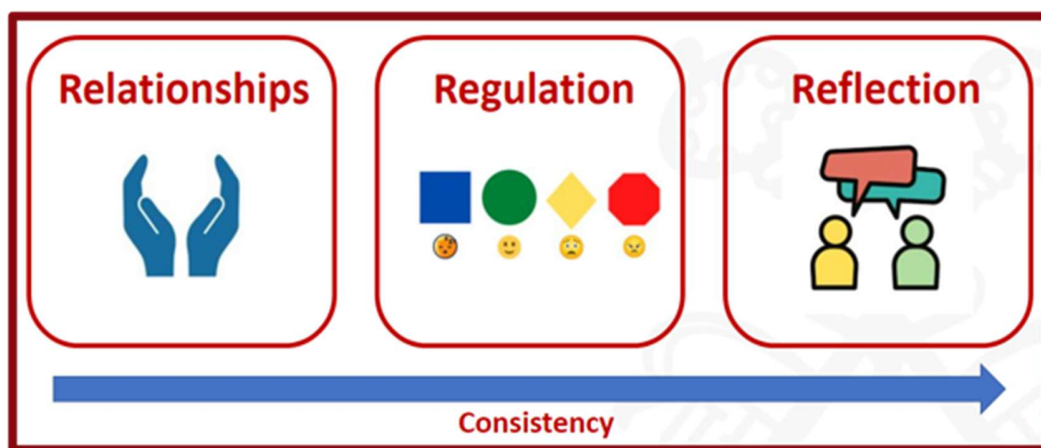




Relationships and Behaviour Policy

Relationships • Regulation • Reflection



Approved by	Local Governing Body
Date	September 2026
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1. Our vision and approach

School vision

At St Peter's we are a welcoming, inclusive family with a strong Christian ethos. We continually aim to be an excellent school where people care more than others think is wise, risk more than others think is safe, dream more than others think is practical, and expect more than others think is possible.

Inspired by the life of St Peter, we aspire for every member of our school community to Step out in Faith so that they may experience life in all its fullness. This means recognising the intrinsic dignity and worth of each individual, knowing they are loved and valued, and understanding that they have a unique purpose and potential to make a positive difference in the world.

- Peter had a sense of purpose (Luke 5:1–11). We want every child to know they are seen, valued and called to discover their gifts.
- Peter was part of a community. We celebrate individuality while recognising that we flourish together as an interdependent community.
- Peter took risks (Matthew 14:22–33). We encourage curiosity, courage and the willingness to step out of comfort zones.
- Peter made mistakes (Mark 14:66–72). We teach children that mistakes are part of learning and provide opportunities to try, reflect and grow.
- Peter was forgiven and given new opportunities (John 21:1–19). We emphasise forgiveness, resilience and hope, showing children that setbacks do not define them.

These beliefs are represented by our school values of Belonging, Kindness, Courage, Forgiveness, Hope and Responsibility. Together they underpin this policy and our wider vision of developing respectful, resilient and emotionally regulated young people.

Our whole-school approach is grounded in the 3Rs: Relationships, Regulation and Reflection, held together by consistency.

Rationale

At St Peter's, we believe that behaviour is a form of communication. Our approach is rooted in strong, trusting relationships, high expectations and a genuine curiosity about what children are experiencing. Positive relationships and emotional security provide the foundation from which children can learn, take appropriate risks, manage challenge and grow.

Our approach is underpinned by the Six Principles of Nurture. These principles help us to understand development, remove barriers and provide equitable access to the support children need.



The Six Principles of Nurture at St Peter's

We all learn in our own way and in our own time: Children's social and emotional development may not always align with chronological age. Staff use observation, assessment and knowledge of the child to adapt teaching and support.

Our school is a safe place to be: Clear routines, predictable structures, visual support and nurturing interactions help children feel secure and ready to learn.

We believe in ourselves: Wellbeing, trusted adults, mentoring, nurture provision and personalised support help children develop resilience, self-esteem and confidence.

We use our words to talk about how we feel: We explicitly teach emotional vocabulary and communication skills so children can express feelings, manage conflict and seek support.

Our behaviour can show how we are feeling: Staff approach behaviour with curiosity, sensitivity and empathy while maintaining clear boundaries and high expectations.

We can cope with changes in our lives: Children are prepared for everyday and significant transitions through clear communication, predictable routines and enhanced support where needed.

2. Aims

This policy sets out how St Peter's creates a calm, safe, supportive and inclusive environment in which every child can thrive socially, emotionally and academically. It aims to:

- Build strong, positive relationships with all pupils, recognising connection, consistency and care as foundations for learning;
- Maintain high expectations and a whole-school culture in which pupils are Ready, Respectful and Safe;
- Teach behaviour explicitly through a clear behaviour curriculum, rather than assuming that all children already know the routines and behaviours expected;
- Ensure that all children can participate by identifying and removing emotional, behavioural, sensory, social and communication barriers;
- Provide a consistent, fair and proportionate response to behaviour, combining consequences with regulation, reflection, restoration and support;

- Provide targeted and specialist support through a graduated response where pupils need additional help to meet expectations;
- Work in partnership with parents, carers and external professionals; and
- Define unacceptable and serious behaviour, including bullying, discrimination, child-on-child abuse and unsafe conduct.

3. Legislation, statutory requirements and guidance

This policy is informed by the following legislation, statutory guidance and Department for Education guidance. Where guidance is updated, the school will have regard to the current version.

- Education Act 1996 and Education Act 2002
- Education and Inspections Act 2006
- [Equality Act 2010](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Mental Health Units \(Use of Force\) Act 2018](#)
- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying](#)
- [Searching, screening and confiscation in schools](#)
- [Keeping Children Safe in Education 2026](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(July 2026\)](#)
- [Mobile phones in schools: statutory guidance \(from September 2026\)](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

As an academy within Lighthouse Schools Partnership (LSP), St Peter's also has regard to the Education (Independent School Standards) Regulations 2014 and the Trust's funding agreement and articles of association. This policy should be read alongside relevant LSP policies and procedures listed in section 15.

4. Definitions

At St Peter's we distinguish between behaviour that can be addressed through everyday teaching, reminders and reflection, and behaviour that is serious or creates a safeguarding or safety concern. Behaviour is considered in context, including the pupil's age, developmental stage, SEND, communication needs, circumstances and the impact on others.

4.1 Behaviour that does not meet expectations

This may include:

- Disruption to learning or play;
- Not following reasonable adult instructions or established routines;
- Behaviour that is not Ready, Respectful or Safe;
- Unkind or disrespectful language or actions;
- Inappropriate use of property or equipment;
- Repeated refusal to engage with learning or agreed expectations, where appropriate support has been provided.

4.2 Serious behaviour

Serious behaviour may include repeated breaches of school expectations or a single incident of significant concern, including:

- Bullying;
- Physical aggression or fighting;
- Deliberate significant damage to property or theft;
- Racist, sexist, homophobic, biphobic, transphobic, disability-based, faith-based or other discriminatory behaviour;
- Sexual harassment, sexual violence or other forms of child-on-child abuse;
- Serious threatening, intimidating or abusive behaviour;
- Bringing a prohibited item into school;
- Behaviour that creates a significant risk of harm to the pupil or others.

Serious incidents may require an immediate response rather than progressing through each stage of the usual behaviour pathway.

5. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. It can involve an imbalance of power that makes it difficult for the person experiencing bullying to defend themselves.

At St Peter's we use the child-friendly acronym STOP: Several Times On Purpose.

The STOP acronym helps children recognise the repeated and intentional nature of bullying. It does not prevent the school from taking seriously a single incident of harmful, discriminatory, sexual or unsafe behaviour, which will be responded to under this policy and safeguarding procedures as appropriate.

