



BEHAVIOUR AND RELATIONSHIPS POLICY

for adoption by all CDAT schools

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

Approved by	Date	Review schedule	Date of next review
Trust Board	March 2025	Annually	March 2026

CONTENTS

1. Policy Overview, Vision & Aims	page 3
2. Legislation, Statutory Requirements and Statutory Guidance	page 3
3. Behaviour & Relationship Principles	page 3
4. Definitions	page 4
5. Bullying	page 5
6. Roles and Responsibilities	page 6
7. Behavioural and Relational Approaches	page 7
8. Reasonable Force	page 8
9. Safeguarding	page 9
10. Internal Exclusions, Suspensions and Permanent Exclusions	page 11
11. Supporting Vulnerable Groups	page 12
12. Transition and Induction	page 12
13. Staff Training and Continued Professional Development	page 13
14. Monitoring and Evaluation	page 13
15. Policy Links	page 14

APPENDICES

Appendix A - Behaviour at Bosley	page 15
Appendix B - Consistently Positive	page 16
Appendix C - CALM Scripts: A Consistent Response	page 18

1. Policy Overview, Vision & Aims

*“You can’t teach children to behave better by making them feel worse.
When children feel better they behave better.” Pam Leo*

CDAT aims to create an inclusive, supportive, and nurturing environment where every child feels valued and respected. Rooted in Christian values, our approach to behaviour and relationships are guided by the teachings of compassion, forgiveness, and respect to help all pupils to flourish academically, socially, and spiritually. We aim to support every child in building positive relationships and taking responsibility for their behaviour within a loving, Christian community.

Key objectives of CDAT’s Behaviour and Relationships Policy include:

- Cultivating a culture of excellent behaviour and relationships in a calm, safe environment.
- Establishing a school-wide approach to maintaining high behaviour standards aligned with school values.
- Setting clear expectations, boundaries, and consequences for behaviour.
- Ensuring a consistent yet equitable approach to behaviour management for all pupils.
- Defining unacceptable behaviour, including bullying and discrimination.

This policy reflects CDAT’s commitment to valuing each child, aspiring to excellence, and being a nurturing learning community.

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Behaviour in Schools: Advice for headteachers and school staff
- School Suspension and Permanent Exclusion

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. Behaviour & Relationship Principles

At CDAT, we emphasise the importance of high standards of behaviour, relationships and attendance for a school’s success. This ensures all pupils can progress in their education, and staff can effectively

teach and promote learning. The Trust Board supports the right of all community members to work, learn, and play in safe, supportive environments.

CDAT is committed to fostering a positive ethos in each of our academies, promoting a place where pupils feel safe, enjoy learning, develop resilience, and are prepared for future educational stages. Behaviour should never jeopardise the safety of anyone in the school community. All members of our school communities are expected to uphold the Christian ethos, maintain a safe environment, respect each other, and ensure kindness and anti-bullying practices. Behavioural expectations are consistent enough so that all understand, yet flexible enough to meet individual needs, where appropriate.

Key principles of the Behaviour and Relationships Policy include:

- Inclusivity: All pupils, regardless of background or need, are respected and supported.
- Boundaries with Compassion: Clear and fair boundaries ensure safety and mutual respect, helping pupils develop self-regulation.
- Calm, Kind, Consistent Behaviour: Adults model these behaviours to guide pupils.
- Restorative Practices: Supporting pupils in repairing relationships and understanding their actions.
- Pupil and Parent/Carer Voice: Valuing input from pupils and parents to create an inclusive culture.
- Christian Ethos: Fostering respect, kindness, and forgiveness rooted in Christian values.

The Trust's Equalities Policy reaffirms the commitment to an inclusive environment, free from discrimination or bullying, in line with the Equality Act of 2010.

4. Definitions

A positive culture is at the heart of our Behaviour and Relationships Policy. We aim to create a school environment that is happy, safe, and conducive to learning. Every member of our CDAT family is valued, and we work together to build a culture where kindness, respect, and understanding is evident in every interaction.

