

BEHAVIOUR POLICY 2025/26

RATIONALE

Our behaviour policy is crucial in creating a caring, stimulating and secure environment that prioritises the well-being and safety of staff and pupils. It is centred on an emotion coaching approach to behaviour, recognising the impact of attachment trauma amongst vulnerable pupils and built on the premise that 'culture eats strategy for breakfast' – a whole staff approach that provides consistency and familiarity throughout the school.

The ethos of the school is established by:

- Promoting a whole school vision which is shared by all the adults and children
- Consistent expectations and response style

Our policy is based on three key rules:

Be Ready
Be Respectful
Be Safe

*Posters detailing how being Ready, Respectful and Safe looks around different areas of the school are displayed around the building and in classrooms.

Our Aims within these rules are

- 1 to promote a caring environment where children and adults support and respect each other
- 2 to make the whole school community & visitors aware of the ethos of the school
- 3 to ensure the safety and well being of all in school
- 4 to encourage co-operation, honesty, respect, politeness and good manners
- 5 to foster respect & tolerance of others ideas and beliefs
- 6 to give children the confidence to express their needs and feelings and assert themselves positively & develop self-regulation & through this the ability to work independently & cooperatively with others
- 7 to teach children the skills to enable them to
 - a) solve conflicts as peacefully as possible through negotiation and as a restorative process
 - b) to show empathy towards and tolerance of others by being aware of different needs
- 8 to be considerate and sensitive towards the needs and feelings of others
- 9 to encourage children to act appropriately and be accountable for their actions
- 10 to recognise that children are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability
- 11 to expect all adults in school to be an appropriate role model
- 12 to involve parents in a community approach to positive behaviour
- 13 to teach children to care for resources and the environment
- 14 to develop a learning environment where everyone receives positive feedback through praise and reward

PRINCIPLES

At Calmore we place emotion coaching at the heart of our approach to managing behaviour and resolving conflict

- Emotion coaching encourages pupils to recognise and manage their own emotions
- We recognise and help children understand that all emotions are acceptable however not all behaviour is

At Calmore we believe that

- Through co-regulation, adults support pupils develop a sense of self- regulation and an acceptance of responsibility for their own actions
- there should be no form of discrimination, harassment and bullying, and we will promote equality of opportunity
- vulnerable pupils — such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children — receive behavioural support according to their need.
- parents should be kept informed about the behaviour of their child
- the rights and responsibilities of all members of the school community are ensured
- positive behaviour is always recognised and inappropriate behaviour is always challenged
- everything should be done to promote empathy and respect for self and others
- there should be a consistent, conscientiously followed approach to behaviour by all staff and for which all will take collective responsibility
- there should be a positive, caring relationship fostered through a positive classroom and school environment
- there should be a common framework for behaviour management, but within which there must be flexible ways of dealing with problems in order to meet individual needs
- the behaviour policy is fully understood and is consistently implemented throughout the school
- effective systems are in place for monitoring and evaluation of this policy
- use positive language stating what is expected rather than what is not wanted e.g. Not “Don’t run!” but, “Walk, thank you.”

Rewards

This school believed strongly in focussing on the positive and therefore seeks to reward good behaviour at all times as it believes that this will develop an ethos of respect, kindness and cooperation. This key principle is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward children for good behaviour, social skills and work throughout the day in a variety of ways; accentuate the positive – praise and reward those who are doing things well rather than focussing on those who are not

Rewards might include:

- Positive praise
- Stickers
- Housepoints
- Head teacher Award
- ACTIVE certificates
- Reading certificates

- Postcards home
- Always tea
- Head teacher/Deputy stickers
- Contact with parents
- 100% attendance certificates
- Housepoint badges
- School Council
- Calmore Awards
- Sending good work home
- Golden time
- Golden tokens

Class Behaviour Chart

	
<p>READY RESPECTFUL SAFE</p>	
<p>Not Ready Not Safe Not Respectful</p>	

Every child's name begins in the green section at the start of each day.

