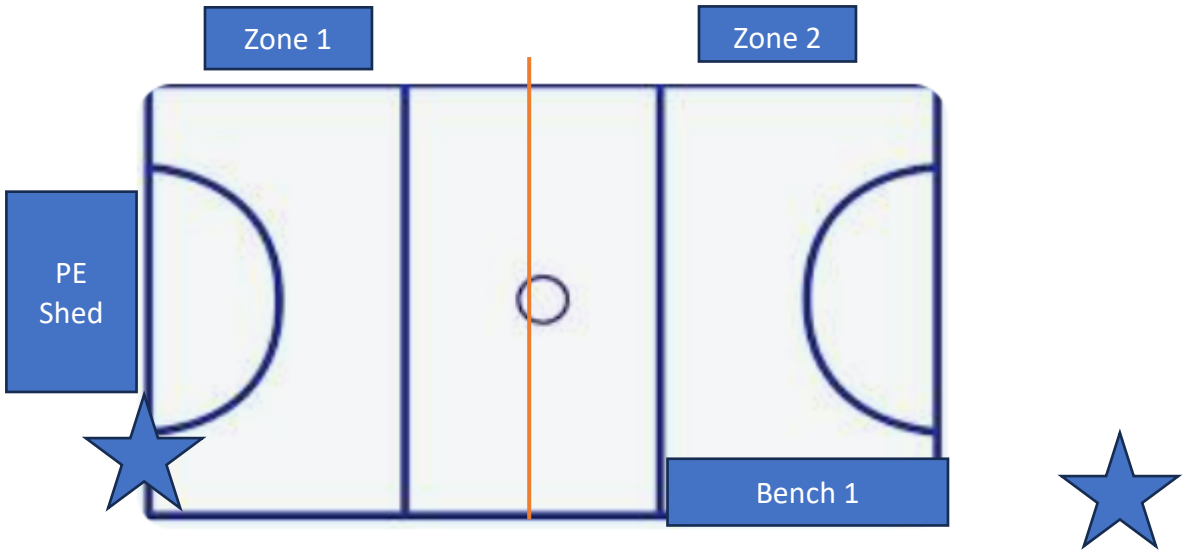
	Establish	Maintain	Restore (R^3)
Definition	Intentional practices to cultivate a positive relationship with each student (e.g. build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (e.g. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (e.g. reconnecting with the student)
Practical Strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Appendix 4: Playground Guidance

- Please ensure that the playgrounds are safe and free from hazards·
- Children will only be allowed inside the school to go to the toilet or to get a drink/coat.
- If children remove coats or jumpers, they should take them inside.
- Children should not stand behind the activity boards on KS.2
- There should not be grabbing/pushing/pulling.
- Games should be played in a zone (not running across playgrounds), and a soft ball should be used for football or kicking games.
- At break-time put uneaten fruit in the compost bins and monitors take.
- At lunchtime, if packed lunches are eaten outside all rubbish should be taken home in lunch boxes.
- Only staff are allowed to safely get equipment from the P.E. shed
- If the bell rings, children immediately stop and listen to the adult instructions.
- Second bell is tidy up and line up.
- If equipment or lining up not as we would want- remind the children.
- Toilet reminder bell at 12.50pm/10.40am

Playground zones:

KS2



Zone 1- formal team games (football, netball, basketball, tennis, cricket etc) including tournaments: DB to manage

Zone 2- running- pupil led games

Zone 3- and space outside years 4 and 5.

playground informal games

Equipment box stocked with variety e.g. skipping ropes; obstacle course; balls; hoops (not for horses/catching as breaks); relay.

