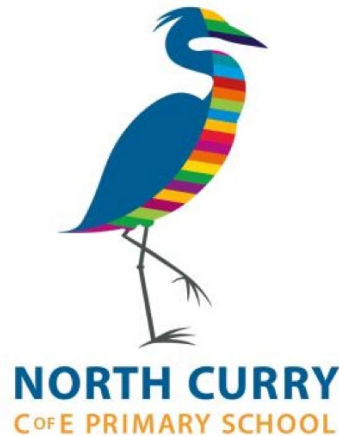




North Curry C of E Primary School

Behaviour and Support Policy



Signed by: *H Morley* Headteacher
S Colwell. Chair of governors

Date: 8th September 2026
Date: 8th September 2026

Review date: September 2027

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1. School Context/Intent

RRSA: Articles 3 (Best interests of the child), 12 (Respect for the views of the child), 19 (Protection from violence, Abuse and Neglect) and 28 (Access to education).

At North Curry CE Primary School:

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Kindness and Love.

**Together
Everyone
Achieves
More**

through...

loving learning, loving one another and loving life itself

'Thou shalt love thy neighbour as thyself' Matthew 22: 37-39
AGAPE: The Good Samaritan Luke 10: 25-37



NORTH CURRY
C of E PRIMARY SCHOOL

2. Rationale, aims and approaches

RATIONALE

We aim to create an inclusive culture where children can grow socially, physically, emotionally, academically and spiritually in order to fulfil their potential with a sense of dignity and self-respect. As a school we seek to remove any factor that might hinder the

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child's basic entitlement to fulfilment. Therefore we have a strong and clear anti-bullying policy which aims to combat all forms of negative discrimination.

All pupils should be able to learn in a safe and welcoming environment which promotes positive mental health built on an ethos of setting high expectations of attainment and behaviour with consistently applied support.

We believe that good behaviour and self-discipline are fundamental in creating the right atmosphere for learning to take place. It is expected that staff will promote a positive atmosphere within their classroom through praising and giving rewards in order to recognise good behaviour, rather than focusing on the negative. Children are encouraged to make the right behaviour choices by staff. Staff should lead by example when talking with children and encourage politeness and respect at all times.

AIMS

- To create confident and resilient children
- To enable children to acquire a set of values on which to base their own behaviour
- To be tolerant, respectful and appreciative of others and their property
- To accept the responsibilities which the membership of any community implies
- To have a shared consistent approach
- To ensure a graduated response when managing behaviour
- To recognise and identify acceptable/unacceptable behaviour
- To ensure all staff ensure their responsibilities

We believe that this policy ensures that each member of our school community (children and staff) should achieve a positive self-image and heightened self-esteem.

At North Curry C of E Primary School we believe that communication is a basic human right and underpins a child's learning. We use a wide range of communication tools including: speech, facial expressions, objects of reference, photographs, signing and symbols to ensure that all children are given an inclusive and consistent approach to their learning.

APPROACHES

The Behaviour Policy supports the following:

- Zones of Regulation
- Emotion Coaching
- ELSA (Emotional Literacy Support Assistant)
- School Certificates and cups
- PSHE & RSE
- Circle Time
- Restorative Justice Approaches

3. Celebrating Positive Behaviours

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Our **GOLDEN RULES** state that we want everyone at North Curry Primary School to:

1. Love learning: Work hard and always do your best!
2. Love one another: Be kind, considerate and respectful!
3. Love life itself: Be happy, safe and have fun!

These are our school rules against which the behaviour of everyone in our school is considered.

Pupils and parents/carers are encouraged to be aware not only of their own needs but also those of others. We aim to develop values of **respect, tolerance, self-control** and a **sense of responsibility**.

As a Church of England Primary School, these values will be promoted through our RE/PSHE teaching to support our behaviour management process and underpin the day to day teaching and learning in every classroom.

These important values can only develop in an atmosphere of support and understanding. It is the duty of all staff and parents to promote this atmosphere and to lead by example. Within this caring atmosphere discipline is firm, fair and sympathetic.

To achieve this aim, adults are encouraged to promote positive behaviour management strategies by using the **Assertive Discipline Philosophy** whenever possible.

