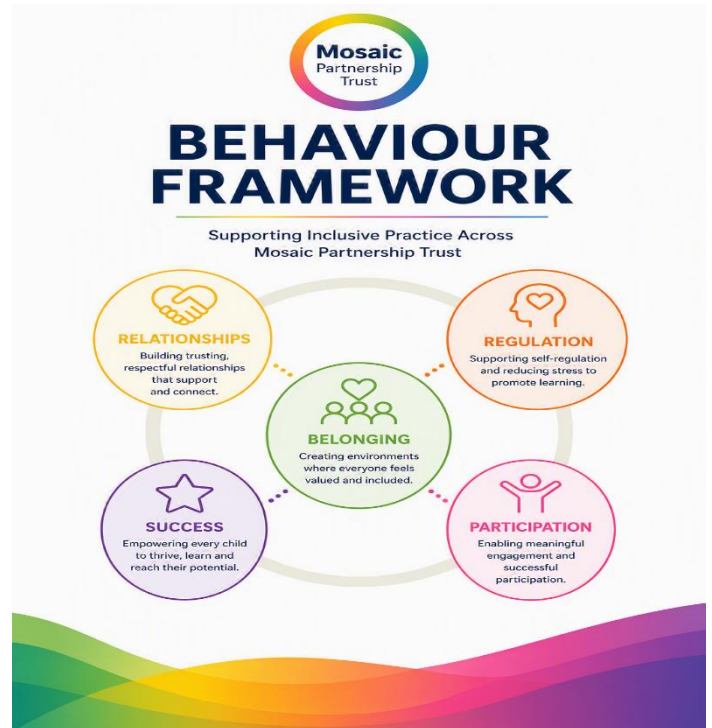




Plant, Nurture, Flourish, Serve

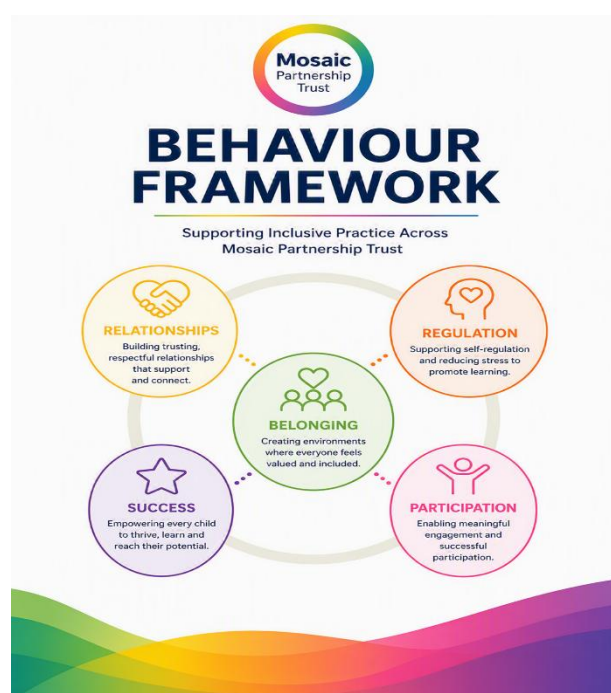
'It's like a mustard seed that man took and planted in his garden. It grew and became a tree and the birds in the sky nested in its branches'. Luke 13:19



Behaviour Policy and Framework October 2026

Our school is invested in supporting the very best possible relational behaviour between all adults and children. The relationships we aim to develop are underpinned by our school vision: ***Plant, Nurture, Flourish, Serve 'It's like a mustard seed that man took and planted in his garden. It grew and became a tree and the birds in the sky nested in its branches'. Luke 13:19***

Our vision alongside our twelve Christian Values that are woven through our school life and curriculum, drive our interactions and how we support the children in making choices in their behaviour.



Our behaviour policy is also based on the principles of our Mosaic Trust Work.

We firmly believe that all children have the right to learn and adults have a right to teach in a positive environment.

Our aim is to:

- To build positive relationships with all children.
- To give attention to the behaviour that we want to see.
- To demonstrate consistent and calm adult behaviour.
- To provide clarity of expectations and boundaries.

Children use behaviour as a way of communicating. It is the adults' responsibility to understand and identify what they are trying to communicate.

Our aim is to ensure:

- All adults are role models for positive behaviours.
- Protect- we always ensure children are safe and protected. This may mean they need to be removed from danger or triggering situations and environments
- Relate- we support our children through meaningful relationships with emotionally available adults. These relationships help our children to feel safe, valued and understood.
- Regulate- we support our children through the use of therapeutic interventions and restorative conversations to regulate our children to the point that they are able to re-enter the classroom.
- Reflect- we support our children to think about their actions, repair relationships, and think about how they will deal with situations that arise differently next time.