5.1 Types of bullying

- Emotional: deliberately excluding, isolating, tormenting or undermining another person.
- Physical: hitting, kicking, pushing, taking belongings or using violence.
- Verbal or indirect: name-calling, sarcasm, repeated teasing, spreading rumours or encouraging others to exclude.
- Prejudice-based or discriminatory: behaviour focused on actual or perceived race, faith, sex, sexual orientation, gender identity, disability or another protected characteristic.
- Sexual: unwanted sexual comments, gestures, attention, touching or the making/sharing of sexual imagery.
- Online/cyber bullying: repeated harmful behaviour through messaging, social media, gaming, images, audio, video or other digital content, including content generated or altered using AI.

5.2 Preventing and responding to bullying

We seek to prevent bullying through our Christian values, behaviour curriculum, PSHE curriculum, nurture approach, explicit teaching about respectful relationships and online safety, active supervision, pupil voice and a culture in which children know that concerns will be listened to. Each class also has Anti-Bullying Ambassadors who help promote our STOP message, kindness, inclusion and safe ways to seek help.

Pupils, parents/carers and staff can report a concern to any trusted adult. Concerns are taken seriously and investigated proportionately. Where a concern is substantiated, the response may include:

- Support and reassurance for the child who has experienced bullying, including a named adult and active monitoring where appropriate;

- Reflection conversations with the children involved and work to develop understanding, empathy and responsibility;
- Parent/carer communication;
- Sanctions in line with this policy;
- Separation or active management by staff where needed to maintain safety and prevent recurrence;
- Restorative conversations between pupils when appropriate, safe and in the interests of the child who has experienced bullying;
- SLT oversight and handover of relevant information to staff who need to know;
- Additional pastoral, SEND or SEMH support for any child where underlying needs are identified.

Bullying concerns and outcomes are recorded on CPOMS and on the school's separate bullying log. Leaders review records for patterns, recurrence and groups who may be disproportionately affected. Bullying that takes place online or outside school may be addressed where it affects pupils' wellbeing, relationships or the orderly running of the school.

6. Roles and responsibilities

6.1 Local Governing Body and Trust

- Monitor the effectiveness and implementation of this policy;
- Support and challenge school leaders in maintaining a safe, inclusive behaviour culture;
- Receive and consider relevant behaviour, suspension, exclusion and restrictive intervention information through established LSP oversight arrangements.

6.2 Executive Headteacher and Head of School

- Review and implement this policy and maintain a calm, safe and supportive school environment;
- Routinely engage with pupils, parents/carers and staff about behaviour culture;
- Ensure expectations, routines and responses are understood and applied consistently;
- Ensure staff receive induction and appropriate training in behaviour, nurture, SEND, SEMH and safeguarding;
- Ensure this policy operates alongside safeguarding procedures and that pupils receive both appropriate consequences and support;
- Review behaviour information to identify patterns, evaluate provision and ensure groups of pupils are not disproportionately affected.

6.3 Staff

- Build positive relationships and model calm, respectful behaviour;
- Explicitly teach, model and reinforce Ready, Respectful and Safe;
- Use the 3Rs and agreed visible consistencies, scripts, cues and routines;
- Respond to behaviour fairly, proportionately and with professional curiosity;
- Make reasonable adjustments and follow individual plans where required;
- Record significant, repeated or safeguarding-related incidents promptly and accurately;
- Seek support from phase leaders, SEND/pastoral staff or SLT when behaviour is escalating or needs are emerging.

6.4 Parents and carers: working in partnership

At St Peter's, we believe the greatest success is achieved when school and home work in close partnership. Effective communication between school and families is essential to ensuring every child thrives.

Parents can expect information about their child's behaviour and learning behaviours through parent meetings and school reports. We will also communicate proactively where there is a noticeable change, repeated concern

or serious incident. Likewise, we ask parents and carers to share changes or circumstances that may affect their child's behaviour or wellbeing.

It is important to reassure parents and carers that the vast majority of behaviour matters are dealt with as part of the day-to-day practice of staff and leaders, in line with the steps outlined in this policy. Friendship difficulties, playground disagreements, accidents, moments of frustration and occasions when children need reminders, regulation or reflection are an expected and healthy part of school life. They provide important opportunities for children to learn how to manage relationships, understand boundaries, take responsibility and build resilience. For this reason, these everyday matters will rarely require direct communication with home. Where behaviours are repeated despite restorative conversations and appropriate support, or where an incident is more serious, parents and carers will always be informed and involved in follow-up discussions where necessary.

To ensure that the home-school partnership remains as strong as possible, we ask for parents' and carers' professional trust in our staff and leaders to deal with situations fairly, proportionately and successfully. Staff draw on their collective experience, their knowledge of the children, the relationships they have built and the school's well-established systems and processes. We will always communicate when we believe families need to know or when working together will help a child move forward.

We also ask parents and carers to be mindful that what a child shares at home represents their lived experience and perspective at a particular moment in time. We will always listen carefully to what children tell us; at the same time, there are often different perspectives or interpretations of the same event. Part of our role is to gather the relevant information, understand the wider context and help children make sense of what has happened in a supported and fair way. We therefore ask families to bring concerns directly to school and allow staff to investigate and respond, rather than contacting other families or sharing concerns through social media.

Learning to navigate friendship issues, playground disagreements, accidents, frustration, boundaries, responsibility for choices and the disappointment that can come when things go wrong is a vital part of childhood. At St Peter's, we see this social and emotional learning as an important part of education alongside academic learning. Our aim is not to remove every difficulty from children's experience, but to ensure they are safe, supported and increasingly equipped with the skills to manage these situations successfully.

6.5 Pupils

Pupils are explicitly taught the standards of behaviour expected, the school's rules and routines, the support available to them and the consequences that may follow when expectations are not met. Pupils are encouraged to seek help, reflect on choices, repair relationships and take increasing responsibility as they grow.

7. School behaviour curriculum

Behaviour is taught at St Peter's. Our behaviour curriculum makes expectations visible, predictable and accessible. It is revisited throughout the year and adapted to age, developmental stage and individual need.

Each class has Nurture Champions who help promote the Six Principles of Nurture, emotional wellbeing, belonging and positive relationships. Alongside our Anti-Bullying Ambassadors, they give pupils an active role in strengthening the culture we want across the school.

7.1 Ready, Respectful, Safe

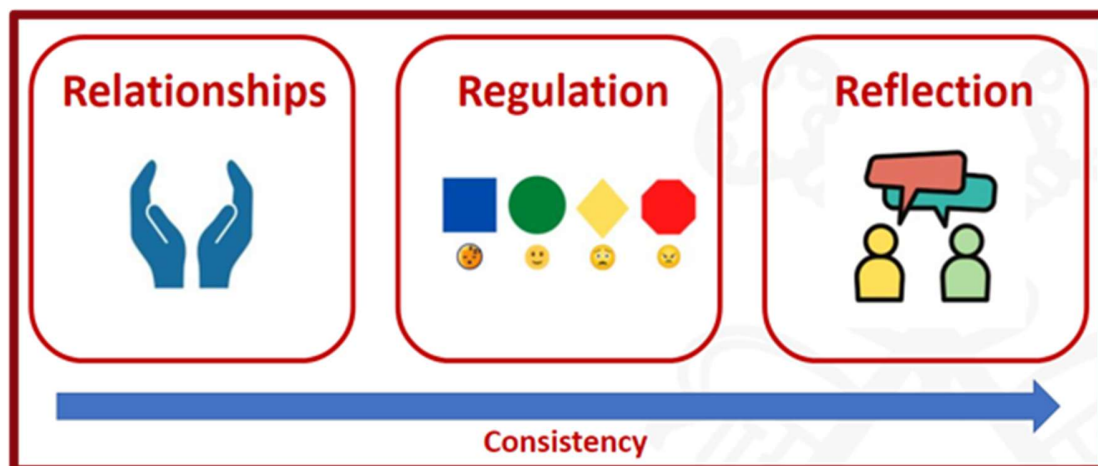
Be Ready: Children are taught how to prepare practically and emotionally for learning, listen attentively, move through transitions and take increasing responsibility for choices and actions.