POSITIVE BEHAVIOUR MANAGEMENT

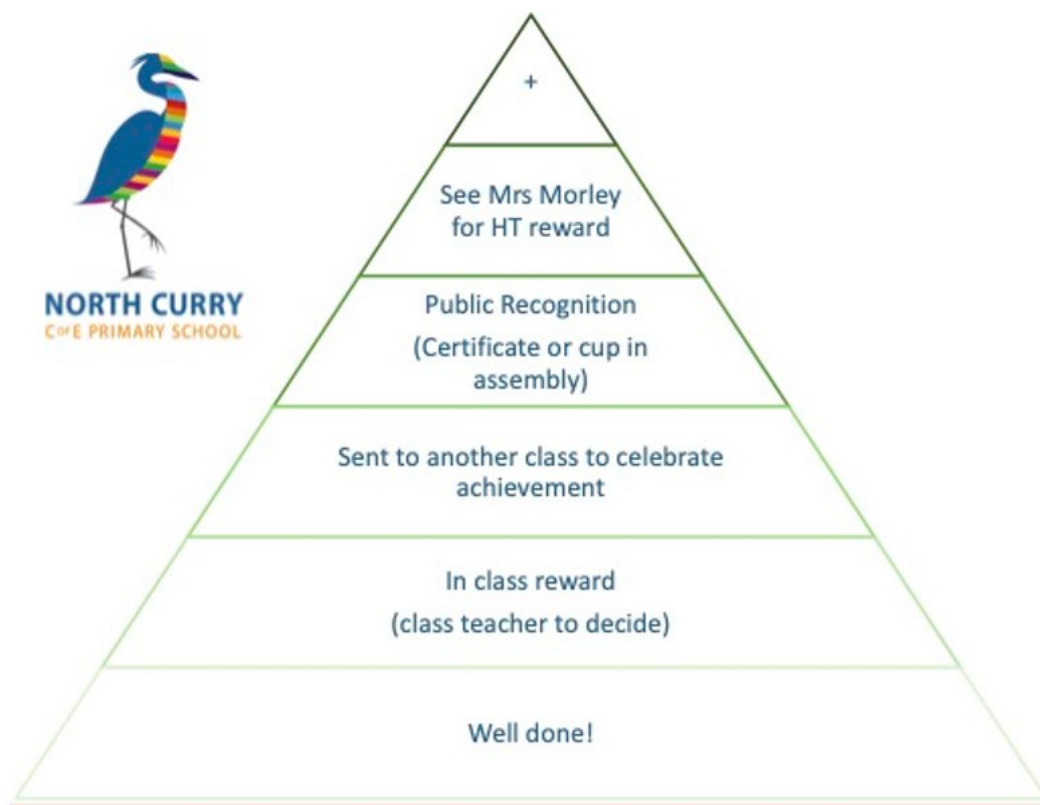
The basic philosophy behind Assertive Discipline

- To create and maintain the kind of classroom where you can effectively teach and your pupils can learn and grow academically and socially.
- To become an assertive teacher – an empowered teacher, a teacher of influence.
- To establish rules and specific directions that clearly define the limits of acceptable and unacceptable pupil behaviour in line with the school's golden rules.
- To teach pupils to consistently follow these rules and directions (to choose to behave responsibly) throughout the school day in their classrooms and outside spaces.
- To provide pupils with consistent positive encouragement and recognition when they exhibit model behaviour within their classrooms and outside spaces.
- If consistently used, positive recognition can:
 - Encourage your pupils to behave appropriately.

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- Increase your pupils' self-esteem.
- Dramatically reduce behaviour problems.
- Create a positive classroom climate for you and your pupils.
- Help you to teach behaviour and establish POSITIVE RELATIONSHIPS with your pupils.

The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and rewarding and celebrating their good behaviour. Rewards take the form of verbal praise, house points, class treats, messages to parents. (see the positive section of the behaviour pyramid)



Each class teacher will work with the children in their class to embed understanding of the rules. This will outline the sorts of behaviours they want to see in their classroom in order to develop respect, tolerance, self-control and a sense of responsibility in the classroom and in the outside spaces, which will allow everyone to be able to learn, be safe and happy.