As staff we are always reflective and asking ourselves:

What might this behaviour be communicating?

What factors may be contributing to this behaviour?

Is the child currently unable, rather than unwilling, to meet expectations?

What support or adjustment might help this child to be successful?

What might I, as the adult, need to adapt in my own response to support a positive outcome?

We want all people to feel safe, happy and respected in school.

Our aim therefore is:

- To provide consistent routines which are shared with the children.
- To set clear rules and expectations with appropriate follow-up actions applied fairly for all children.

School Values:

Our Christian Values are woven through our curriculum, our interactions and how we support the children in making choices in their behaviour. Our twelve values are the foundation of our behaviour and anti-bullying policy. They are explored during collective worship and in class collective worship and are embedded into the life of the school. These values are shared by people of all faiths as well as people of no faiths and are modelled by all staff to promote positive relationships.



This policy will provide practical procedures for staff and for children that:

- Encourage children to recognise that they can and should make good choices
- Recognises good behaviour norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Our behaviour systems are related to three principles:

- Be Ready
- Be Respectful
- Be Safe

These three principles are aligned to our school vision:

Be Ready

Plant the seeds of learning by trying your best every day.

Be Respectful

Nurture others with kind words and actions and ***Serve*** by caring for everyone and everything.

Be Safe

Flourish by making safe choices, following instructions, and helping everyone learn.

Be Your Best!

The three rules can be applied to a variety of situations and are taught and modelled explicitly. We recognise that clear structures of predictable outcomes have the best impact on behaviour. We believe that children learn best with clear boundaries, where they feel safe and when they feel valued as members of the community. We are committed to creating a caring environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to the same.

We aim to:

- Provide a safe, comfortable and caring environment with clear boundaries.
- Encourage positive learning behaviour
- Provide clear guidelines for children, staff and parents of expected levels of behaviour.
- Provide a consistent and calm approach
- All adults to take responsibility for behaviour and follow up personally
- Use consistent language to promote positive behaviour and to use restorative approaches when things do go wrong.

Rewards:

We believe that rewards are essential for the promotion of positive behaviour within school. Praise for behaviour is as important as praise for high attainment. Praising students will raise their self-esteem, help them to learn to accept praise, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

At Box CE this includes:

- Receiving a 'postcard home' for above and beyond 'Be Your Best.'
- Award of house points via Class Dojo
- Stickers and stamps
- Certificates as part of our celebration assembly
- Verbal praise
- Values shields
- Visiting senior leaders to celebrate their work
- Photos shared with parents via Class Dojo;
- Certificates and recognition in celebration assembly;
- Positive phone calls home;

Consequences:

Engagement with the learning is always the primary aim. For the vast majority of learners a gentle reminder in the right direction is all that is needed. (See Below)

We believe in providing the opportunity for children to change their behaviour. After issuing a child with a warning, we use restorative conversations to help children understand the impact of their choices and to help them to consider a better approach for the future. Increased severity of poor behaviour will necessitate increased involvement of the Senior Leadership Team.

Working together to promote good behaviour:

The school collaborates with parent/carers so that children receive consistent messages about school expectations of being respectful, responsible and safe. If parent/ carers have any concerns they should initially contact the class teacher. If the concerns remains they should contact the AHT and head teacher.

Persistent Unacceptable Behaviour:

Children that regularly display unacceptable behaviour may require a specific individual action plans to address their difficulties. This draws on the Mosaic Trust Behaviour Framework.

Please also refer to the Exclusion and Anti-Bullying policies.

The power to discipline beyond the school gate:

The school believes that the main responsibility for a pupil's behaviour beyond the school day lies with parents. However, it is also aware of the importance of pupils representing the school well, within the local community, especially when in school uniform. Therefore, in most cases, if the school is made aware of poor behaviour outside of the school day / premises, a senior member of staff will liaise with a child's parents. Most discipline for such behaviour should then be given at home, by the child's parents, however sanctions may be applied within school when appropriate. In more serious cases of poor behaviour outside of school hours, (such as vandalism or violence) the police may be contacted. If the school receives reports of bullying outside of school hours, including cyber-bullying, it will work with parent to bring about positive change.

