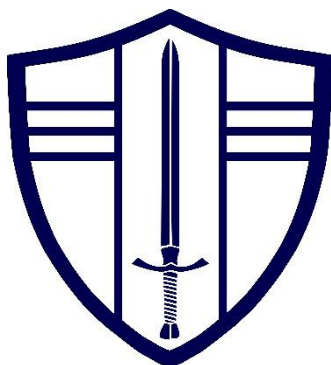


All Saints C.E. Junior Academy



Behaviour in School Policy

2026-2027

Reviewed by: K Hurd	September 2026
Approved by Governors:	September 2026
Review Date:	July 2027

With God, nothing is impossible.
Luke 1:37

Behaviour in School Policy

Our principles are based on the view that children, parents and the academy are jointly responsible for encouraging and demonstrating positive behaviour. At All Saints we promote high expectations of good behaviour at all times.

We believe that:

- Children come to the Academy to learn in a safe, caring and secure environment.
- We should behave in a caring, respectful way towards other people.
- We should recognise that everyone is different and that their contributions are valuable.
- Problems should be discussed with honesty, trust, courtesy and co-operation.
- Everyone should understand the agreed Academy rules and appreciate the rationale on which they are based. This is achieved by working with the children in their classes at the start of the year to set class rules and responsibilities.
- Through encouraging Christian values and respect for each other, children may be helped to develop their future lives and become positive contributors to society.
- The use of praise rewards and where necessary sanctions, have a part to play in developing positive attitudes and behaviour.
- Our principles should be fairly and consistently applied, with sensitivity to the needs of individuals.
- Equality of opportunity for everyone is central to our principles.
- We should treat property, academy buildings and equipment with respect.

Behaviour

All Saints C.E Junior Academy is a caring and inclusive Church Academy – with high standards of personal behaviour and a strong Christian ethos. We believe that our school vision and values should underpin every aspect of school life.

Our Academy Assertion is: ***With God, nothing is impossible Luke 1:37***

The values we aim to foster have been chosen by the whole school community, with each value supporting us in realising our school assertion. The values are Generosity, Respect, Hope, Resilience and Kindness.

GENEROSITY- makes things possible as it guides us to give to others those things which they need.

RESPECT- makes things possible as it creates an environment in which we feel safe and valued enabling us to do our best.

HOPE- makes things possible as it fosters positivity and creativity.

RESILIENCE- makes things possible as it allows us to see failures and barriers as temporary.

KINDNESS- makes things possible as it allows us to support and encourage others when they face difficulties.

Our sixth value for this year is **TEAMWORK** which was selected by the children.

Through God's grace and example we are supported to develop and enact these values within our school and our community both locally and globally.

We believe that the school has a central role in the children's spiritual, moral, social and cultural development, just as it does in their academic development. For this reason we have constructed a Personal Development Curriculum bringing together our work in PSHE, RSE, Thrive and Online Safety. This curriculum supports our pupils' personal and social development and provides an opportunity to understand healthy and unhealthy relationship, friendship, and bullying. We believe through overtly teaching these topics we can help the children to develop their understanding of relationships and enable them to make informed choices in relation to their behaviour.

It is important that in our church school community we:

- Act with respect and follow instructions
- Be kind, considerate of others and show politeness
- Be generous and willing to help
- Be respectful of others, equipment and the school environment
- Be resilient and never give up
- Be willing to reflect on our behaviour

All staff have responsibility to model these expectations and support pupils in developing the skills to work restoratively with each other. We believe that poor behaviour can be an outward sign of other difficulties the child is experiencing.

Class Charters

At the start of the school year all pupils in all classes are supported by their teacher to establish a Class Charter outlining behaviour expectations for their class which allow all pupils to feel safe and to learn.