At CDAT, we use the following language when discussing behaviour:

- Difficult and/or unsocial behaviour
- Dangerous and/or anti-social behaviour
- Crisis, dysregulated or distressed behaviour

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Pupils displaying 'anti-social' or 'dangerous' behaviours still need to be regarded as vulnerable and whilst pupils' safety is always the priority, we also have a moral duty and obligation to provide appropriate support to those who need it.

Difficult and/or unsocial behaviour may include:

- Disruption in lessons, and during break / lunchtimes
- Non-completion of provided tasks and activities
- Use of inappropriate language
- Appearing to be disengaged
- Refusal to follow given instructions

Difficult/dangerous/anti-social behaviour may include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (please refer to any school-specific list as provided in appended information, where applicable)
- 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).

5. 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 may 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	Persistent & targeted name-calling, teasing, sarcasm, spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In any case where bullying is suspected, an investigation will take place and the school will apply the appropriate consequences in line with the relevant policies.

For more detail please refer to the school's Anti-Bullying Policy.

6. Roles and Responsibilities

6.1 The Trust Board

The Trust Board is ultimately responsible for monitoring the effectiveness of this Behaviour and Relationships Policy and holding each school to account for its implementation.

6.2 The Local Governance Committee (LGC)

The LGC of each school is responsible for overseeing the implementation of this Behaviour and Relationships Policy in its school.

6.3 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy to incorporate any school-specific additions, systems, processes, or procedures within the appendix of this policy. Publishing this policy and making it available to staff, parents and pupils at least once a year.
- The day-to-day implementation of this policy.
- The monitoring and implementation of this policy and of the behaviour and relational procedures at the school.
- Establishing the standard of behaviour expected by pupils at the school.
- Being a visible presence around the school, setting the expectations of behaviour and supporting all staff in achieving these.
- Determining the school rules and any consequences for not following these.
- Use behaviour data (Compass) to target and assess interventions. Ensuring the data from behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Supporting staff (through offering appropriate CPD and training) in providing reasonable adjustments and appropriate provision for pupils with complex needs or who frequently display anti-social or dangerous behaviours.
- Ensuring this policy works alongside the safeguarding policy and if required, considering whether a pupil should be internally or externally suspended/excluded.
- Reporting to the LGC on the implementation of this policy, including its effectiveness.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

6.4 Staff

All members of staff are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive, high-quality and safe learning environment.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils.
- Modelling behaviour expectations and positive relationships.
- Knowing pupils well and displaying positive relationships with all.
- Being aware of the needs, outcomes sought, and support provided to any pupils who are receiving a personalised plan.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (in a behaviour log / on Compass).

- Setting high expectations for every pupil.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour and relationships.

The school's Senior Leadership Team (SLT) will support staff in responding to behaviour incidents when required and if appropriate.

6.5 Parents and Carers

Parents and carers are expected to:

- Read and understand the Behaviour and Relationships Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Behaviour and Relationships Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Ensure their child's regular and punctual attendance at school.
- Take part in any pastoral work following difficult, dangerous or anti-social behaviour (for example, attending reviews of specific behaviour interventions).
- Work collaboratively with school to ensure pupils receive consistent messages about how to behave at home and at school.
- Raise any concerns relating to behaviour and relationships with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school endeavours to build positive relationships and supportive dialogues between the home and the school by keeping them informed about developments in their child's behaviour and the school's policy

6.6 Pupils

There will be regular opportunities to ensure pupils' have a secure knowledge and understanding of the Behaviour and Relationships Policy.

During whole school assemblies, worship and class-based sessions, pupils will be made aware of:

- Expectations relating to behaviour and relationships at school.
- Their duty to follow the Behaviour and Relationships Policy.
- The school's key rules, routines and boundaries.
- Recognition and rewards they may receive for being positive advocates of the behaviour & relationships policy.
- Boundaries and consequences they may face if they choose not to follow the Behaviour and Relationships Policy.
- Support and interventions available to them to help them with their behaviour and relationships.