Defining bullying:

Please also read the school Anti Bullying Policy In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies"), bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Be Your Best!	
What does this look like in practice at Box CE?	
<p>Our approach is based on helping children Be Their Best through positive recognition, clear expectations, consistent language and proportionate consequences</p> <p>Positive Rewards and Reinforcement – Be Your Best</p> <p>We recognise and celebrate children who demonstrate our school values and go above and beyond to Be Their Best.</p> <p>Children may receive:</p> <ul style="list-style-type: none"> • Postcards Home to celebrate exceptional effort or behaviour. • House Points awarded through Class Dojo. • Stickers and stamps for positive choices and achievements. • Certificates presented during Celebration Assembly. • Verbal praise from staff. • Values Shields to recognise children demonstrating our school values. • Recognition from Senior Leaders, including visits to celebrate children’s achievements. • Photos shared with parents/carers through Class Dojo. • Positive phone calls home to celebrate achievements and positive behaviour. 	
<p>Consequences – Our approach:</p> <p>Our behaviour approach is designed to give children opportunities to reflect, regulate and reset. Each session is a fresh opportunity to Be Your Best.</p> <p>Staff use calm, consistent language and clearly link the behaviour back to our three school rules: Be Ready • Be Respectful • Be Safe Be Your Best!</p>	
Steps:	Actions and Language:
<p>1. Reminder When is this used?</p> <p>A child is not following one of our school rules and their behaviour is beginning to impact their own or others' learning. The child is given a clear reminder of the expected behaviour and an opportunity to make a positive choice.</p>	
<p>1) Reminder: A reminder of the three rules to redirect the child/ren back to our school rules and ethos.</p>	<p>Language:</p> <p>“What are our rules? We want you to Be Your Best, so here is a reminder.”</p> <p>“Please be respectful by not calling out.”</p> <p>“Please be safe by using safe hands.”</p> <p>“Please be ready by getting on with your work.”</p> <p>The aim: Redirect the child and give them an opportunity to reset without further consequence.</p> <p>Staff are also at this time considering any adaptations or strategies that may help support the children.</p>

2. Warning When is this used?

The child continues to breach a school rule despite the reminder and is displaying behaviour that needs to change as it is disrupting others and their own learning.

The adult should clearly state the behaviour that is expected and explain the next consequence if the behaviour continues.

2) Warning

Language:

"What are our rules?"

"We want you to be ready by..."

"We want you to be respectful by..."

"We want you to be safe by..."

We want you to Be Your Best, so here is a warning."

"If you choose not to show this behaviour, you will have reflection time. Please try your best."

The aim: Give the child an opportunity to change their behaviour and avoid further consequence. Staff are also at this time considering any adaptations or strategies that may help support the children.

3. Time Out and Reflection at Break: When is this used?

The child continues to breach the school rules following a reminder and warning. The child will move to the reflection table which is in the classroom and continue their work. This provides space to regulate and reflect on how their behaviour has impacted their own learning and the learning of others.

Staff use professional judgement to determine the appropriate length of time. A visual timer may be used where helpful. After this time out, the child will spend the next available break time to:

- Have a restorative conversation with the staff member.
- Identify how they can make a positive choice moving forward and how they can then reset and return to the next session.

3) Time out and reflection at break time.

Language:

"We want you to Be Your Best."

"You are not being ready because you are continuing to..."

"You are not being respectful because you are continuing to..."

"You are not being safe because you are continuing to..."

"Please move to the reflection table. You will continue your work and we will reflect together at break time on how you can show your best behaviour."

Recording and communication: The incident is recorded on Arbor.

Parents/carers are informed by the class teacher, either in person or by telephone

4. SLT Leadership Reflection When is this used?

Most children will respond to a restorative conversation at break time and regulate their behaviour and reset for their next session and for the rest of the day. If, following reflection at break time and a restorative conversation, a child continues to breach the school rules in a new session, the matter is escalated to a member of the Senior Leadership Team (SLT). Please note the child will go through the stages again before time with the SLT member, as each morning and afternoon session is a new start.

If the children reaches this stage, the child will spend the remainder of the morning or afternoon session working with an SLT member. If an SLT member is unavailable, the child will work in another appropriate classroom, preferably not alongside a sibling. The child will also spend the next available break time to complete a restorative conversation with the SLT member.

If this results in a second missed break on the same day, a longer period of break may be spent instead unpicking the behaviour with the children. The child will work with the SLT member. The SLT member will use professional judgement on how long the child will stay with them.

4) SLT leadership time.

Language:

Reminder

"What are our rules? We want you to Be Your Best, so here is a reminder."

"Please be respectful by..."

"Please be safe by..."

"Please be ready by..."

Warning

"What are our rules? We want you to Be Your Best, so here is a warning."