Roles and responsibilities

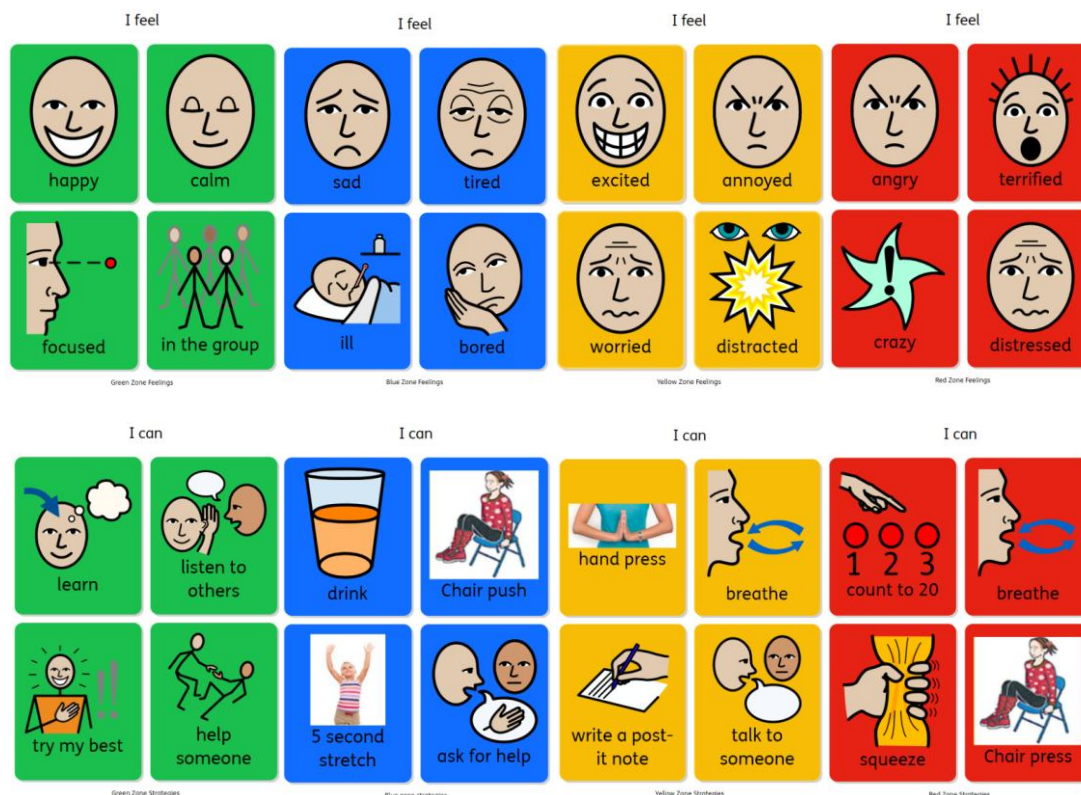
Who	Responsibilities
Governors	Set the Statement of Behaviour Principles (section 19). Review behaviour, removal, restrictive intervention and suspension data at least termly. Check the policy is applied fairly to all groups of pupils.
Headteacher	Writes and publishes the policy. Makes sure staff are trained and supported. The only person who can suspend or permanently exclude a pupil. Reports to governors.
Senior Leadership Team	Lead on behaviour day to day. Support staff with incidents. Analyse Arbor data and act on patterns.
SENCO	Advises on pupils whose needs affect their behaviour. Leads behaviour support plans, reasonable adjustments and referrals.
Designated Safeguarding Lead	Decides on safeguarding responses, including child-on-child abuse and concerns raised by changes in behaviour.
All staff and volunteers	Model our values. Follow this policy and the staff scripts. Record incidents on Arbor. Report safeguarding and low-level concerns.

Parents and carers	Support the school's expectations at home. Work with staff when concerns are raised. Tell the school about anything that may affect their child's behaviour.
Pupils	Follow the class charter and school expectations. Take part in reflection and repair. Tell an adult if they or someone else is unsafe.

Behaviour support Approaches

Zones of Regulation

Zones of regulation is a framework and curriculum. It is designed to help children and adults develop self-regulation skills – the ability to manage emotions, sensory needs and impulses to meet the demands of different social situations. The framework categorises emotions into four coloured coded zones. These zones are displayed in every classroom to allow pupils to begin to recognise and share how they feel. Strategies are displayed next to each coloured zone and teachers refer and model these to support emotional regulation providing children with lifelong skills to ensure children are able to manage their emotional regulation.



Thrive

Thrive is a programme which focuses on supporting a child's social and emotional development. Some of our pupils take part in individual sessions, others in group sessions. These are delivered by support staff led by a thrive practitioner who works with the child using creative and art-based activities which involves discussion that develop the child's social and emotional language and wellbeing. We have also reviewed our curriculum for personal development to ensure that the Thrive approach is fully embedded in classroom practice. All classes have a Thrive assessment undertaken twice per year to understand class-based need and determine suitable targets and provision.