Positive behaviours will see their name remain in this zone as it is seen as the expected way to behave.

Exceptional positive behaviour may see names moved into the gold zone.

Following a positive reminder and verbal warning, inappropriate behaviour will see names moved into the red zone.

At the end of every day, all children who have been moved to the golden zone have their name placed into the class Golden Token pot in readiness for Celebration Assembly at the end of the week. Children who are pulled out of the pot win a golden token to use in the school's vending machine.

Sanctions

Whilst striving to encourage reward over sanction, the school employs a number of strategies to enforce the school rules and to ensure a learning environment that is ready, respectful and safe.

Where a child is not being seen to be ready, respectful or safe, the following steps are taken in order to correct this. Throughout this process, positive language and actions consistent with emotion coaching are maintained:

Is the child being physically or verbally abusive?

No



Positive Reinforcement/Reminder (Verbal/Non-verbal)

"Remember our 3 rules..."
"Thank you for following my instructions..."

The child continues to not be
SAFE, READY, RESPECTFUL

Verbal Warning

"I have reminded you once about your behaviour so this is now a verbal warning."

The child continues to not be
SAFE, READY, RESPECTFUL

Class Behaviour Chart

The child's name will be moved down the behaviour chart.
"You now have an opportunity to move back to where you were before..."

The child continues to not be
SAFE, READY, RESPECTFUL

Time Out

The child is given a 'time out', away from the current setting to reflect on their behaviour for an agreed period of time (5-10 minutes)

- Year group colleague/Shared Area/Break/Lunchtime

"I understand you are feeling...that behaviour is unacceptable."

At this point, if the pupil continues not to respond appropriately, a teacher target is set. This is done so in discussion with the pupil and by following the 3 steps of emotion coaching. A suggested script can be found in the appendix and follows the 'I, You, Us' levels of responsibility.

The child returns but continues to not be
SAFE, READY, RESPECTFUL

Class Teacher Target

The class teacher sets and records a target to be completed in an allotted time. This is written on the Steps to Success sheet

Follow the 3 steps of emotion coaching

1. Recognise feelings
2. Set limits on behaviour
3. Problem solve/set target

Failure to achieve this target leads to a similar approach being taken by SLT

SLT Target

The child is sent to SLT with target sheet who review current target and record their target to be completed in an allotted time. The child returns to class to complete this.


The child returns but continues to not be
SAFE, READY, RESPECTFUL



Contact Parents

1. Class Teacher
2. SLT

Staff explain to parents the inappropriate behaviour and expectations of the school and the further sanctions that could be imposed if a change is not seen (loss of break/lunchtimes, in school meeting, home contact book, behaviour chart...)


Be Ready
Be Respectful
Be Safe

Steps to Success

1. Recognise feelings
2. Set limits on behaviour
3. Problem solve and set target

Name: _____ Class: _____ Date: _____

It is OK to feel _____
 I have been given this slip because I am not being _____

Ready Further information: _____
 Respectful _____
 Safe _____

I have been given a positive reminder, a further warning, name moved, a time out but I have continued to not follow these rules.

How we can resolve the problem

Class Teacher Target _____ _____ _____
This must be achieved by: _____ Achieved/Not achieved Signed: _____

SLT Target: _____ _____ _____
This must be achieved by: _____ Achieved/Not achieved Signed: _____

If these targets are not achieved, my parents will be contacted. This will lead to further sanctions that could include loss of break/lunchtimes, a parent meeting in school, or exclusions.
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The class teacher will use the Steps to Success sheet to work through the 3 steps emotion coaching.

Firstly, the teacher demonstrates empathy toward the child – ‘Pupils don’t care what you know until they know you care’ - before naming and validating emotions – ‘Connection before correction’.

