Cornerstone Schools (Barton. East Cowton and Ravensworth CE Primary Schools)

Behaviour Policy

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Policy Author	K. Petch	
Signed – Headteacher		
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Changes in line with government restrictive intervention policy	26.03.2026	KP & Helen Audritt - Chair of Governing Body approved
Method of communication	School website	

This policy aims to:

- Provide a consistent approach to behaviour management across all Cornerstone schools.

- Define unacceptable behaviour, including bullying and discriminatory behaviours.
- Outline behaviour expectations for pupils.
- Summarise roles and responsibilities of all members of the school community.
- Outline the system of rewards and sanctions.
- Ensure behaviour and safeguarding systems are fully aligned with the Physical Intervention Policy (2026–2028), including:
    - Preventative approaches and de-escalation.
    - Understanding behaviour as communication.
    - A clear, safe protocol for when restrictive intervention or reasonable force may be needed.
    - Consistent CPOMS recording requirements.

Legislation and Statutory Requirements

This policy is based on advice from the DfE, including:

- Behaviour in Schools
- Searching, Screening and Confiscation
- Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and Exclusion Guidance
- SEND Code of Practice
- Use of Reasonable Force / Restrictive Interventions in Schools (DfE, April 2026)
- *Reducing the Need for Restraint and Restrictive Intervention* guidance for SEND pupils.

The policy complies with our funding agreement and links to the Anti-Bullying, Safeguarding and SEND policies.

Definitions

At Cornerstone Schools we offer a safe, secure and caring environment where children can flourish as individuals. We believe that a child cannot learn effectively unless they

feel secure, successful, and happy. We are committed to helping all pupils develop socially acceptable attitudes, self-discipline, and self-confidence, including the ability to accept responsibility for their own actions. Our vision statement 'Building Futures with Love' comes from the greatest commandment given by Jesus: 'Love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength' and 'Love your neighbour as yourself.' So, each day we live out these commandments through our values of love, hope, courage and perseverance. We learn to love ourselves, each other, our community and our world and learn to grow as active, healthy and engaged citizens. We inspire all adults and children to aim high and reach their full potential.

We keep the school rules, or expectations of behaviour as simple and child friendly as we can to ensure everyone understands them. We expect children to show:

Love for ourselves

Love for each other

Love for the world

Rights

We believe all children have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way

All staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way

We teach that responsibilities are linked to rights: all people in our school communities are responsible for their own behaviour. Nobody makes us behave badly; we choose how to respond. However, we accept that behaviour is not always driven by choice and where needed we will give differentiated support.

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At Cornerstone Schools, we believe that:

- **All children have a need for recognition and validation**. When children have relational support from adults and their positive qualities and behaviours are recognised, they will tend to act in accordance with how they see themselves.
- **Children learn to adapt and manage their emotions.** Learning appropriate behaviour is a task, just like learning to read or write and will be taught through effective modelling, positive reinforcement, and practice. Mistakes are part of the learning process - metacognitive strategies and growth mindset are used effectively. We view challenging behaviour as a form of communication that needs to be supported.
- **All adults learn strategies to support the children in their care.** Developing an understanding of why children behave as they do, maintaining a positive attitude to the child and his/her behaviour and learning effective strategies for managing that behaviour is a core requirement of all staff working with pupils across our schools. It is supported through our commitment to ongoing professional development for all staff including emotion coaching.

Our Behaviour Philosophy

- We uphold our vision: **Building Futures with Love**.
- Children need recognition, relational safety and modelling.
- Behaviour is a form of communication and is taught like any other curriculum behaviour skill.
- Adults require ongoing professional development in relational support and emotion coaching strategies.
- Staff recognise early indicators of distress and use proactive, de-escalation and environmental adjustments before behaviour escalates.
- The needs of children with SEND, medical conditions or vulnerabilities must always be considered before any restrictive intervention is used.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

Restrictive interventions, including reasonable force, must never be used as a disciplinary measure in response to bullying behaviours.

Roles and responsibilities

Governing Body

- Continues to monitor implementation of this policy.

- Reviews trends in behaviour and physical intervention annually.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

- Ensures staff fully understand expectations regarding **reasonable force, restrictive interventions and seclusion**.
- Ensures accurate CPOMS recording of all incidents involving restrictive intervention.
- Conducts termly analysis of physical intervention patterns.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Relational support. We acknowledge that the most powerful reward can be felt within the positive relationships between an adult and child. To that end,

  In school we foster positive relationships across the whole school community based on respect, trust and love.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of a particular pupil.
- Recording behaviour incidents (CPOMS)
- Staff must **avoid restrictive intervention wherever possible** and use it only as a last resort.
- Staff must consider necessity, proportionality, and pupil welfare before intervening physically.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

We have an expectation that within our settings, that all children will be 'Ready, Respectful and Safe' to learn to behave in a way that is safe and respectful to themselves and others around them.