Rewards

We recognise that positive reinforcement of good behaviour motivates and promotes patterns of behaviour far more efficiently than negative comments or sanctions.

We work with parents to ensure everyone is supporting children in their efforts and we also, where necessary, involve other agencies.

Rewards can be given by any member of staff. They include:

- Stickers
- Certificates
- Dojos points
- Values awards
- Teacher Awards
- Headteacher awards
- FAB awards in class and termly celebration

Consequences

Consequences are always for individual pupils, proportionate, and given in line with this policy. Every sanction must be reasonable in all the circumstances, taking account of the pupil's age, any special educational needs or disability, and any religious requirements.

In class: reflection marks

1. Reminder. The adult privately reminds the pupil of the expected behaviour and the value it links to.
2. First mark. If the behaviour continues, the teacher discreetly makes a reflection mark next to the pupil's name on a class list kept on the teacher's desk.

3. Second mark. If it continues, a second mark is made. The pupil spends 5 minutes of the next playtime or lunchtime reflecting with their class teacher.
4. Third mark. If it continues, a third mark is made. The pupil spends 15 minutes of lunchtime reflecting with a member of the Senior Leadership Team. They talk through what happened, its effect on others, and strategies to use next time.

Marks last for half a day (morning, or lunchtime to the end of the day). Every pupil then starts afresh.

Reflection time is supervised, focused on repair rather than punishment. Pupils keep the rest of their play. For pupils with SEND, the reflection may be adapted, for example shorter, at a different time, or using visual prompts.

Recording. Third marks are logged on Arbor by the class teacher the same day.

Next steps. If a pupil reaches a third mark [three] times in a half-term:

1. the class teacher contacts parents or carers by phone or in person;
2. if the pattern continues, a member of SLT meets the parents, and the SENCO considers whether a behaviour support plan or assessment of need is required

Playground and lunchtime. Adults deal with playground issues straight away, using the staff scripts, and help pupils resolve them before returning to class. Staff remind pupils of their zones strategies and our values. See the Play Policy for OPAL playtimes.

All staff are provided with simple scripts to use to aid reflective conversations and remind children of our zones of regulation strategies and our school values.

Script:

- 1) *I have noticed you are...(behaviour) which is not...(value)*
- 2) *You have continued to...(behaviour) which is not...(value)*
- 3) *This makes me think you are in the...(zone) You need to use your strategies.*
- 4) *If you choose not to use your strategies...(outcome)*
- 5) *I know that you can.....*
- 6) *I have noticed you are **saying mean things** which is not **kind***
- 7) *You have continued to **say unkind things** which is not **respectful**.*
- 8) *This makes me think you are in the **red zone** You need to use your strategies. **Which strategies do you usually use when you are in the red zone?***

9) *If you choose not to use your strategies you will need to come and calm down with an adult.*

10) *I know that you can because I have seen you do it brilliantly before.*

Staff will aim to:

- use a calm, firm voice and the scripts, correcting privately where possible. A raised voice should be a controlled purposeful choice rather than an emotional reaction. While shouting is an occasional necessity to gain attention or address an urgent safety risk, staff must maintain emotional regulation.
- name the behaviour and the value, never the child ("that was unkind", not "you are unkind")
- give a clear choice and time to make it
- follow up behaviours with a restorative response.
- ensure that the positive participation of the majority is always recognised so that group activities are never withdrawn due to the behaviour of a few individuals.

Pupils who find behaviour very difficult.

When a pupil regularly struggles, the class teacher, SENCO and or senior staff meet with parents to consider the pupil's academic, social, emotional and sensory needs. This may lead to:

- a behaviour support plan, reviewed at least termly with parents and the pupil
- targeted interventions or adjustments to routines
- an individual risk assessment where behaviour may cause harm
- a referral for further assessment

A change in behaviour can signal unmet need, a mental health difficulty, or a safeguarding concern. Staff report such changes using the school's safeguarding procedures.

Outside agencies.

With parents' agreement, we may seek advice from East Sussex services such as TASS (Team Around the School Setting), CLASS (Communication, Learning and Autism Support Service) and the MHST (Mental Health Support Team).