Secondly, the adult will set limits on behaviour – ‘All emotions are acceptable, not all behaviour is.’ Which of the three key rules that have been broken are identified with any further key information recorded as is necessary.

Finally, through discussion involving both the adult and pupil, a target is recorded as a means to solving the problem and which the child needs to meet in order to be Ready, Respectful and/or Safe. A

clear and achievable time scale is given to the child to meet this target.

If achieved, the child’s name can return to the green zone on the Class Behaviour Chart.

If the child does not meet this target, the next steps in the behaviour flowchart are followed.

The Steps to Success sheet is kept as a record of the incident with copies being kept by class teachers and SLT.

Pupil letters of apology

If deemed necessary by the adult, a letter of apology will be written by the pupil to those affected. Pupils will answer a series of questions that follow the principles of emotion coaching before using these responses as the basis of their letter. Two versions are available for Y3/4 and Y5/6.

Name: _____
Date: _____

What happened?

What were you thinking or feeling at the time?

Circle the number that best shows how you were feeling at the time.



What rule did I not follow? (Being respectful/ready/safe)
I was not being _____

Why was my behaviour not acceptable?
My behaviour was not acceptable because _____

Who has this impacted on and how? Who did this affect/upset?
My behaviour affected _____

How might this have made them feel?
This made _____ feel _____

What is the hardest thing for you?
What have I learnt from this incident?
I have learnt that _____

What do you need to happen next? What will I do to make up for this?
I will _____

Name: _____
Date: _____

How was I feeling?

What rule did I not follow? (Being respectful/ready/safe)

Why was my behaviour not acceptable?

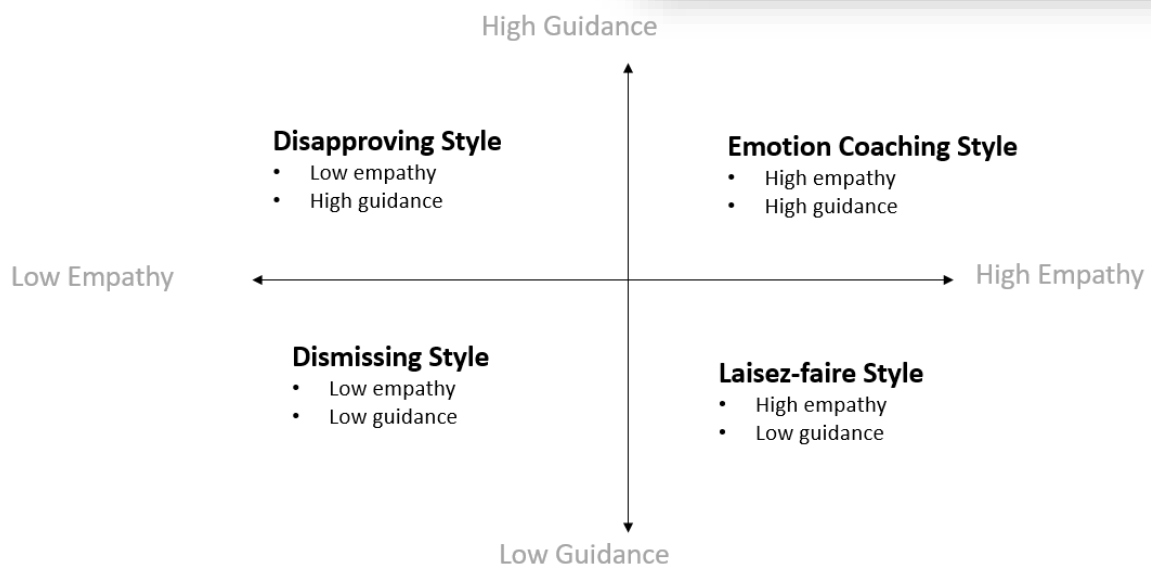
Who did this affect/upset?

How might this have made them feel?

What have I learnt from this incident?