Be Respectful: Children are taught to treat others with kindness and empathy, follow reasonable adult instructions, value difference, manage disagreement and resolve conflict constructively.

Be Safe: Children are taught routines that keep themselves and others safe in classrooms, shared spaces, playgrounds, trips, clubs and wraparound provision, including appropriate use of equipment and personal space.

These expectations are taught through modelling, role play, discussion, visual reminders, routines and regular revisiting. They apply throughout the school day, on educational visits and during school-organised activities.

7.2 The 3Rs



Relationships come first: adults know pupils well, maintain high expectations and consistently 'catch the positive'. Regulation equips children with the emotional literacy and strategies needed to manage feelings safely. Reflection helps children understand impact, take responsibility, repair harm and learn from what has happened.

7.3 Mobile phones and smart watches

St Peter's is a mobile phone and smart watch free environment for pupils. Pupils in Reception to Year 4 must not bring a mobile phone or smart watch to school unless an individual arrangement has been agreed for a medical need.

Parents/carers of pupils in Years 5 and 6 may request permission for a child to bring a device to school. Where permission is given:

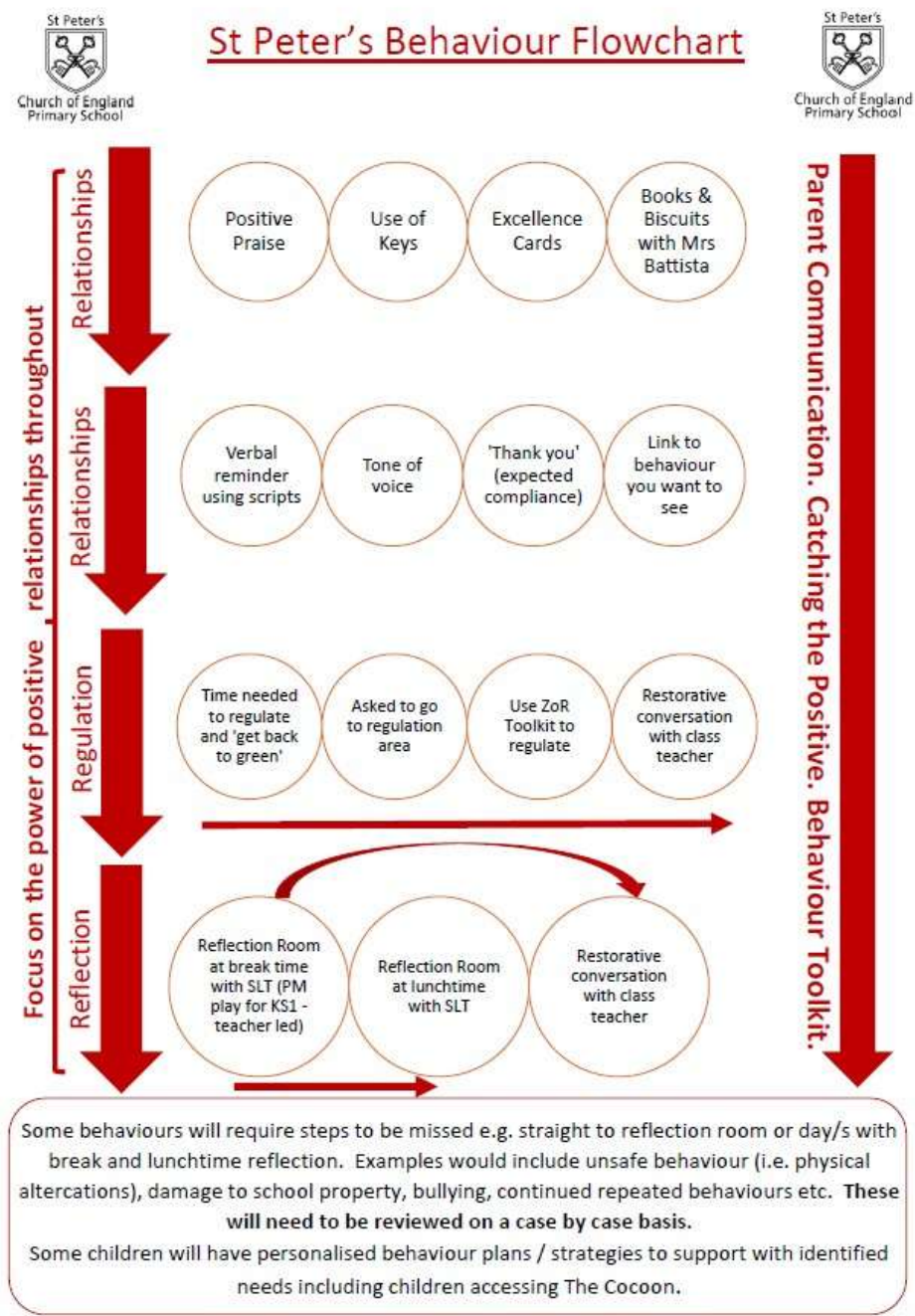
- The device must be switched off and stored away before entering the main school gates;
- Mobile phones and smart watches must be handed to the class teacher at the classroom door;
- Devices are stored in a lockable box and should be clearly identifiable;
- Devices are returned at the end of the school day and must remain switched off until the pupil has exited through the school gates;
- Devices must be handed in again if the pupil attends wraparound provision;
- Phones must not be used inappropriately before or after school, including taking photographs or videos of others without permission;
- The school accepts no responsibility for loss or damage and parents/carers should make their own insurance arrangements.

Failure to meet these conditions, or a breach of safeguarding or behaviour expectations, may result in permission being withdrawn. A device may be confiscated and a parent/carer asked to collect it from a member of SLT. Reasonable adjustments will be made where a device is required for an agreed medical need.

8. Responding to behaviour

The flowchart below is the backbone of day-to-day behaviour management at St Peter’s. It captures the most common whole-school process used by staff: relationships throughout, positive recognition and reminders, regulation support and, where needed, reflection and restorative work. It should be read before the more individualised SEND adaptations and the additional consequences and support pathways set out later in this policy.

The flowchart is not a rigid ladder. Some behaviours require stages to be missed and a pupil may move directly to Reflection or a higher-level response, particularly where behaviour is unsafe, involves damage, bullying or is persistently repeated. Staff use professional judgement, safeguarding procedures and individual plans when deciding the appropriate response.



St Peter's Behaviour Flowchart: the core day-to-day behaviour process

8.1 Classroom management and visible consistencies

Staff create calm, organised and emotionally safe environments through predictable routines, positive relationships and high-quality teaching. Our Behaviour Toolkit includes:

- Non-verbal cues and signals to address behaviour promptly and discreetly;
- Agreed scripted phrases that support calm, clear and consistent interactions;
- Proximal praise, drawing attention to positive behaviour shown by peers;
- Consistent whole-school signals, routines and visual reminders;
- Positive reinforcement and specific, immediate feedback.

8.2 Recognition and ‘catching the positive’

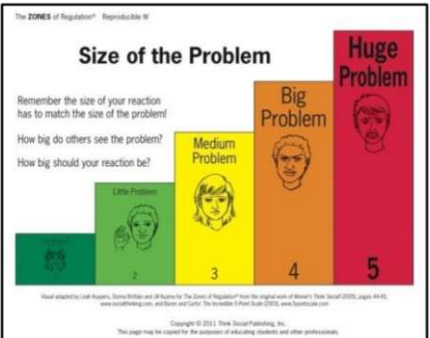
We deliberately notice and reinforce behaviour that reflects our values and expectations. Recognition may include verbal praise, movement through class ‘Keys’ (bronze, silver and gold), Excellence Cards, Learner of the Week, Books & Biscuits with the Executive Headteacher and the Golden Welly for excellent playground behaviour.