"We want you to be ready by..."

"We want you to be respectful by..."

"We want you to be safe by..."

SLT Reflection

"If you do not show this behaviour, you will have reflection time with an SLT member. Please try your best to follow our rules."

"You have continued not to show the behaviours we know you can demonstrate. You will now spend some time reflecting with a member of SLT."

Recording and communication:

The incident is recorded on Arbor.

Parents/carers are informed by a member of staff, normally in person.

Severe Behaviour Incidents- SLT intervention

Some behaviours are sufficiently serious that the stepped approach does not need to be followed. In these circumstances, the child will be referred immediately to SLT, or to the most senior member of staff available.

This includes:

- Serious rudeness or verbal abuse towards staff, including inappropriate or disrespectful language such as sarcasm, mimicking or questioning staff member's decisions.
- Violent or serious physical behaviour towards others, including fighting.
- Racist behaviour or other serious breaches of our equality expectations, including inappropriate sexualised language.
- Wilful damage to school property.

What happens next?

- The SLT member will:
- Establish what has happened.
- Have a restorative conversation with the child.
- Provide appropriate time and space for the child to regulate.
- Decide the appropriate next steps, using professional judgement.
- Support the child to return to learning when appropriate.
- The length of time with SLT will depend on the timing, circumstances and seriousness of the incident.

For example:

An incident early in the morning may result in the child remaining with SLT for the remainder of the morning and missing break for a restorative conversation before returning to class.

An incident during lunchtime may result in the child missing the remainder of lunchtime and, where necessary, part of the following lunchtime. Following a particularly serious incident, a child may need time away from the class or learning environment to allow them and others to regulate and feel safe. Parents/carers will be contacted by a senior leader as soon as reasonably possible and will be informed of the incident and agreed next steps.

Examples of stepped approach:

Be Your Best!

Be Ready

Plant the seeds of learning by trying your best every day.

Be Respectful

Nurture others with kind words and actions and ***Serve*** by caring for everyone and everything.

Be Safe

Flourish by making safe choices, following instructions, and helping everyone learn.

Be Your Best!

Reminder to Be Your Best!

Warning to Be Your Best!

Time out and Reflection at Break time to help you Be Your Best!

SLT Reflection time to help you Be Your Best!

Mosaic Trust Behaviour Framework:



The framework of our behaviour policy is developed from using the Mosaic Trust Behaviour Framework.

In some cases, children who show persistent inappropriate behaviour, additional support meetings will be held with parents/ carers. Continued inappropriate behaviour will be dealt with according to trust guidelines and can ultimately lead to temporary or permanent exclusion. This may also include first the use of internal exclusions which may be a build-up of SLT time, over a short period of time, or an incident that has been deemed to be very serious.

Principles of our work can be found in the extract below from the framework:

Behaviour Framework Foreword

This Behaviour Framework offers a structured and practical guide to the Trust's shared approach to behaviour. It brings together core principles, clear expectations and a comprehensive range of tools to support consistent implementation across all schools, ensuring that staff are equipped with the knowledge, understanding and strategies needed to respond effectively to behaviour. Central to this is our commitment to a strong, inclusive and relational behaviour culture in which all pupils experience a sense of belonging and are supported to regulate, engage and succeed.

This framework has been co-produced and shaped through collaboration across the Trust, including contributions from the Behaviour Working Group, feedback from staff and leaders, and insight from a range of professionals. This process has ensured that the framework is grounded in practical application as well as research-informed practice. It is intended to be a living document, subject to ongoing review and refinement in response to emerging evidence, feedback and the evolving needs of our pupils and communities.

At the heart of our behaviour culture is a fundamental belief that behaviour is a form of communication. Staff are supported and encouraged to look beyond the behaviour presented and consider what it may be communicating, particularly for pupils experiencing distress, dysregulation or unmet need. This includes an explicit focus on equity, recognising that each child's experiences, relationships, identities and environments shape how they feel, respond and engage. Understanding how a child has been shaped by their life experiences, including any adversity, neurodevelopmental differences or unmet needs, is essential in interpreting behaviour accurately and responding appropriately. This approach encourages adults to approach with curiosity, enabling responses that are proportionate, relational and grounded in understanding.

Our approach is influenced by the Belonging Toolkit and PACE principles, which guide interactions between adults and pupils, particularly at times of challenge. These principles align with our Trust-wide commitment to relational based practice. We recognise that strong relationships are recognised as a key protective factor for positive behaviour, emotional wellbeing and engagement. Staff are expected to build trust through consistent interactions, repair relationships where needed, and maintain pupil dignity at all times.