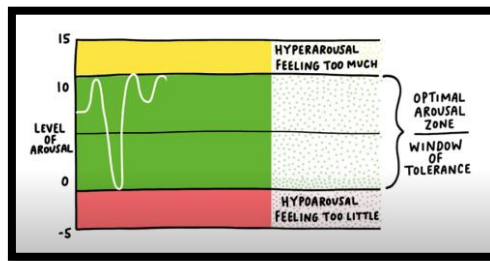
What will I do to make up for this?

Responses



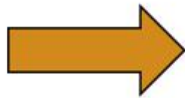
Emotion coaching is built on high levels of empathy combined with high levels of guidance. This is proven to be the only response style that builds resilience – laissez-faire proving most damaging.

When staff consider the behaviour of those they care for they should first recognise the feelings and emotions which may be driving the behaviour. It is also important to understand that initially it may be that the pupil has '[flipped their lid](#)', and entered a state of flight, fight, freeze or flop due to levels of toxic stress; the pupil's '[window of tolerance](#)' will most likely be narrower at this stage and this too can be true of the adult.



It is vital that the adult ensures that their own emotional well-being is within their window of tolerance in order to co-regulate with the pupil. This can be achieved through a number of self-calming strategies but in the knowledge that exhaling stimulates the vagus nerve and in doing so switches on internal build-and-repair functions. Co-regulation encourages the child to mirror the adult's response (attunement) and so helps return the pupil to their window of tolerance.

ATTUNEMENT



'A' leads

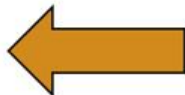


'A' follows

'B' follows



'B' leads



CO-REGULATION

The adult should set the emotional tone: NOT the adult reflecting back the angry or distressed face of the pupil, but the pupil being able to reflect the calm and empathic face of the adult.

If there is persistent, disruptive behaviour – particularly including 'low level' disruption like inappropriate talking, movement, tardiness, carelessness - consider the checklist below in the first instance to see if there are interventions that could be applied that would reduce tension and help address the behaviours.

Checklist for Initial Interventions

<p>Physical factors</p> <ul style="list-style-type: none"> • Room layout • Seating arrangements • Space • Lighting • Noise • Temperature • Ventilation • Access to materials • Appropriateness of equipment • Access to outside areas • Storage of belongings • Ease of movement in the room 	<p>Curriculum factors</p> <ul style="list-style-type: none"> • Task difficulty • Stimulus overload or deprivation • Interest level • Teaching method • Relevance • Variety of materials • Availability of attention • Communication style • Consistency between staff • Appropriate goals
<p>Social factors</p> <ul style="list-style-type: none"> • Expectations • Quality of relationships • Grouping arrangements • Time available for the child • Level of peer support 	<p>Choice and structure</p> <ul style="list-style-type: none"> • Timetabling arrangements • Predictability • Transition times • Ability to exercise choice • Familiarity with routines • Preparation in advance for changes to routine • Opportunities for physical movement • References to our 3 rules

Support Systems

If there is a persistent problem, the class teacher and the SENDCo may draw up an Individual Behaviour Management Plan/risk assessment to support the child in partnership with parents and relevant agencies/partnerships. Detailed records will be kept about the behaviour of children with a behaviour plan. All staff working with the child will be fully informed. This will provide a consistent approach throughout the school. Advice and guidance will be sought from outside agencies in order to best support the child.

We will ensure support is provided for all adults working with children with behaviour difficulties. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs.

We have an open door policy where parents and carers are encouraged to visit to discuss any issues or difficulties.