8.3 Regulation

St Peter’s uses the Zones of Regulation to teach emotional literacy and self-regulation. Children learn to identify and communicate emotional states using the Blue, Green, Yellow and Red Zones. All emotions are valid; however, not all actions that arise from those emotions are acceptable.



The Zones of Regulation used across St Peter’s

	Name: Date: 
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Size of the Problem: supporting pupils to consider whether their response matches the situation

Regular teaching helps children understand expected and unexpected behaviour, the impact of behaviour on others and the 'size of the problem'. Classrooms and shared areas include Regulation Stations where pupils can use taught strategies and tools. Some pupils use personalised calm boxes, movement breaks, sensory activities or targeted Zones interventions.

8.4 Reflection, consequences and restorative approaches

Consequences at St Peter's are fair, proportionate and designed to support learning, accountability and repair. They are not intended to shame or humiliate. Restorative conversations are central to our response and may take place in class, with a trusted adult or in the Reflection Room.

During reflection, pupils may be supported to consider:

- What happened?
- What were you feeling and what did you need?
- Who has been affected and how?
- Did your response match the size of the problem?
- What needs to happen to put things right?
- What could you do differently next time and what support might help?

Reflection is developmentally appropriate. Some pupils, including pupils with SEND, may need visual tools, simplified language, social stories, sensory regulation or an alternative time/place before they can reflect meaningfully.

Following a visit to the Reflection Room, pupils complete an age-appropriate reflection form with adult support as needed. The form helps pupils revisit what happened, consider feelings and impact, compare the size of the problem with the size of their reaction, and identify what they will do differently next time.

These Reflection Logs are logged and visits tracked on a termly behaviour spreadsheet. Where a child visits the Reflection Room three times within a half term, a senior leader will contact parents or carers to talk through the incidents, consider any emerging patterns and work together to support the child in getting their behaviour back on track. By bringing together appropriate consequences, restorative conversations and emotion coaching, our approach helps pupils develop the skills of self-reflection, emotional literacy, accountability and conflict resolution. Children are supported to understand the impact of their actions and their responsibilities towards others, develop empathy and identify what they can do differently next time. In this way, reflection is not simply a consequence; it is an important part of our behaviour curriculum, supporting children to learn from their experiences and make positive, sustainable changes to their behaviour over time.

Reflection form			
Child's name:		Child's class:	
Date:	Time:	Session:	Adult sending child:
Behaviour (tick as appropriate)			
Not following instructions		Inappropriate language	
Disrupting learning		Being unkind	
Refusing to complete learning		Physical actions	
Other:			

What happened?

Why did it happen?

How did it make others feel?

What was the size of the problem?

1 2 3 4 5

What was the size of your reaction?

1 2 3 4 5

What will you do differently next time?

Example KS2 Reflection Room form

Reflection form			
Child's name:		Child's class:	
Date:	Time:	Session:	Adult sending child:
Behaviour (tick as appropriate)			
Not following instructions		Inappropriate language	
Disrupting learning		Being unkind	
Refusing to complete learning		Physical actions	
Other:			

What happened?

How did you feel? Circle it:

How did others feel? Circle it:

What was the size of the problem?

1 2 3 4 5

What was the size of your reaction?

1 2 3 4 5

What will you do now?

Example KS1 Reflection Room form

8.5 Responding to unexpected behaviour

Staff normally use the least intrusive response likely to be effective. Depending on context, this may include a reminder or cue, regulation support, repositioning, a restorative conversation, missed playtime/reflection, time in a partner class or involvement of a phase leader or SLT. Repeated or serious behaviour may move more quickly through the pathway.

Consequences and support increase together. Where behaviour is repeated or escalating, the school may use ABC records, parent communication, a Behaviour Support Plan, Pastoral Support Plan (PSP), additional SEND/SEMH assessment, targeted pastoral support or external professional involvement alongside appropriate consequences.

8.6 Safeguarding and child-on-child abuse

Where behaviour raises a safeguarding concern, staff will follow the Child Protection and Safeguarding Policy and report concerns to the DSL. The school will not dismiss sexual harassment or sexual violence as 'banter', 'part of growing up' or similar. Responses will be age-appropriate, proportionate, safeguarding-led and supportive of all children involved.

8.7 Searching, confiscation and prohibited items

Searching, screening and confiscation will be carried out only in accordance with current Department for Education guidance and safeguarding procedures. In a primary setting these powers are used proportionately and only when necessary. Authorised staff may search for prohibited items where the legal conditions are met. Confiscated items will be dealt with in accordance with statutory guidance and school procedures.

Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, e-cigarettes or vapes, fireworks, pornographic images, and any article reasonably suspected to have been or be likely to be used to commit an offence, cause injury or damage property.

8.8 Restrictive intervention, safe touch and reasonable force

St Peter's follows the Lighthouse Schools Partnership Restrictive Interventions, Safe Touch and Use of Reasonable Force Policy. Prevention, de-escalation and strong relationships are used first. Restrictive intervention is rare and must never be used as punishment. The Trust policy sets out the requirements for safe touch, reasonable force, seclusion, recording, parent/carer notification, post-incident review and staff training; these requirements are not repeated in full here.

8.9 Behaviour outside school and online

The school may respond to behaviour outside school, including online behaviour, where it is connected to the school, affects the welfare of pupils or staff, threatens another member of the school community, damages the school's reputation or could have repercussions for the orderly running of the school. Safeguarding concerns will always be managed through safeguarding procedures.

8.10 Suspected criminal behaviour and police involvement

Where behaviour may amount to a criminal offence, the Head of School/Executive Headteacher or DSL will consider whether police or other agencies should be involved. The school will balance the need to establish facts with the need to avoid interfering with any police investigation and will continue to safeguard and support pupils.

8.11 Malicious allegations

Where an allegation against a member of staff is found to be deliberately invented or malicious, the school may consider an appropriate response under this policy. Any allegation against staff will first be managed in accordance with safeguarding and LSP procedures.

9. Serious sanctions and additional consequences

St Peter's uses serious sanctions only where necessary and proportionate. Decisions take account of the circumstances of the incident, the pupil's age and needs, previous support, the impact on others and any safeguarding considerations. A serious incident may lead directly to a higher-level consequence.

9.1 Partner class and time with SLT

Where repeated behaviour has not improved through usual classroom responses, a pupil may spend a defined period in a partner class. The school pathway provides for one day and, if required, three days in a partner class,

followed by time with SLT where concerns continue. Work and appropriate support are provided, and reintegration is planned.

9.2 Internal suspension

The school may use a one-day or three-day internal suspension as a serious school-based consequence. This is not a statutory suspension from school. The pupil remains on site, is supervised, continues appropriate learning and receives regulation, reflection and reintegration support. Parents/carers are informed.