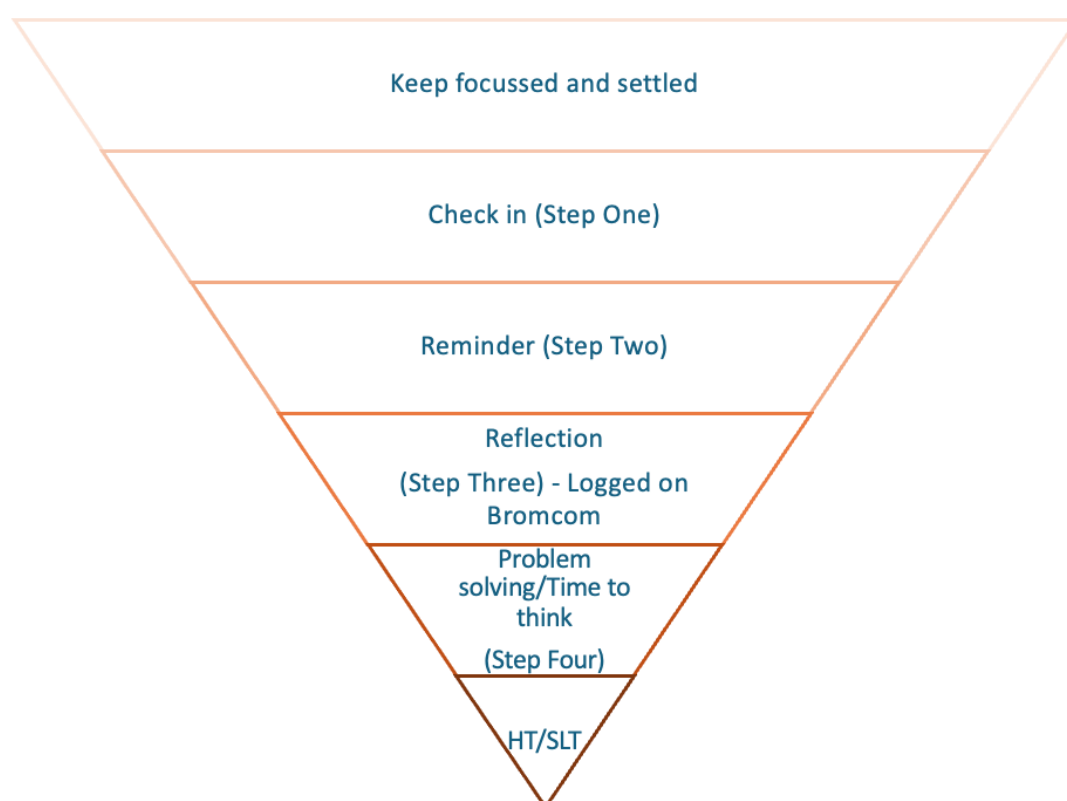
4. Step Support System

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When a child is displaying inappropriate behaviours, we recognise the crucial role our response plays in supporting them to make positive choices. We know that our response needs to be consistent, clear, non-shaming and empathetic, regardless of the behaviour they exhibit, whilst maintaining high expectations and firm boundaries. The step support system we have in place in class is designed to offer this balanced approach of empathy with boundaries.

This system should never be used to shame children or be used as a threat. Therefore, there should be no public display of what step, children are on, and wherever possible, these conversations should take place one-to-one with the child. The steps are a natural progression that all staff follow to ensure consistency across classrooms. The system deliberately allows for professional judgement and flexibility, and it is primarily designed to support positive behaviour and wellbeing. Our aim is to remain at Steps 1 and 2 wherever possible, creating a positive, proactive environment. However, Steps 3 and above are in place to provide structured, supportive interventions when children may need additional guidance to get back on track.

There are scripts to support each step to ensure the language and delivery of these steps are empathetic and supportive rather than shameful and threatening.



Step	Support
Positive Language	“Positive Language’ will be used to correct low-level behaviours. Wherever possible take initiative to keep things at this stage or return to this stage if appropriate.

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Wine Reminder (Step One)	If the child is continuing to show low-level disruptive behaviours despite positive reminders, then a supportive conversation will be had using the principles of WINE to identify any underlying need or concern the child may have. The conversation will take place on a 1:1 basis with a class-based adult. The adult will 'empathise' with their concerns and make adjustments if needed and possible. They will also inform the child of the expectation they are failing to meet in class (Reminder One)
Coaching Reminder (Step Two)	A clear reminder about the expectation the child is failing to meet and the unwanted behaviours getting in the way. The teacher will remind the child of the previous conversation and explain that if there isn't a change in their behaviour then they will <i>insert consequence</i>. (Reminder Two) Where possible this consequence will be conversation with an adult at break-time/lunchtime to work out how the child can be further supported to meet the expectation.
Issue Consequence (Step Three)	The need for a third reminder will lead to the child needing a more in-depth conversation around why they are struggling to meet the expectation. This will take place at break-time/ lunchtime and is intended to be a 5–10-minute discussion on how the child can meet the expectation moving forward. (Even if behaviour changes at this stage, this time is still owed and shouldn't be removed) This will be logged on Bromcom.
Problem solving away from the classroom (Step Four)	If a child continues to disrupt learning / welfare of others they must be given some work and spend time in their partner class. The child will work for an appropriate period of time. A phone call will be made to the parent at the end of the school day. Before coming back, where possible they will have a brief 1:1 conversation with an available adult. If the situation does not improve and it becomes untenable, SLT will be called. Where possible SLT will enable a member of classroom staff to support the child

Positive Language- Adults will encourage children to make positive choices using positive language. Rather than focusing on unwanted behaviours, adults will remind children of the behaviours we want to see.