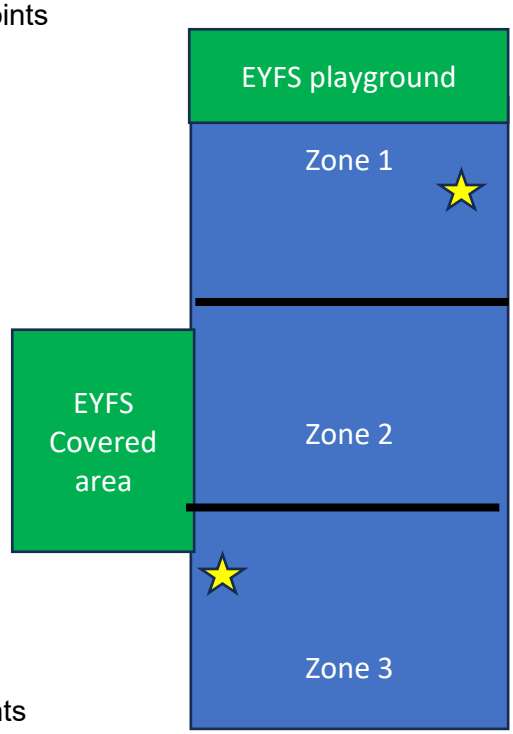
Bench 1- Drawing box monitor is in charge of bringing out /taking in box, and making sure the supplies are replenished—personal writing equipment is not to be used.

Reading books can be brought outside when children first go out to play.

Staff observation points

KS1

.



Staff observation points

Zone 1 - playground informal games

Equipment box stocked with variety e.g. skipping ropes; obstacle course; balls; hoops (not for horses/catching as breaks); relay.

Zone 2- Lego and creative -Drawing box monitor oversees bringing out /taking in box, and making sure the supplies are replenished—personal writing equipment is not to be used.

Reading books can be brought outside when children first go out to play.

Zone 3- Jumping Jaxx or formal team games- use soft balls only

EYFS covered area- sand and water

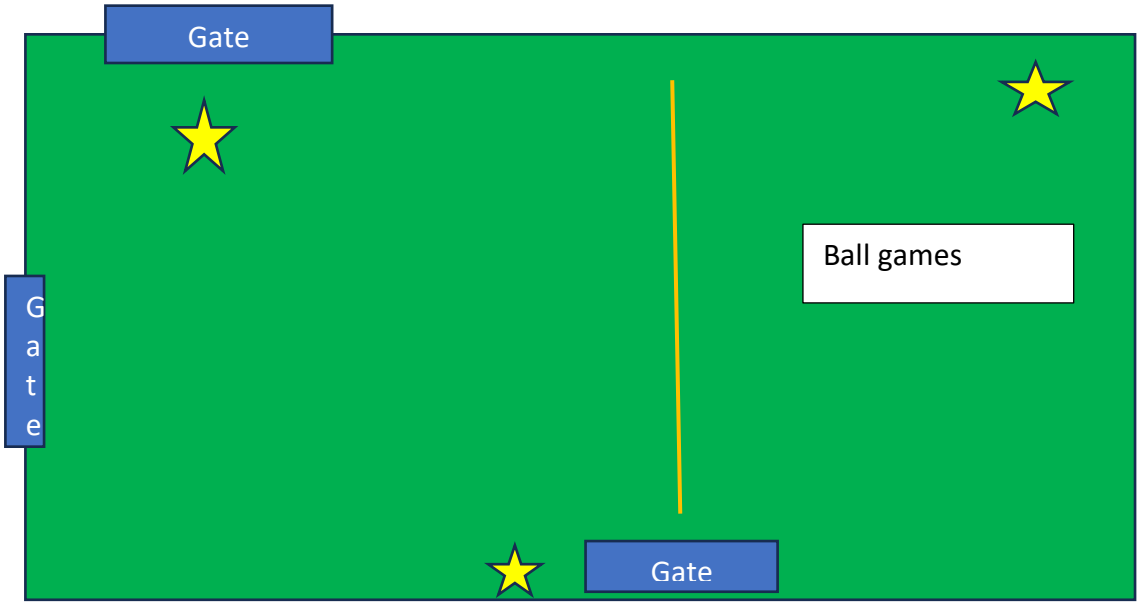
The equipment monitors will open boxes at the beginning of break/lunch. Line-up quietly to get equipment. Only 3 people go to the box at a time. Equipment played within zone children get it from.

Named Year 6 equipment monitors oversee blowing up balls and collecting/ storing playtime equipment

· Behaviour management in line with behaviour policy but repeated if children need reminders

Warning—if repeated stand by person on duty.