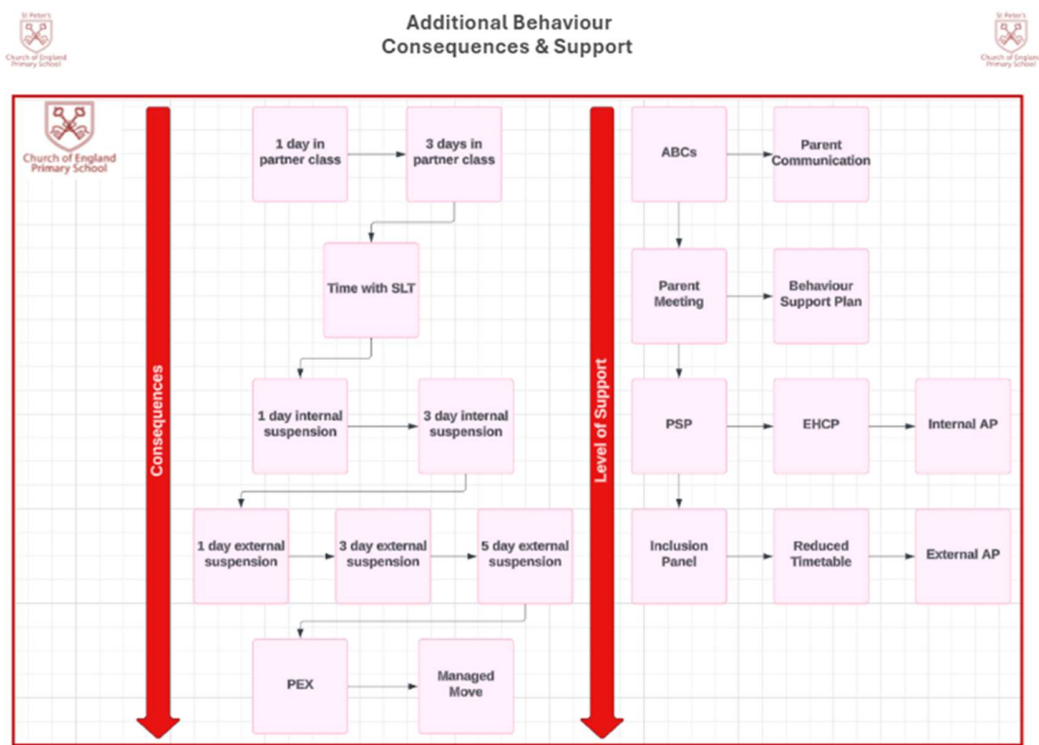
9.3 Suspension and permanent exclusion

Formal suspension and permanent exclusion are used in accordance with current statutory guidance and the **Lighthouse Schools Partnership Suspension and Permanent Exclusion Policy**. The Trust policy and current DfE statutory guidance govern decision-making, notification, education during suspension, governing board review, reintegration and permanent exclusion processes. The school pathway recognises that formal suspensions may increase in length where serious or persistent behaviour continues, but every decision is made individually and in accordance with the statutory framework; the pathway does not create an automatic tariff. [DfE statutory guidance](#)

Permanent exclusion is a last resort and will only be considered where the statutory test is met. Managed moves or alternative provision may also be considered through appropriate LSP and local authority processes where this is in the pupil’s best interests.

9.4 Additional support alongside consequences

Increasing consequences are paired with increasing support. Depending on need, this may include ABC monitoring, parent meetings, Behaviour Support Plans, PSPs, SEND assessment or review, EHCP processes, Inclusion Panel referral, internal or external alternative provision and, in exceptional circumstances and in accordance with relevant guidance, a reduced timetable.



St Peter’s Additional Behaviour Consequences & Support pathway

The flowchart is a guide to escalation and support rather than a rigid sequence. Professional judgement, safeguarding duties, SEND, the seriousness of an incident and the needs of those affected may require a different response.

10. Responding to behaviour from pupils with SEND and SEMH needs

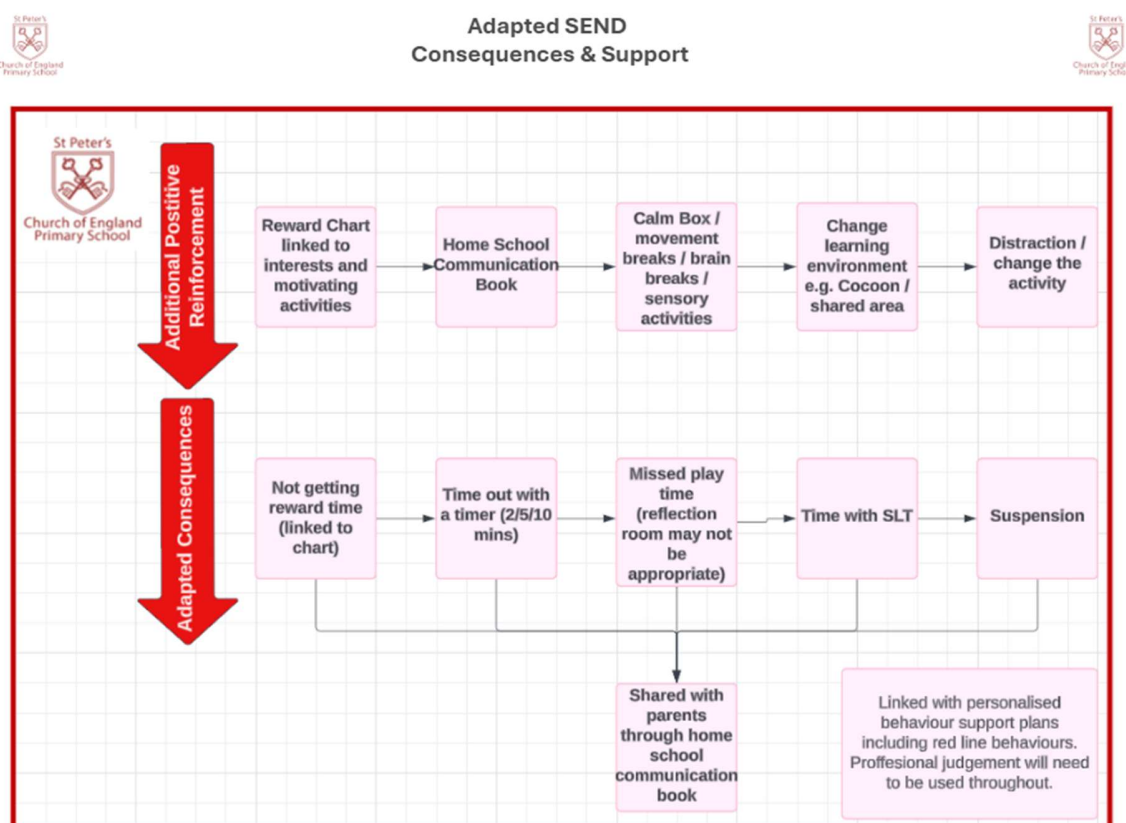
10.1 Recognising the impact of SEND

St Peter's maintains high expectations for all pupils while recognising that some pupils with SEND or SEMH needs require additional teaching, scaffolding, reasonable adjustments and personalised support to meet those expectations. The school will consider whether a pupil's SEND contributed to the behaviour and whether reasonable adjustments are needed.

Staff who know the pupil well, including the SENCO, pastoral staff and Learning Partners, may support decision-making. Where appropriate, the school will seek advice from external professionals and work with parents/carers.

10.2 Personalised adaptations

- Personalised Behaviour Support Plans describing strengths, triggers, proactive strategies, boundaries and effective reinforcement.
- Alternative reflection processes using visuals, social stories, sensory approaches, simplified restorative conversations or a different time/place.
- Supportive spaces such as the Cocoon and lunch club, together with regulation stations, calm boxes, movement breaks and sensory activities.
- Adjusted routines, communication, environment or learning tasks where these constitute appropriate reasonable adjustments.
- Individual risk assessment and planning where behaviour creates foreseeable safety risks.



10.3 Identifying underlying needs

Staff approach repeated or concerning behaviour with curiosity rather than judgement. Emotions are validated while boundaries and responsibility remain clear. Assessment tools, including the Boxall Profile and ABC charts, may be used to identify patterns, triggers and developmental or emotional needs.

10.4 Graduated response to SEMH

Support is organised through a graduated response. Universal provision is available to all pupils; targeted provision is used where additional support is needed; specialist provision is used where needs are more complex or persistent.