Step 1 and WINE- We prioritise having proactive, supportive conversations with children to help them understand that we are here to guide them and support them in making positive choices. We use the principles of WINE – Wonder, Imagine, Notice, and Empathy – to structure these conversations. This approach helps create a non-judgemental and nurturing

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environment that encourages self-reflection. Our goal is to ensure children feel safe, listened to, and confident to share any concerns they may have.

Step 2 and Coaching reminder- This step allows the adult to be clear with the child about the consequence that will follow if current behaviours persist. The child will also be given the opportunity again to ask for support if needed. Although clear and direct, this interaction remains positive and affirms that the adult genuinely wants to help the child get things right, so the child feels supported and understood.

Step 3 and Sanctions- We believe quality 'reflection' with an emotionally available adult at this step is the most important and effective intervention to prevent further similar, unwanted behaviours. In these conversations adults will try to establish the child's concerns, address the adult concerns or the impact of the behaviour and try to find a collaborative solution moving forward. This conversation will take place when the child is regulated, and the adult can focus directly on the child. In most instances, this will be a 5–10-minute conversation at lunch or break time. It may be appropriate at this stage for teachers to discuss these events with parents/carers at the end of the school day. It may be smaller, appropriate sanctions are applied either before or after the conversation to support the learning of the child and their peers. These should be used thoughtfully, always with the intention of helping the child reflect, repair, and move forward positively.

Step 4 and continuation of disruptive behaviour- If a child continues to disrupt the learning or the welfare of others after the appropriate support from an adult, the child will be provided with an alternative space away from the classroom where the next steps will be informed by our knowledge of the child and the severity of their actions.

At this stage, a member of the senior leadership team may be involved, a reflective conversation will take place and a sanction may be put in place. Such as:

- Loss of privilege.
- Helping to rectify (e.g. clearing up a mess made).
- Meeting with senior members of staff.
- Meeting with parents/carers.

Where behaviours of concern continue, staff may work with other agencies to assess and support the needs of pupils.

Step 4 and unsafe behaviours - When a child is in a heightened state of distress or anxiety, they will not be able to hear or engage in these conversations. Therefore, in these instances, our priority is to keep everyone safe and to prevent further escalation. We always prioritise **connection before correction**, ensuring the child feels their emotional needs are acknowledged before addressing the behaviour. This will help to avoid a toxic shame spiral. Once the child is calm and regulated, we will have a supportive conversation to explore what happened and discuss how we can all work together to avoid a repeat of the behaviour. If necessary, an appropriate sanction may be implemented at this stage.

Although not definitive and occasionally subject to interpretation and professional judgment, the following list outlines some behaviours that may warrant progression to steps 3 or 4

- Repeated low-level disruption
- Refusal to follow adult instructions
- Abusive/unkind language directed at someone

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- Physical aggression towards someone
- Intentional damage to property
- Absconding

1. **Analysing and recording behaviours**

All behaviours at Step 3 and above will be recorded on Bromcom (MIS). Other behaviours may also be logged if the adult deems it appropriate.

We recognise children's behaviour is often a reflection of their emotional well-being. Behaviour data plays a crucial role in helping us identify patterns and gain valuable insights, allowing for early intervention and support that is responsive to each child's unique experiences. Rather than simply reacting to behaviours, we strive to understand their root causes and the wider context behind them.

Our behaviour data analysis enables us to:

- Identify children who may need additional support in the classroom
- Proactively involve the relevant staff member—for example, the SENCO (Special Educational Needs Coordinator) or SEMH Lead (Social, Emotional and Mental Health Lead)—to review behaviour patterns early and plan appropriate support.
- Spot whole-school patterns that may highlight the need to adjust our practice

Behaviour data is reviewed termly. We record any actions taken and evaluate their impact during subsequent reviews to ensure continuous improvement and meaningful support for our children.

5. **Sanctions, Suspensions & Exclusions**

We recognise that when children feel safe at school, the likelihood of disruptive or unwanted behaviours is significantly reduced. Therefore, we place a great emphasis on ensuring there is a unified and consistent response to behaviours across the school including applying appropriate consequences. At the same time, we are mindful some children's responses stem from unavoidable chemical or neurological reactions, rather than deliberate 'negative choices'. These situations require a thoughtful and appropriate response to avoid triggering a toxic shame spiral, which can escalate behaviours further. Therefore, we champion a balanced approach of clear boundaries, delivered with empathy when issuing sanctions.