Within school a range of measures are in place most notably our Zones of regulation and thrive approach which underpins or class-based practice and both general and targeted interventions are used to improve pupil behaviour. Support is

provided to all pupils to help them meet behaviour expectations, making reasonable adjustments for pupils with a disability as required.

Removal from class

On rare occasions it may become necessary to ask pupils to come out of class if they are behaving in a way which is dangerous or detrimental to the learning of other children. If pupils are not able to make this choice an adult will assess whether it is safer to remove the pupil or to move the class to continue their learning to an alternative space. The decision to do this will always be based on the safest option for the children and adults involved. If pupils cannot regulate and return to class they will be supported to do so by a member of the Senior Leadership Team in their office.

Restrictive Intervention and reasonable force

We aim to make restrictive interventions unnecessary through good relationships, prevention and de-escalation. This section follows the DfE statutory guidance Restrictive interventions, including the use of reasonable force, in schools, in force since 1 April 2026. Full procedures are in the Restrictive Physical Intervention Policy.

When force may be used. Staff may use reasonable force to prevent or stop a pupil:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils

Force is used only as a last resort, when de-escalation has not worked or there is no time to try it. "Reasonable" means no more force than is needed, for no longer than needed. It is illegal to use force as a punishment.

Training. Staff are trained in Team Teach, including de-escalation, effective communication and appropriate tone of voice.

Pupils with SEND. Pupils whose needs may lead to restrictive intervention have an individual risk assessment and a plan, agreed with parents, setting out prevention and de-escalation strategies.

Seclusion. A pupil is only ever separated from others against their will to keep people safe during a period of severe distress. They are supervised continuously, in a space that is not frightening, for the shortest time possible. Seclusion is never used as a punishment or a threat.

Searching, screening and confiscation

The Headteacher and other authorised staff can search for items that are banned by the school rules. These are items that are identified as items which may be searched for, however it is difficult to provide an extensive list as banned items may change over time. In general children are not to bring in items which could be used to harm others for example a catapult. Children should only carry into school the items needed for the days learning and should avoid bringing in items of value. Fidget toys and items such as these are banned from school. These items become popular at times however should your child have a sensory need, appropriate support and equipment will be available from our SENCO Ms Crang.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. *Searching, Screening and confiscation advice February 2014. DfE* In line with this guidance parents will be notified if any new items become banned during the course of the year. However, we would only search pupil's property if we had concern that they may have with them items which may be dangerous to themselves or other pupils, or where there was a concern that pupils had property which has potentially been stolen.

Mobile phones and smart devices

All Saints is a mobile phone-free school throughout the school day, in line with DfE statutory guidance on mobile phones in schools (statutory since 29 June 2026). This includes lessons, breaktimes and lunchtime, and covers smartwatches and other devices that can call, message, take pictures or go online.

- Pupils who need a phone for travelling to and from school may bring one, with parents' agreement.
- Phones must be switched off and handed to [the class teacher on arrival. They are returned at the end of the day.
- Phones are not taken on school trips.
- Exceptions. Where a pupil needs a device for a medical reason (for example glucose monitoring) or because of a disability or caring responsibilities, the SENCO or headteacher agrees an individual plan with parents in writing.
- If the rule is broken, the phone is confiscated and returned to a parent or carer at the end of the day. Repeated breaches are discussed with parents.

Parents should contact their child through the school office during the day.

Behaviour outside school and online

The school may respond to behaviour, including bullying, that happens off the school site or online and is witnessed by staff or reported to us. This applies when a pupil is:

taking part in a school trip, club or other school activity

travelling to or from school

wearing school uniform or otherwise identifiable as an All Saints pupil

We respond in the same way as for behaviour in school, using this policy's consequences once the pupil is back on site. Online incidents are handled in line with the Online Safety Policy. Where behaviour may be a crime or a safeguarding concern, the DSL decides whether to involve the police or children's services.

Suspension and permanent exclusion

Suspension and permanent exclusion are rare. They are used only for serious incidents, or persistent poor behaviour that has not improved despite support and in-school consequences. The Exclusion and Suspension Policy sets out the full process. It follows the DfE statutory guidance in force from 26 July 2026.