Physical management and restraint

There are times when children's behaviour presents particular challenges that may require restrictive physical intervention through reasonable force. (see Physical Interventions policy)

Suspensions

Suspensions should be avoided wherever possible and other methods of managing behaviour will be tried first. Suspensions will be used in response to:

- serious breaches of a school's behaviour management policy eg. continued bullying, unacceptable behaviour during playtimes, physical violence towards others
- the failure of a behaviour plan and appropriate strategies
- a situation where the safety of other children or staff is compromised
- continuous interruption of children's learning

Suspensions are not used for:

- non-attendance, lateness or poor academic performance
- minor incidents eg not doing homework, not wearing uniform,
- effecting a change in placement

There are two types of suspension:

1. Fixed period suspension – either for under five days, between six and fifteen days and over.
2. Permanent exclusion – only after Pastoral/Behavioural support system has been in place for an adequate period

Exclusions/Suspensions comply with DFE exclusions guidance.

Role of Headteacher

Only the Headteacher has the legal power to exclude a pupil.

In all cases of exclusion/suspension, the Headteacher should:

- Contact the parents by telephone to inform them of the exclusion/suspension
- Send a letter to the parents and a copy to the LEA (See exclusion guidance for Hampshire schools)
- Send all exclusion/suspension notification forms to the LEA (See exclusion guidance for Hampshire schools)
- Inform the Governors' Pupil Discipline Committee

Role of the Governing Body

The Governing Body should have a Governors' Pupil Discipline Committee with a Clerk to provide advice on the exclusions process and administration. The Clerk should not be a member of the Governing Body. If the Clerk needs advice this can be obtained from the LEA Exclusions Team. The Governors' Pupil Discipline Committee should:

- Comprise of three or five members of the Governing Body
- Include a range of different types of governor
- Not have connections with the children involved

They should meet between six and fifteen days after exclusion notification to discuss fixed term exclusions of over five days and permanent exclusions.

The Discipline Committee should listen to all views and at the end of the meeting decide:

- Whether the pupil was responsible for the behaviour described
- Whether the Headteacher had adhered to guidance
- Whether the extent of the sanction was appropriate

The Discipline Committee cannot 'raise' an exclusion but can uphold an exclusion, reduce a permanent exclusion to a fixed period, reduce the days of a fixed period or reinstate the child.

Role of the Clerk

- It is the role of the Clerk to arrange review meetings that all can attend, ensuring both governors and parents receive appropriate paperwork, including statements
- Advise the chair of the committee on procedures and the agenda (See exclusion guidance for Hampshire schools)
- Take accurate notes and file these in case of appeal
- Within a day of the meeting inform parents of the committee's decision and the reasons for it (See exclusion guidance for Hampshire schools), copy this letter for the Headteacher and Exclusions Officer

Role of the LEA

- It is the role of the LEA to advise on procedures relating to all exclusions and ensure these have been carried out effectively
- Support schools in planning for provision for children excluded for more than fifteen days or being reintegrated into the present or new school.
- To give a view on the appropriateness of the exclusion and present a view at Independent Appeal Panels.

Schools are responsible for setting marking of work during a fixed period exclusion.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This document was produced in consultation with all stakeholders and is freely available to the entire school community.

This policy will be reviewed on an annual basis.

Policy Links

Anti Bullying

Safeguarding

Confidentiality

Inclusion

Physical Restraint Policy

Exclusion from Maintained Schools & PRUs in England 2017

Written by N Darch September 2025

Review: September 2026

Appendix

Emotion Coaching Script

Emotion Coaching: I, You, Us

Step 1 – Recognising, empathising, validating the feelings and labelling them

*I can see you are upset.
Tell me how you are feeling?
I can see how that might make you feel...
I wonder if perhaps you are feeling...
I understand how that has upset you.*

Step 2 – Setting limits on behaviour

*Your behaviour needs to keep everyone safe
You know we need rules to keep safe
By ... you are not being safe/ready/respectful and that's not acceptable
Even though you are feeling...it is still not right to...*

Step 3 – Problem solving

*How can we now make things better?
What do you think needs to be done now?
Let's think of a way of putting things right.
It's important that we now try to make this situation better.*



Connection before correction

They don't care what you know, until they know you care

All emotions are acceptable, not all behaviour is

Culture eats strategy for breakfast