We ensure we use appropriate sanctions which are age appropriate, fair and consistent. Where possible we try to: avoid 'punitive sanctions, explain why the sanction is being applied and how it relates to their actions. A sanction is never used as a threat.

Although an appropriate sanction might be used, we believe that quality 'reflection' with an emotionally available adult is a more important and effective intervention to prevent

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further similar, unwanted behaviours. We have the notion that 'Children do well if they can' and if they are not doing well, they need support from adults to work out why.

We are committed to providing children with opportunities to turn around their behaviour before sanctions are implemented and will use empathy and positive language to support this change.

Poor choices which will require a reflective conversation and likely to incur a sanction:

- Using foul and abusive language.
- Physical abuse including fighting, spitting, kicking, coughing in faces.
- Acts of discrimination regarding personal characteristics including racism, homophobia and religion.
- Touching own self or others inappropriately.
- Bullying others – repeated episodes of verbal / physical / emotional abuse.
- Repeated non-conformation to school or class rules.
- Absconding from school, therefore putting own self / others in potential danger.
- Deliberately damaging other's or school property.
- Stealing.
- Graffiti on any part of the school site.

We are also committed to making reasonable adjustments to avoid serious consequences which will have a massive impact on the child. Therefore, early intervention is implemented to address underlying causes of disruptive behaviour - FIS, multi agencies etc.

Suspensions and Permanent Exclusion

In the most extreme situations, the sanction could be a suspension or an exclusion.

After a suspension there will always be a re-integration meeting with the child, parent/carer and a senior member of staff.

As a last resort, school reserves the right to permanently exclude a child.
School can legally permanently exclude a child if BOTH:

- The child has seriously breached or has persistently breached behaviour expectations.
 - **AND**
- Keeping the child in school may seriously harm the welfare and education of them and/or others.

This will follow the statutory guidance for those with legal responsibilities in relation to exclusion (2017). This document can be here <https://www.gov.uk/government/publications/school-exclusion> and there will be a copy in the school office. Parents have the right to appeal. For details how to appeal, please contact the office. Further guidance and information can be found in our Suspension Policy.

6. Reduced Timetable

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There may be occasions when a child is struggling to maintain their focus and behaviour for a full day. In these cases, through consultation with SLT, a reduced timetable maybe managed. This will be reviewed every 2 weeks and the reduced timetable maybe amended according to the behaviour of the child.

7. Physical Intervention/Restraint

We will only ever physically intervene / restrain a child if they are in danger of hurting themselves or others. The restraint will be for a minimal amount of time, using appropriate techniques and where possible carried out by staff who have appropriate Team Teach training.

We strongly believe in the ‘power’ of language and empathetic approach will, in all but the most extreme cases, enable us to avoid positive handling.

Please refer to our Physical Intervention Policy for more information.

8. Support for children with SEND and SEMH needs

We are a fully inclusive school, which provides provision for a wide range of needs. Our behaviour approach and systems are designed to be supportive, inclusive, and purposeful—particularly for our most vulnerable pupils—while remaining effective and appropriate for all children. We acknowledge that there are some children who have emotional, behavioural or special educational needs which make it very difficult to integrate into the general life of the school, including its normal rules and routines.

We will work sensitively and supportively with parents, carers, external agencies and other professionals and follow appropriate advice and guidance.

The following is a plan of action to support adults and children when the usual behaviour management strategies have failed and the unacceptable behaviour of an individual is disrupting the education and wellbeing of the majority in the school or in class.

1. The Head teacher is made aware of situations in which the child is causing disruptions.
2. The matter is then discussed with the relevant staff including SMT and SENDCo as soon as possible.
3. Discussions will then take place as to how this behavioural problem can be managed and what review procedures are necessary, involving parents at every stage. It may be necessary for the child to be removed from the class and sent home in the best interests of the safety of all concerned.

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4. The point at which children will be re-integrated into the normal school routines will be dependent on the review process, progress and agreement between Head Teacher, SENDCo, Class teacher, ELSA, parents/carers, pupil and Support Services.

Please also refer to our Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health (SEMH) Policies for further guidance and support.

It is everyone's responsibility to ensure the behaviour of everyone is as expected.

Be kind, considerate and respectful!

This policy will be reviewed annually by the headteacher. The next scheduled review date for this policy is September 2027.

Any changes made to this policy will be communicated to all relevant stakeholders.