Pupils will be supported to meet the behaviour standards and will be provided with reminders wherever appropriate.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour and Relationships Policy.

Induction and additional support will be provided for pupils who are mid-year arrivals.

7. Behavioural and Relational Approaches

7.1 High Quality Teaching and Learning

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

This is achieved by staff:

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Ensuring clear, predictable routines that all pupils are aware of.
- Displaying and referring to the behaviour curriculum and classroom rules.
- Developing a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Communicating expectations of behaviour in a variety of ways
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using regular praise and positive reinforcement

7.2 Recognition and Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with praise and/or specific positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and equitably to reinforce the routines, expectations, and norms of the school's behaviour culture.

7.3 Boundaries and Consequences

Boundaries are essential to creating a safe, structured environment where all pupils understand the expectations. CDAT's approach emphasises understanding, compassion and empathy in the delivery of boundaries and consequences. When boundaries are not followed, we implement appropriate consequences in line with this policy, always aiming to teach rather than punish.

Boundaries and expectations must be clearly communicated and regularly revisited. When reminding a child of expectations or boundaries, the child must be regulated. De-escalation techniques may be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

On occasions when a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond appropriately in order to restore a calm and safe learning environment, and to prevent recurrence of behaviours displayed. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, equitable and proportionate manner, so pupils know that behaviour related incidents will always be addressed.

Consequences must be planned with a focus on helping pupils understand the impact of their actions and make better choices in the future. We avoid punitive measures that may damage relationships, opting instead for restorative and reflective conversations and consequences that are logical.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. It is important to note that there is no expectation for pupils and/or parents/carers to be made aware of other pupils' consequences due to general data protection regulations.

8. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 on MyConcern and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9. 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 behaviour 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, and consider whether pastoral support, an early help intervention or a referral to pupil's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. The policy can be found at: www.cdat.co.uk/our-trust/policies.html

9.1 Mobile Phones

CDAT strongly discourages pupils from bringing mobile phones or other electronic devices into school. If devices are brought into school without prior and formal agreement from the Headteacher, parents will be contacted to collect the device or the device will be stored securely / safely and returned at the end of the school day.

9.2 Confiscation, screening and searching

This section outlines the guidelines for searching, screening, and confiscating items from pupils in line with the Department for Education's (DfE) guidance.

Key points include:

- **Confiscation:** Prohibited items found during a search will be confiscated and not returned. Items harmful to school discipline may be returned after discussion with senior leaders and parents.
- **Searching:** Searches will only be conducted by authorized staff, typically of the same sex as the pupil. In urgent cases, a staff member of the opposite sex may search without a witness. The pupil will be informed about the search process, and if they refuse, sanctions may be applied. Reasonable force may be used to conduct a search for prohibited items.
- **Searching Possessions:** Pupils' possessions, including bags, desks, and lockers, can be searched with or without consent for prohibited items. In urgent situations, a search may be conducted by one staff member.
- **Reporting and Support:** Any search for prohibited items must be reported to the designated safeguarding lead (DSL) and parents/carers will be informed. The school will assess whether the pupil needs support after a search, especially if a safeguarding concern is identified.
- **Strip Searches:** Strip searches (removal of clothing beyond underwear) can only be conducted by police. The school will ensure that any such search is necessary and the pupil's wellbeing is considered. Parents/carers will be notified beforehand, and an appropriate adult will be present during the search.
- **Post-Search Care:** After a strip search, pupils will be supported and given the chance to express their views. The school will assess if further support is needed and may refer to pupil's social care if appropriate.

This policy ensures that searches are carried out with respect for pupil rights and safety, with clear communication and oversight.

9.3 Off-site anti-social behaviour

Consequences may be applied where a pupil has displayed anti-social behaviour off-site when representing the school. For example, when:

- 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

Consequences may also be applied where a pupil has displayed anti-social behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

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

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

9.4 Online anti-social behaviour

The school can issue behaviour consequences to pupils for online anti-social behaviour when:

It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.5 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to pupil's social care, if appropriate.