Universal	Targeted (Wave 2)	Specialist (Wave 3)
High Quality First Teaching Flexible grouping including Learning Partners Behaviour Meetings for all year groups to set expectations Jigsaw Nurture at St. Peter's activities Boxall Assessment Pupil Leadership Restorative conversations Scripts Zones of Regulation visuals and curriculum Visuals timetables Motivational rewards and incentives Reasonable adjustments to the Behaviour Policy Preparation for change, including changes to the day, educational visits Mental Health Ambassadors Signposting to Kooth etc. Transition Support	Pupil Passports- outlining what works in class for each pupil. Emotional Literacy support from a TA in group Language for Behaviour and Emotions (group) Zones of Regulation (small group) Learning Mentor Support (<i>small group</i>) Resilience Lab (group) Lunch Club 5 point scale (group) Movement breaks in a group Transition Support (small group)	Adult support from the Learning Support Teams 1:1 Learning Mentor Support Cocoon Lunch club Access to the Cocoon – workstations EHCP Provision Access of Alternative Provision Pastoral Support Plans/ Behaviour Support Plan Individual Risk Assessments Reduced Timetables Support from outside professionals Referrals to Inclusion panel 1:1 mentoring – 5 point scale. 1:1 movement break. Specialist Transition Support delivered by outside agencies

St Peter's graduated response to SEMH

10.5 Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work with the local authority and other professionals to ensure provision is appropriate. If behaviour indicates that needs or provision may have changed, the school will consider whether an early review or further professional advice is required.

11. Supporting pupils following a sanction

A consequence is not the end of the process. Following a significant sanction, staff support the pupil to regulate, reflect, repair relationships and re-enter learning successfully. Support may include:

- A calm debrief or restorative conversation;
- A reintegration meeting with a trusted adult, class teacher, phase leader or SLT;
- Clarification and re-teaching of expectations;
- A personalised goal, check-in or short-term monitoring arrangement;
- Review of triggers, reasonable adjustments, Behaviour Support Plan or PSP;
- Pastoral, SEND or external-agency support where needed;
- Appropriate support for other pupils or staff affected by the incident.

The aim is to restore belonging while maintaining accountability: pupils should understand that mistakes and consequences do not remove their place within the St Peter's community.

12. Pupil transition

Our approach to transition reflects the nurture principle 'We can cope with changes in our lives'. We recognise that predictable, well-supported transitions help children feel safe and regulate successfully.

12.1 Universal transition

- Annual transition mornings with new teachers;
- Transition stories and activities;
- Class visits and opportunities to spend playtimes with staff from the next year group;
- Hand-up meetings between staff so important academic, pastoral, SEND and behaviour information is shared appropriately;
- Universal access to social stories, transition booklets, 'All About Me' information and photographs of new classrooms and key adults.

12.2 Enhanced transition

Children who are likely to benefit receive enhanced transition. This may include a planned programme of additional classroom visits and activities with next year's staff, individualised visual information and an additional transition session before school starts in September. Incoming pupils, including mid-year arrivals, are supported according to need.

13. Training

All staff receive behaviour curriculum training during September INSET so that expectations, routines, language and responses are understood consistently across the school. New staff receive bespoke induction into St Peter's relational approach and behaviour curriculum.

Ongoing professional development includes behaviour, nurture, regulation, SEND, SEMH and safeguarding. Training is refreshed in response to pupil need, school evaluation and changes to guidance. Staff who may need to use restrictive interventions receive training in accordance with the separate LSP Restrictive Interventions, Safe Touch and Use of Reasonable Force Policy.

14. Monitoring arrangements

14.1 Record keeping

Consistent and meaningful recording helps the school understand patterns, target intervention and evaluate impact.

- Day-to-day and reflection-related behaviour is recorded through the school's agreed behaviour/reflection systems and termly monitoring.
- More serious, repeated, wellbeing-related or safeguarding-relevant incidents are recorded on CPOMS as appropriate.
- Bullying concerns and substantiated incidents are recorded on CPOMS and the separate bullying log.
- ABC charts are used for identified pupils where structured analysis of antecedents, behaviour and consequences will support planning.
- Boxall Profiles are completed annually for all pupils as part of universal monitoring, with more frequent profiling for identified pupils as part of the graduated response.
- Formal suspensions, permanent exclusions, searching/confiscation and restrictive interventions are recorded and monitored in accordance with statutory and LSP requirements.

14.2 Analysis and review

Class teachers, phase leaders, the SENCO/pastoral team and senior leaders review behaviour information at appropriate intervals. Leaders consider patterns by pupil, cohort, time, location, type of incident, protected characteristic and SEND/SEMH need where appropriate. This supports early identification, evaluation of interventions and checks that the policy is not having a disproportionate impact on particular groups.

14.3 Monitoring this policy

The Head of School and Executive Headteacher monitor implementation and review the policy at least annually, or sooner where guidance, legislation or school practice changes. The Local Governing Body provides appropriate oversight within LSP arrangements.

15. Links with other policies

This policy should be read alongside the following St Peter's and Lighthouse Schools Partnership policies and procedures, as applicable:

Hyperlinks are included where a stable public source is available. Trust and school policies should always be read in their current published version. [Lighthouse Schools Partnership policy information](#)

- Child Protection and Safeguarding Policy
- LSP Restrictive Interventions, Safe Touch and Use of Reasonable Force Policy
- LSP Suspension and Permanent Exclusion Policy
- SEND Policy and SEND Information Report
- Online Safety / Acceptable Use procedures
- Staff Code of Conduct
- Complaints Policy
- Supporting Pupils with Medical Conditions / Medical Needs procedures
- Attendance Policy
- Home-School Partnership Agreement

Evidence and guidance underpinning our approach

Alongside the statutory sources listed in section 3, St Peter's existing relationship-based policy identifies the following as informing the school's approach: Nurture UK's work on the Boxall Profile; Mental Health and Behaviour in Schools; the Timpson Exclusion Review; the Education Endowment Foundation's Improving Behaviour in Schools guidance; and the Six Principles of Nurture.

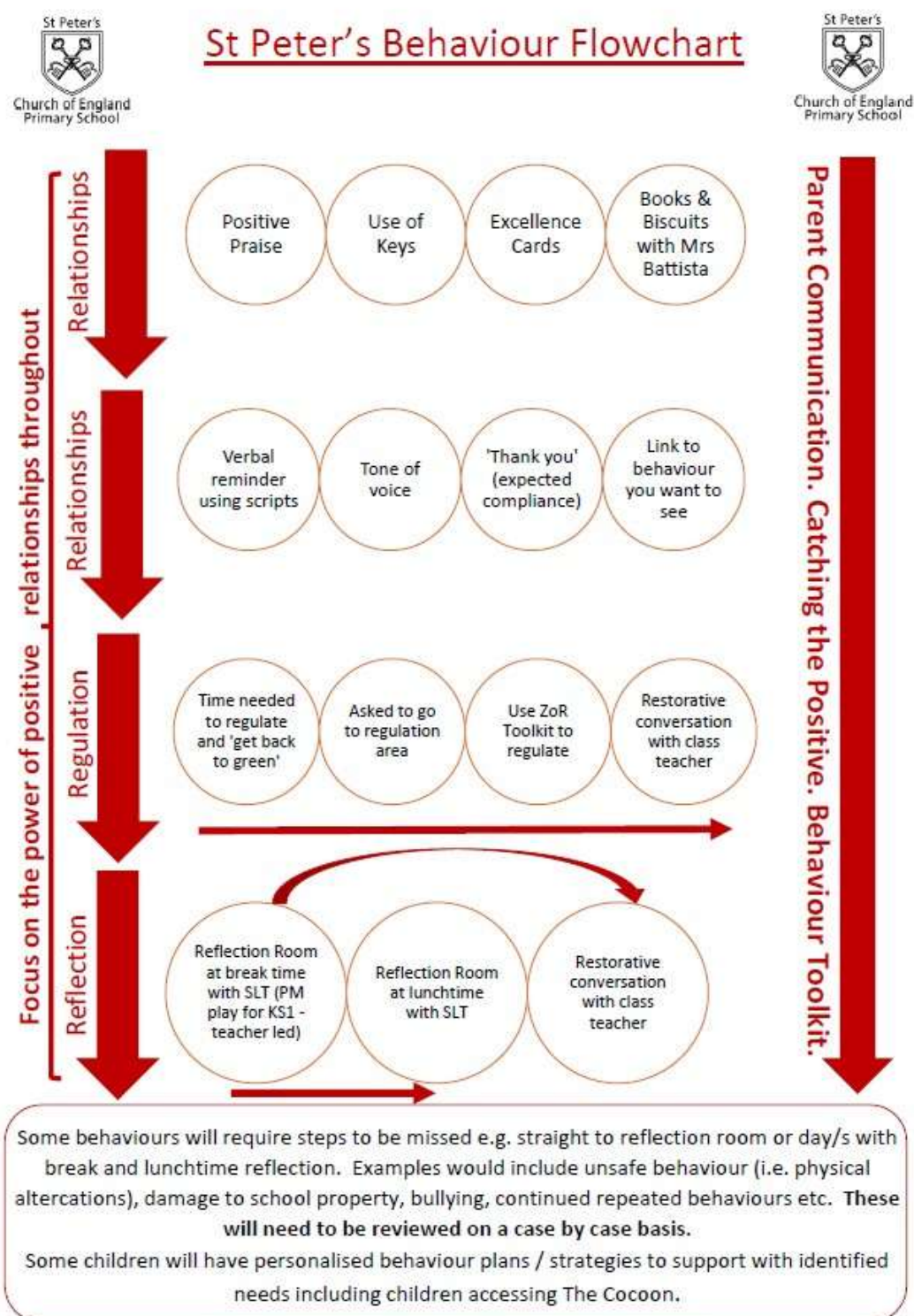
Appendix 1: Written statement of behaviour principles