Field



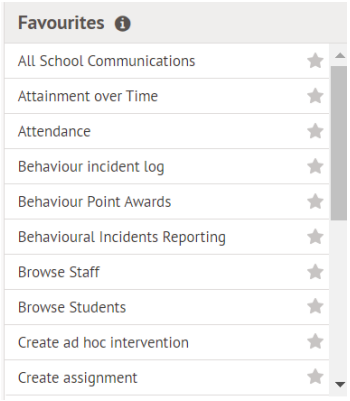
One member of staff should stay near the gate. Other staff should patrol around the field.
1:1, vulnerable children and staff must wear hi-vis vests to help when locating.

Appendix 5: Recording in Arbor

Our school uses Arbor as our management information system. The behaviour module helps us to log orange or red negative behaviour, our support and actions.

1. To Log either:

- Use your home page favourites:



2. To record Behaviour incident:

- Click log new behavioural incident
- Select students (select create as separate incidents if more than one pupil)
- Summarise incident and action
- Add location
- Add physical intervention if necessary
- Please note that if you want to set and record a detention or internal exclusion e.g. completing work in another class you can do this under the orange actions tab.

Please note that teachers can also log from their lesson dashboards (My Calendar or Students/Attendance)

Anyone can log behaviour through:

- **Students – Behaviour – new incident (follow instructions for 2. Above)**
- **A Student Profile**

Appendix 6
Behaviour Report Card

Name			Date		
Targets: 1. 2. 3. Strategies for staff to use: 1. 2. 3. Strategies for child to use: 1. 2. 3.			Rationale: To set achievable targets to help improve behaviour choices and reduce amber and red behaviours (up to 3 targets). To celebrate the child's day in more detail and to spot the child's good behaviour choices more often. To ensure that all staff use the agreed strategies. To support the child to develop their own strategies of regulating their behaviour. To work in partnership with parents in supporting the child.		
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-10.30am					
Morning playtime					
10.45-lunchtime					
Lunchtime					
Afternoon					
Targets Achieved					
Weekly Review					
People Involved Child Teacher Phase Leader Parent	Signatures and any comments: Social stories for playtime/people ignoring him/rules- agree rules/ people doing the wrong thing/ repeating the same thing/sequencing of events/games Movement breaks x 3 5 minutes Sensory circuit Sensory playtime before lunch ELSA time for play/social interaction Circle time- friendships Beeu referral				

Behaviour Plan (This may be used in conjunction with BSP 1. BSP 1 is child friendly and may support the child day-to day)

My Safety and Support Plan

My Name: _____
Date: _____
Adult Helping Me: _____

Photo of child:

My Circle of Support
These are my friends and important people who help me feel safe and happy:

Photos of people that help me:

All About Me	What Makes Me Upset
My strengths and superpowers:	Things that might make me feel worried, sad or cross (Triggers):
Things I like / What makes me smile:	When I Start to Feel Upset (CPI: Anxiety Level)
What helps me have a good day:	What I might do or say:

What Helps Me Feel Calm When I'm Upset	
Behaviours	**Strategies**
My known observable behaviours (Anxiety Level):	How adults can help me feel calm (Supportive Strategies):

When I Feel Cross or Stuck (CPI: Defensive Level)	How adults can help me (Directive Strategies):

When I Feel Out of Control (CPI: Risk Behaviour Level)	
What I might do that could be unsafe to me and/or others:	How adults can keep me and others safe:
Please help me by: • Speaking kindly • Giving me space • Helping me feel safe •	If adults need to use safe holds or other help (Restrictive Interventions) please help me by:

After I Feel Better (CPI: Tension Reduction)	
After I've calmed down, I like to:	Adults can help me by (Therapeutic Rapport): • Listening to me • Helping me feel okay again • Talking about what happened when I'm ready •