9.6 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:

- 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. The policy can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

9.7 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 consider whether to 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 consider whether to 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 (LADO), 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 and our allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.. Both policies can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

10. Internal Exclusions, Suspensions and Permanent Exclusions

10.1 Relocation

If a pupil is displaying dangerous behaviours and putting themselves or others at risk they may be temporarily relocated from the classroom.

During relocation, pupils will continue learning under supervision, though it may differ from the mainstream curriculum. Relocation is a serious measure and will only be used after other strategies have been attempted, unless immediate action is needed.

Relocation may be used to:

- Ensure safety
- Restore calm for all
- Provide a controlled learning environment
- Allow the pupil to regain composure in a safe space

Pupils may be given a safe space, monitored by staff to support their well-being. This space is not for punishment, but for emotional support. Efforts will be made to reintegrate the pupil as soon as it is safe and appropriate. If relocation occurs more frequently, the school will consider alternative strategies and discuss with parents/carers.

10.2 Internal Exclusion

If, despite all supportive measures being adopted, a child continually and seriously breaches the school rules, resulting in anti-social or dangerous behaviour, the Headteacher can use a period of internal exclusion where a pupil may not go back to class for a fixed period of time. Instead, the pupil carries out their educational consequences and learning activities away from their classroom in a safe space, with a familiar adult. Parents/carers would always be informed and this would be formally recorded.

10.3 Suspension and Permanent Exclusion

The school may use suspension and/or permanent exclusion in response to serious incidents or in response to persistent dangerous, unsafe and/or anti-social behaviour which has not improved following in-school interventions and personalised plans.

The decision to suspend will be made by the Headteacher and only as a last resort. Following any incident that leads to a suspension, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach.

In extreme situations, the Headteacher may decide, after consultation with the Chair of Governors and CDAT, that permanent exclusion is required.

Please refer to our exclusion policy for more information. The policy can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

11. Supporting Vulnerable Groups

11.1 SEND Support

To ensure inclusive practices for all pupils, those identified as vulnerable will have personalised plans in place if needed.

The school holds high expectations for all pupils but acknowledges that some may face additional challenges in meeting behavioural and/or relational expectations due to individual needs.

Any behavioural incidents will be considered in relation to a pupil's needs. Decisions about these incidents will be made on a case-by-case basis, ensuring a balance of legal responsibilities, such as avoiding disadvantage to disabled pupils (Equality Act 2010) and ensuring the best support and high expectations for pupils with SEND (Children and Families Act 2014).

11.2 Education, Health and Care Plans

For pupils with an EHCP, the school must ensure the provisions outlined in the plan are met and collaborate with the Local Authority. If there are concerns about a pupil's behaviour, the school will work collaboratively with parents/carers and consult relevant external agencies.

The school is committed to making reasonable adjustments and taking preventative measures to support all pupils, ensuring practices meet individual needs.

11.3 Children in Care

For pupils with adverse childhood experiences, exclusion is always experienced as something negative and can be a painful reminder of their earlier life experiences. We will make every effort to avoid suspending these pupils in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. For children in care, we will discuss the rationale for consequences with the assigned Education Adviser from the Virtual School. If there is no option other than suspension or exclusion, then we will make every attempt to ensure the process is as trauma informed as possible with a robust reintegration package.

In cases of serious misconduct, such as sexual violence, harassment, discrimination, or bullying, the school will apply the appropriate consequences in line with the relevant policies.

12. Transition & Induction

At the start of each school year, building positive relationships with all pupils is a priority, as these relationships are key to promoting positive behaviour. This process begins with a thorough transition approach, allowing pupils to meet their new class and teacher before the summer holidays, helping

both pupils and staff familiarise themselves with one another. For new nursery and reception children, transition visits will be arranged prior to their start date.