These principles reflect the values and expectations that underpin behaviour at St Peter's:

- Every pupil has the right to feel safe, valued, included and able to learn without disruption.
- All pupils, staff and visitors should be treated with dignity and be free from discrimination, harassment and bullying.
- Relationships matter. Adults model calm, respectful behaviour and seek to understand what behaviour may be communicating.
- High expectations and nurture are complementary. Pupils are supported to meet clear boundaries and take responsibility for their actions.
- Ready, Respectful and Safe provide simple, memorable expectations across school life.
- Relationships, Regulation and Reflection provide the framework through which behaviour is taught and responded to.
- Recognition and consequences are applied consistently, fairly and proportionately, with reasonable adjustments where required.
- Consequences should support learning, accountability, restoration and successful reintegration rather than humiliation.
- Pupils are listened to and helped to understand the impact of their actions on others.
- Parents and carers are important partners in supporting behaviour and wellbeing.
- Suspension, permanent exclusion and restrictive intervention are governed by statutory guidance and relevant LSP policies.

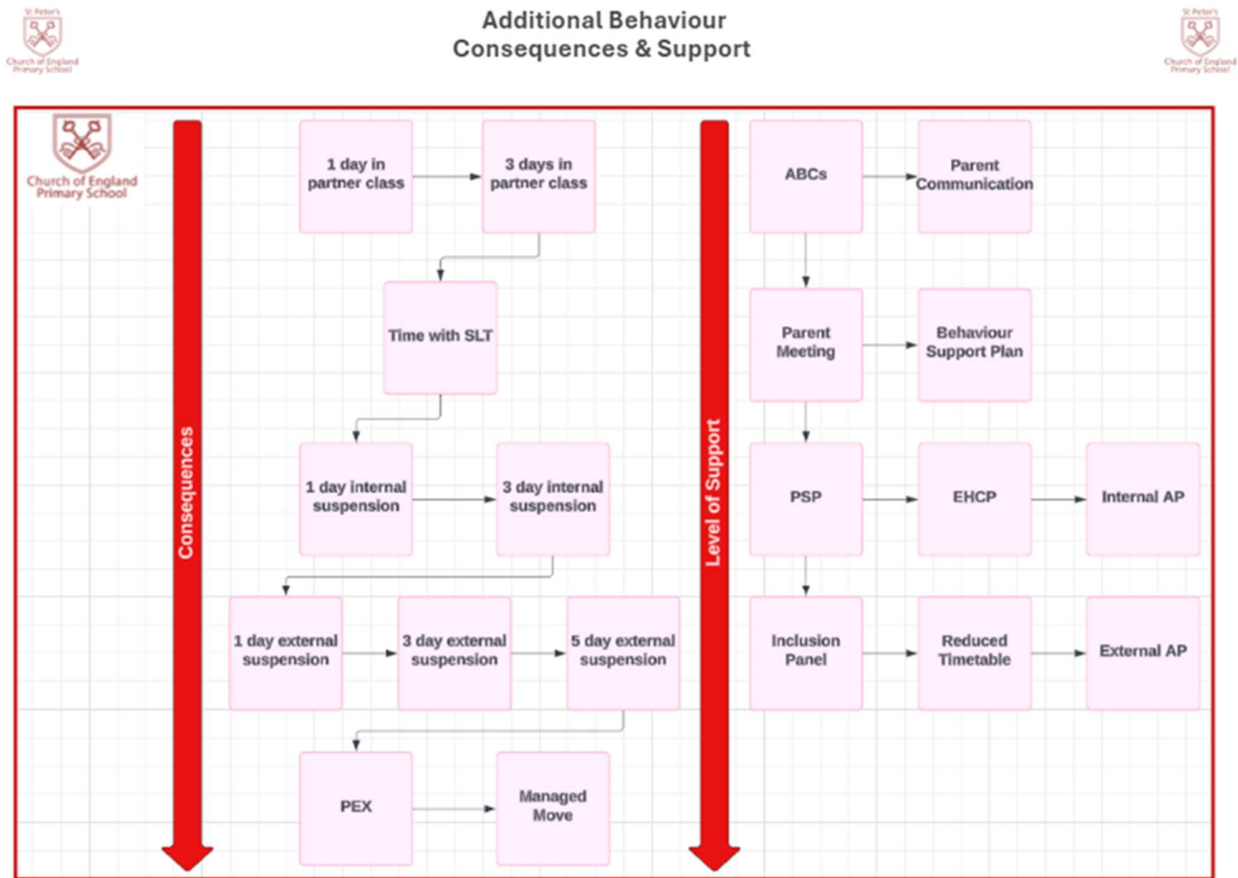
Appendix 2: St Peter's behaviour response and support pathways

The St Peter's Behaviour Flowchart below is the backbone of our day-to-day behaviour practice. It shows the most common whole-school process through Relationships, Regulation and Reflection. The additional diagrams that follow show how this core approach is adapted or strengthened when pupils need personalised SEND support, a graduated SEMH response or further consequences and support.