- Only the headteacher (or acting headteacher) can suspend or permanently exclude a pupil.
- Every decision must be lawful, reasonable, fair and proportionate. The headteacher considers the pupil's age, any SEND or disability, and what support has already been tried.
- No informal exclusions. We never send a pupil home, ask parents to collect a child, or reduce a pupil's timetable as a disciplinary response outside the formal process, even if parents agree.
- Parents are told without delay and in writing, with the reasons, the length of the suspension, and their rights.
- Managed moves, off-site directions and separating pupils for safeguarding reasons follow the 2026 guidance, and the pupil's views are taken into account.

Recording, monitoring and review

Staff record behaviour incidents, removals, prejudice-related incidents, bullying, searches on Arbor.

Restrictive Interventions are recorded on our safeguarding system 'My Concern'

SLT analyse the data every half-term to spot trends for individual pupils, classes, times of day and places. Where patterns appear, parents are contacted and, where needed, invited to meet staff. Assemblies and class teaching are used to reinforce expectations.

Governors receive a termly report covering:

- numbers of incidents, removals, restrictive interventions and suspensions
- prejudice-related and bullying incidents
- breakdowns by SEND, disadvantage, sex, ethnicity and other protected characteristics, to check the policy is applied fairly

Staff training. Staff receive training on this policy at induction and each September, and on Team Teach, the Zones of Regulation, Thrive and safeguarding as relevant to their role. Senior leaders support staff with behaviour management through coaching and professional development.

Review. This policy is reviewed annually by the headteacher and governors, and sooner if legislation or DfE guidance changes. Pupils and parents are consulted on major changes.

Statement of Behaviour Principles

- All Saints CE Junior Academy is a learning environment. Everyone shares the responsibility for maintaining a safe, secure and positive learning environment.
- Everyone understands they have the right to feel safe, valued and respected.
- All members of the school community should try to treat each other with kindness and respect.
- All students have the right to learn and all teachers have the right to teach – free from any form of discrimination or the disruption of others.
- Staff, volunteers and visitors set an excellent example to pupils at all times.

- Pupils are to show respect and courtesy towards all members of the academy community and are entitled to respect for themselves, by staff and pupils.
- Respect should automatically include care for their own and others' safety, property, health and wellbeing at all times.
- Pupils should feel confident that they are known and valued as individuals, they will be listened to, their views and concerns will be considered and that they can expect fairness of treatment and, where relevant, receive behavioural and learning support according to their individual need.
- Pupils need to know what is expected of them, what constitutes acceptable behaviour, what the consequences of their actions will be and are helped to take responsibility for their actions.
- Good and appropriate behaviour is promoted by purposeful, enjoyable learning, well planned and delivered lessons and well managed classrooms. Positive behaviour is recognised, reinforced, rewarded and celebrated.
- Inappropriate behaviour and poor conduct is dealt with fairly, consistently, swiftly and effectively by using clear and effective behaviour management strategies and age-appropriate sanctions.
- All Saints CE Junior Academy will strive to ensure that appropriate support and provision is put in place for all pupils, in consultation with parents/ carers, so that permanent exclusions will only be used as a last resort.
- Rewards, sanctions and any required restrictive physical intervention are used consistently by staff, in line with the Behaviour Policy.
- All Saints CE Junior Academy encourages a positive relationship with all stakeholders in order to develop a shared approach to involve them in the implementation of policies and procedures and to foster good relationships between the school and pupils' home life.
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Other policies which link to this policy

Restrictive Physical Intervention Policy

SEND policy

Friendship and Anti bullying policy

Exclusion and Suspension Policy

Attendance Policy

Online Safety Policy

Legislation: Education and Inspections Act 2006; Education Act 1996; Education Act 2002; Children Acts 1989 and 2004; Equality Act 2010; Human Rights Act 1998; Children and Families Act 2014.

DfE guidance:

- [Behaviour in Schools: advice for headteachers and school staff](#) (February 2024)
- [Restrictive interventions, including the use of reasonable force, in schools](#) (statutory from 1 April 2026)
- [Suspension and permanent exclusion, including pupil movement](#) (statutory from 26 July 2026)
- [Searching, screening and confiscation](#) (July 2022)
- [Mobile phones in schools](#) (statutory from 29 June 2026)
- [Keeping Children Safe in Education 2026](#)
- SEND Code of Practice: 0 to 25 years