Appendix 7
Matching Provision to Need Tool (MPNT) Graduated Response

	Universal	SEND Support	Education Health and Care Plan		
General Description of Need	Pupil can do the same work as most of the class. Is able to work as an independent learner. Close to achieving or exceeding the expected progress of their national curriculum year group	Pupil needs more support than most of the class to access learning and make progress. Struggles to maintain focus on tasks, especially when required to work independently.	Pupil's needs are severely impacting on the ability to independently access some areas of the curriculum. Requires increased additional support to access learning.	The complexity, severity and persistence of need impacts on access to most areas of the curriculum, social inclusion and/or social situations and unstructured times.	The complexity, severity and persistence of need impacts on independence in most/all areas of the curriculum, social inclusion and/or most social situations and unstructured times

General description of provision for social, emotional and mental health	Access to a whole school curriculum which teaches social and emotional aspects of learning. Access to small group intervention to repeat and reinforce whole class learning Consistent use of class/school reward systems Key adult in school to support pupils who have any concerns or worries who can promote early help strategies	Screening has established any areas of difficulty with social emotional and mental health e.g. Boxall profile. Specialist services e.g. outreach, PRU, school nurse, CAMHS, educational psychology may provide: - assessment of need - advice and training on specific use of interventions - devise programmes to deliver in school Information is used to plan regular, structured small group and individual intervention to repeat and reinforce identified social and emotional aspects of learning Intervention will involve: - higher levels of additional support and intervention from adults at particular times throughout the day - personalised targets linked to reward system - distraction free zone for when space is needed to support learning - time out card for times when space is needed -access to in-school support facilities e.g. nurture provision Adjustments to arrangements for unstructured times Access to therapeutic support - a positive relationship with a named person with appropriate skills	Provision of: - increased staff support and creative plan to support curriculum access Supported time to work with positive role models, in small groups and pairs, to develop: - social skills - empathy and awareness of needs of others - emotional regulation - coping strategies for dealing with difficult situations Targeted individual intervention, as advised by external specialist services e.g. school nurse, PRU, CAMHS, social care, educational psychology Adjustments, including additional support to manage transitions and to focus on difficulties at unstructured times Risk assessments and implementation of associated plans, updated regularly	Provision of: - increasingly personalised creative plan, as advised by appropriate specialists, to support curriculum access - Support to develop social skills using adult intervention to structure learning situations both within the curriculum and during unstructured times - targeted, individual support to implement a crisis management plan - strategies to manage occasional or regular self-harming behaviours	Provision of: - highly personalised creative plan, timetable and use of environment, as advised by appropriate specialists, to support curriculum access - increased supervision to always ensure safety - multi-agency approach to support needs, to include specialists from education, health and/or social care

		who understand individual needs Early help strategies may support needs			

Appendix 8

The management of physical dysregulation which leads to harm at Cleobury Mortimer Primary School

Children are amazing little beings, navigating their way through a complex world and we understand, that at times, they can become dysregulated and struggle to manage their behaviour appropriately.

Physical dysregulation, including biting, scratching and kicking is distressing for all involved and must be managed carefully and consistently.

At Cleobury Mortimer Primary School, we aim to instil a code of behaviour which reflects our values of kindness, honesty, respect, courage, responsibility and hard-working:

- That we should treat each other in a **kind** manner, with kind words, kind hands and kind feet.
- That we all deserve to be treated with **respect**; whether victim or perpetrator. All behaviour is communication.
- That as a community; we can raise children who are **responsible** and can manage their own behaviour, make the right choices and know that they are supported.
- That we are **hard-working** to be the best versions of ourselves.
- That sometimes we make the wrong choices but that we are **courageous** and **honest** so can rectify them and learn from them.

Positive behaviour is recognised and rewarded; all staff are role models for our children: we model emotional regulation through our conversations and relationships with our colleagues, and in the way we speak to our children.

If a child becomes physically dysregulated, the following procedure will be followed:

At the time of the incident:

1. Staff will employ our positive behaviour management strategies
2. Restrictive intervention, including reasonable force, may be used only where lawful, necessary, reasonable and proportionate. Staff will follow current DfE guidance and relevant Trust procedures. Significant incidents involving the use of force will be recorded and reported in accordance with statutory requirements, and parents/carers will be informed in accordance with those requirements.