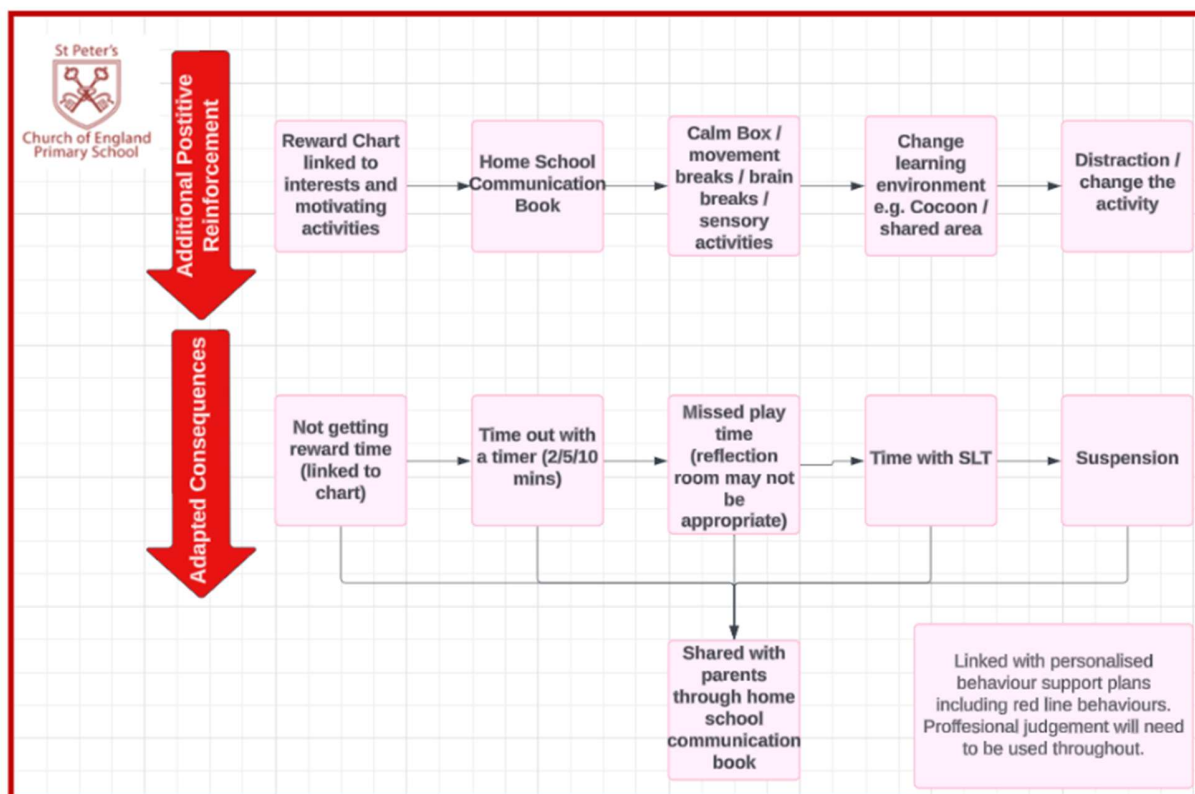
St Peter's Behaviour Flowchart: our core day-to-day behaviour process

The following diagrams form part of the practical implementation of this policy. They should be used with professional judgement and alongside individual plans, safeguarding procedures and reasonable adjustments.



Additional Behaviour Consequences & Support

Adapted SEND Consequences & Support



Adapted SEND Consequences & Support

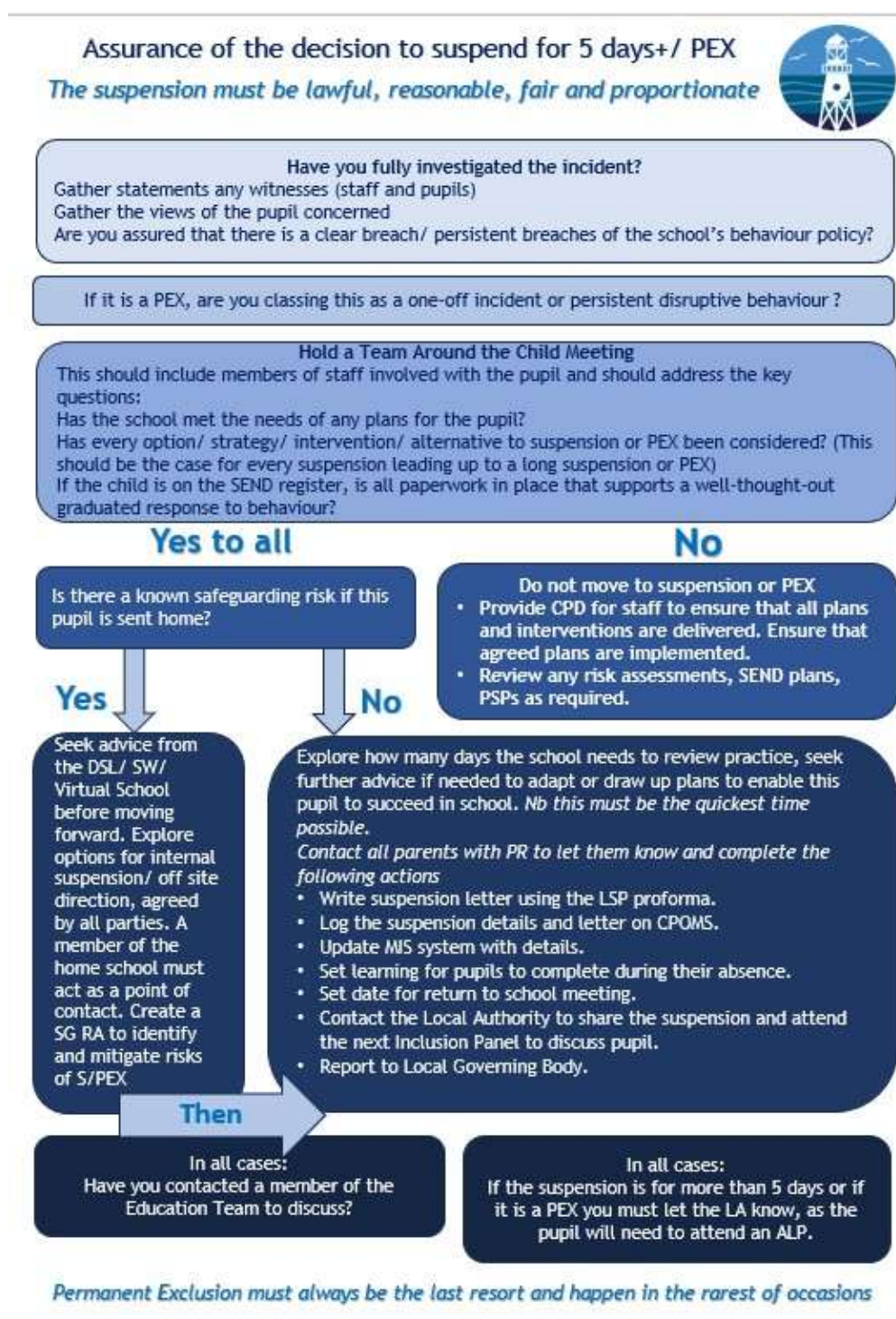
Universal	Targeted (Wave 2)	Specialist (Wave 3)
High Quality First Teaching Flexible grouping including Learning Partners Behaviour Meetings for all year groups to set expectations Jigsaw Nurture at St. Peter's activities Boxall Assessment Pupil Leadership Restorative conversations Scripts Zones of Regulation visuals and curriculum Visuals timetables Motivational rewards and incentives Reasonable adjustments to the Behaviour Policy Preparation for change, including changes to the day, educational visits Mental Health Ambassadors Signposting to Kooth etc. Transition Support	Pupil Passports- outlining what works in class for each pupil. Emotional Literacy support from a TA in group Language for Behaviour and Emotions (group) Zones of Regulation (small group) Learning Mentor Support (<i>small group</i>) Resilience Lab (group) Lunch Club 5 point scale (group) Movement breaks in a group Transition Support (small group)	Adult support from the Learning Support Teams 1:1 Learning Mentor Support Cocoon Lunch club Access to the Cocoon – workstations EHCP Provision Access of Alternative Provision Pastoral Support Plans/ Behaviour Support Plan Individual Risk Assessments Reduced Timetables Support from outside professionals Referrals to Inclusion panel 1:1 mentoring – 5 point scale. 1:1 movement break. Specialist Transition Support delivered by outside agencies

Graduated Response to SEMH

Step out in Faith

Appendix 3: Assurance of the decision to suspend for 5 days+ / permanent exclusion

The following Lighthouse Schools Partnership decision-assurance flowchart is used alongside the Trust's Suspension and Permanent Exclusion Policy and current DfE statutory guidance. It supports leaders to check that decisions are lawful, reasonable, fair and proportionate, that the incident has been fully investigated, that SEND and safeguarding considerations have been addressed, and that appropriate support and alternatives have been considered.



Current statutory guidance: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)