This framework also supports staff to recognise escalation stages and understand how the brain responds to stress. Staff can then be better equipped to identify early warning signs, respond calmly and use de-escalation strategies effectively. Alongside developing staff understanding, we are keen to develop pupil empowerment. Pupils are supported to develop awareness of their own needs, recognise triggers, and contribute to identifying strategies that help them to regulate and engage in learning. This fosters a collaborative approach where pupils are active participants in shaping the support they receive.

The framework reinforces the importance of strong, consistent whole-school systems across every setting. It establishes a shared approach to expectations, routines, responses, reporting and language, ensuring that pupils experience clarity and predictability.

A rigorous and reflective approach to behaviour underpins this work. The regular review of behaviour and incident data at both school and Trust level enables leaders to identify patterns, respond to emerging needs and address any disproportionality. This ongoing analysis ensures that provision continues to evolve and strengthens both preventative and responsive practice.



Tiered stages of response

Tier	What	Response	Documentation
1	Increase in incidents on data dashboard or through tracking systems	<ul style="list-style-type: none">• Meet with the pupil to gather pupil voice.• Meet with staff working with the pupil to gather staff perspectives.• Patterns of behaviours identified and adaptations implemented/ provision adjusted based on pupil voice, reflection data, and dashboard information (type, timing, and frequency of incidents).• Possible adaptations may include a personalised timetable, structured lunchtimes, early transition etc• Consider submission of a ROC and SENCO involvement to further unpick need.	ROC Consider Escalation Scale/ Regulation Plan <i>"Ensure documentation is shared with all staff so strategies and approach are consistent for the individual child in all aspects of school life."</i>
2	Six-week review Review behaviour dashboard and effectiveness of current provision in place.	<ul style="list-style-type: none">• Conduct a six-week review of incident data and effectiveness of current provision. If limited progress or concerns remain;• Gather pupil voice.• Make adjustments based on updated data and feedback.• Refer to cluster support/offer if required.• Create/ review Pastoral Support Plan (PSP) with clear non-negotiables, involving both parent and pupil voice.• Undertake risk assessment	Escalation Scale/ Regulation Plan Pastoral Support Plan Risk assessment <i>"Ensure documentation is shared with all staff so strategies and approach are consistent for the individual child in all aspects of school life."</i>
3	Escalation stage	<ul style="list-style-type: none">• Review incident data• Review effectiveness of provision,• Call a Team Around the Child meeting/ consider EHAP/ESA• Review and update the Pastoral Support Plan.• Review the 6 Stages of Crisis to ensure appropriate responses are in place.	Review Escalation scale/Regulation Plan Pastoral Support Plan Review Risk assessment Ready for reintegration scale <i>"Ensure documentation is shared with all staff so strategies and approach are consistent for the individual child in all aspects of school life."</i>



Pastoral Support Plan (Example)

+ Pupil Information

Pupil Name	
Date of Birth	
School	
Class Teacher	
Date of PSP	
Review Date	
End Date	
Suspensions this academic year	
Those involved in planning	
Supporting Documentation	☐ Risk Assessment ☐ Ready for Reintegration Scale ☐ Belonging Toolkit Profiling Tool ☐ 6 stages of crisis ☐ Behaviour Dashboard Analysis (Arbor)

Pupil Profile

Strengths	Behaviour Causing Concern
<ul style="list-style-type: none"> • Warm sense of humour • Enjoys art and creativity • Wants to build peer relationships • Strong relationship with key adult • Proud to share work 	<ul style="list-style-type: none"> • Difficulty keeping property/resources safe • Leaves learning spaces • Difficulty keeping others safe • Difficulty following personalised timetable

Indicators of Progress

Indicators
<ul style="list-style-type: none"> • Property/resources remain safe • Reduction in severity of behaviour logs • Completion of tailored tasks within session times

Further information: Appendices:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Statutory guidance for maintained schools, academies and pupil referral units in England
<https://assets.publishing.service.gov.uk/media/6a63426d9a419980593b2b80/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-effective-from-26-July-2026.pdf>

Behaviour in Schools Advice for headteachers and school staff
[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour in schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

Restrictive interventions, including use of reasonable force, in schools
 Guidance for schools in England
[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive interventions including use of reasonable force in schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
 Power to tackle poor behaviour outside school (Education and Inspections Act 2006)

Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

Key Documents

i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents/ carers / carers and pupils

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuringgood-behaviour-in-schools>

iii. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.

www.homeoffice.gov.uk/equalities/equality-act