Immediately after the incident:

1. Ensure that the immediate needs of those involved have been met. This may include child/staff time out, short break, fresh air etc.

A short time after the incident:

1. Staff will reflect on the incident:
- Unmet need?
- Means of communication?
- What was the perceived trigger?
- What was the reaction of those involved?
- Were de-escalation strategies employed? To what extent were these useful?

2. Ensure that an appropriate consequence is in place for when the child has recovered from the incident. This should be as immediate as possible. This might include:
- Reflective time with a sand timer
-Removal of an activity
- Removal from the classroom
- Adult support to apologise e.g. a note, picture, card, verbal apology.
- Time to debrief using supportive, restorative techniques/rebuilding of relationships/what could be done differently to avoid this incident happening again? – this may be done outside the classroom in a neutral space alongside a supportive adult.

3. The incident will be recorded factually in accordance with the school's agreed safeguarding and behaviour recording procedures. Where there has been a significant incident involving the use of force, statutory recording and reporting requirements will be followed.

4. Parents of those involved will be informed that day, either at pick-up or via telephone conversation. An email is acceptable if neither of these are possible.

Repeated physical dysregulation:

Repeated physical dysregulation suggests that there may be an unmet need which must be explored.

We advocate co-regulation as the driver to modifying behaviour and we know that consequences alone will not help children to modify their behaviour moving forward.

Each case will be judged individually, but as a guide:

Initial physical incidents causing harm to others	Ongoing physical incidents causing harm to others	Persistent physical incidents causing harm to others
Parents will be invited to attend a meeting with the class teacher.	Parents will be invited to attend a meeting with the class teacher, SENCO and/or headteacher. A behaviour plan will be put in place, incorporating ABC, & with the focus on building self-esteem, emotional wellbeing & self-management of regulation.	Parents will be requested to attend a Pupil Planning Meeting. These meetings are led by Shropshire Council for pupils who are at risk of exclusion.

We have people in school who can help, such as our Special Educational Needs Coordinator (SENCO), Mrs. Bates.
We have people outside school, who we can refer to including the Mental health Support Team (MHST) and Early Help.

Physical dysregulation is most effectively supported through consistent approaches and partnership between school, pupils, parents/carers and relevant professionals. We understand that it is equally distressing for parents and carers as it is for pupils and staff.

Open and honest communication is the key to success, and we strive for the best outcomes for all pupils.

Appendix 9

Mobile Phones and Smart Devices

In line with Department for Education guidance, Cleobury Mortimer Primary School is a mobile-phone-free environment by default. The presence and use of mobile phones and other smart technology during the school day can pose risks to safeguarding, wellbeing and positive behaviour, and may cause disruption to learning.

For the purposes of this policy, mobile phones include smartphones and any other smart technology with similar functionality, including the ability to send or receive messages, connect to the internet, take photographs, record audio or video, or access social media.

Pupils are not permitted to use mobile phones or smart devices at any point during the school day, including before lessons, between lessons, breaktimes and lunchtime. Devices brought to school must be switched off and handed in or securely stored in line with school procedures.

Exceptions will be made only when a pupil requires access to a device for medical, safeguarding or agreed individual needs. Any such exception will be risk-assessed and agreed with parents/carers and senior leaders.

Breaches of this policy will be addressed through the school's graduated behaviour response. Sanctions may include confiscation of the device, parental contact and further consequences where misuse persists or presents a safeguarding concern. Searching, confiscation and retention of devices will be carried out in line with DfE guidance.

Online Behaviour, Sanctions and Safeguarding

The school recognises that behaviour online, including through social media, messaging apps and online gaming platforms, can have a direct impact on pupils' wellbeing, safety and behaviour in school. Where online behaviour is serious, persistent, or has repercussions for the school community, the school may apply sanctions in accordance with this behaviour policy, even where incidents occur off-site or outside school hours.

Incidents involving online bullying, child-on-child abuse, sexual harassment, threats or other safeguarding concerns will always be managed through the school's safeguarding procedures in line with statutory guidance. Sanctions may be used alongside safeguarding action, support and external agency involvement where appropriate.