Children are supported to:

Manage their emotions effectively and develop strategies to support them to communicate with everyone in an appropriate, respectful way. This comes from the greatest commandment given by Jesus: 'Love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength' and 'Love your neighbour as yourself.

- Develop resilience and foster a love of learning.
- To grow and flourish as active, healthy and engaged citizens.

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojos - collated into house teams
- Winning house team to have recognition during Collective Worship
- Special award for living out the school values
- Certificates
- Messages (verbal, via Seesaw, email, phone call) home to parents
- Whole school Dojo reward when reaching a milestone. (linked curriculum learning when possible)

Some schools have traditional, long-standing reward systems that run alongside the dojo points and compliment the school's vision.

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Cornerstone Schools have a clear ladder of procedures regarding behaviour that does not follow our school values. Reasonable adjustments will always be made for children with additional needs.

- Look
- Verbal warning
- Move away from where they are working
- Five minutes off break – **including resolution discussion with an adult** (emotion coaching)
- Miss a full break – including a resolution discussion (emotion coaching) (15 minutes).
- Contact with home
- The Headteacher is informed
- Suspension/exclusion internal/external

Schools with nursery provision will need to make adjustments for these children due to their age, where aspects of the policy are not appropriate.

We acknowledge that some children have additional needs, which may cause them to behave impulsively. This may mean that they need a bespoke support plan to enable them to manage their own emotions. A personalised approach will be used that is in line with this policy and will help educate the child to behave in a safe way.

However certain behaviours are not tolerated and could lead to a severe consequence such as a suspension or permanent exclusion.

Examples of this type of serious misbehaviour is:

- Repeated breaches of the school values
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes

Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude semi-nude images and/or videos, or sharing of unwanted explicit content

- Deliberate destruction of property
- Deliberate theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for: Recording using CPOMS

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Behaviour management

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Classroom

Teaching and support staff are responsible for setting the tone and context for positive behaviour and positive emotional management within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged (Ready, Respectful and Safe Zones of regulation will be embedded throughout everyday teaching practice
- Staff to use emotion coaching strategies when working with children
- Talk regularly about our school vision and values which link in with behaviour
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning
- Children check in using the zones of regulation
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting positive behaviour and giving clear examples of what you appreciate
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Staff are expected to recognise early signs of dysregulation and adjust environment, pace, seating or task before escalation.

Physical Intervention

Core principles

- Staff will always endeavour to prevent a child from reaching crisis through relational practice and emotion coaching.

- **Reasonable force may only be used to prevent:**
    - Injury to self or others
    - A criminal offence
    - Serious damage to property
    - Disorder causing immediate unsafe conditions

Use of restrictive intervention must always:

- Be a last resort.
- Use the least amount of force for the shortest amount of time.
- Maintain safety and dignity at all times.
- Reflect awareness of SEND needs, communication difficulties or medical vulnerabilities.
- Never be used as punishment.

Seclusion

Seclusion may be used only:

- As a safety measure when a pupil is highly dysregulated and at risk of harm.
- Under constant supervision.
- For the shortest possible time.
- Never as a disciplinary measure.

Recording and Reporting

All incidents involving restrictive intervention, reasonable force or seclusion must be recorded on CPOMS the same day.

Records must include:

- Pupil and staff names
- SEND status
- Triggers
- Preventative strategies used
- Type and degree of force
- Duration
- Injuries
- Post incident support

Parents must normally be informed the same day unless doing so puts the child at risk.

Reasonable adjustments will always be made for children with additional needs.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (CPOMS) and reported to parents

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Confiscation

Any prohibited items (listed in section 7) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Adaptations for pupils with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

- Staff must understand how SEND, trauma or communication difficulties influence distress behaviours.
- Individual risk assessments and behaviour support plans must be co-produced with parents where the likelihood of restrictive intervention is higher.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering or being likely to suffer significant harm. Where

this may be the case, we will follow our child protection and safeguarding policy. Concerns will be recorded via CPOMS and monitored by the DSL.

- Behaviour changes may indicate unmet need or harm.
- Physical intervention incidents must be monitored through safeguarding procedures and reviewed termly.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Children moving to new schools (Year 6) have the opportunity to meet their new teacher and visit their new school.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff have been provided with training in managing behaviour as part of their induction process, including emotion coaching and the use of zones of regulation. Amy Crisp (SENCo) is available if staff feel that they need additional support in managing challenging behaviour.

Behaviour management will also form part of continuing professional development.

Annual updates on reasonable force and any restrictive intervention expectations must be delivered (led by DSL and headteacher as per PI policy)

Monitoring arrangements

The headteacher and the Local Governing Body will review this behaviour policy biannually. At each review, the policy will be approved by the headteacher.

- The headteacher and SENCO must analyse intervention patterns termly.
- Governing body must annually review incidents of physical intervention.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying
- Child protection and safeguarding policy
- Suspensions and exclusions policy