To ensure a smooth transition to the next year, pupils will have sessions with their new teacher(s), and staff will hold transition meetings. Relevant information about pupil behaviour may be shared with appropriate staff at the start of the term or year to ensure continuous monitoring and support.

The school will assist new pupils in adapting to behaviour standards by providing an induction process that introduces them to the behaviour policy and school culture. Behaviour expectations will be clearly communicated to both the pupil and their parents/carers.

A nurturing approach recognises the importance of transitions in a broad context, including changes after holidays, between school years, moving between classes, and even small shifts in activities within the classroom or from the playground. For pupils who have faced adversity, even minor changes can provoke feelings of anxiety or stress. Therefore, transitions, particularly changes in routine, are carefully managed with appropriate preparation and support to ease the impact on these pupils.

13. Staff Training and Continued Professional Development

Staff play a central role in shaping behaviour and relationships, and their wellbeing is a priority. We provide ongoing training and support for staff, equipping them with the skills to handle challenging situations calmly and consistently. Training on inclusive practices, managing behaviour, and supporting pupils on the inclusion register is provided regularly, aligned with our school's Christian ethos and research-informed principles.

Specific training linked to de-escalation strategies and behaviour and relational approaches will take place annually a training record will be maintained for all staff.

14. Monitoring Arrangements

14.1 Monitoring and Evaluating Behaviour and Relationships

The school will collect data on the following:

- Behavioural incidents (including use of Positive Handling)
- Attendance, suspensions and permanent exclusions
- Use of pupil support units, alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reviewed periodically by SLT and the SENDCO and will be considered from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

14.2 Policy Review

This policy will be reviewed at least annually by the CDAT Trust Board. Following every review, it will be approved by the Local Governance Committee of this school. The policy may be reviewed more frequently, if needed, to address findings from the monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Trust Board.

15. Policy Links

The following policies may be read in conjunction with this Behaviour & Relationships Policy:

- Statement of Behaviour Principles
- Equality Policy and Trust Equality Objectives
- Inclusion & SEND Statement
- SEND Information Report and Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Health and Safety Policy
- Attendance Policy
- Acceptable Use Policy
- Privacy Notices
- Data Protection Policy
- Records Management Policy

These can be accessed on the school website or, for Trust policies, at www.cdat.co.uk/our-services/governance/our-trust/policies.html

Appendix A - Behaviour at Bosley

Adult Behaviour	Recognising "Above and Beyond"	Our School Values
<ul style="list-style-type: none">• Calm, Consistent, Connected• Model high expectations• Always show respect• Continuously praise expected behaviour• Clear and simple language• Embed rituals and routines• Proactively plan for behaviour	<ul style="list-style-type: none">• In the classroom<ul style="list-style-type: none">◦ Recognition Wall◦ Proud Post/Praise postcards◦ Reward (Marbe) Jar• Whole School:<ul style="list-style-type: none">◦ Call / note home◦ Celebration Worship◦ Headteachers' certificate	<ul style="list-style-type: none">• Believe• Encourage• Achieve• Relate• Serve
		Our School Rules
		Ready - Respectful - Safe
Stepped Sanctions		Micro Scripts
<ul style="list-style-type: none">1.<u>Connection</u> - Gentle nudge, encouragement, small act of kindness2.<u>Reminder</u> - Quietly restate Ready, Respectful, Safe expectations3.<u>Caution</u> - Private warning, outline consequence if continued4.<u>Consequence</u> - Time out, reflect, final chance to engage. Log behaviour on Compass5.<u>Restore</u> - Restorative meeting before next lesson		<ul style="list-style-type: none">• Are you ok?• I've noticed that...• You know the school rules: ready, respectful, safe• Can you remember when you ... (time they did this really well) ... and how that made you feel?• I can see you need ... Right now we are ... Then we will ...• I expect you to...• Thank you for listening
Uncompleted Work	Consequence	Restore
Work sent home for completion with a slip for parents to sign and return.	<ul style="list-style-type: none">• Time-bound: 2 or 5 minutes• Clear expectations• Firm but supportive	<ul style="list-style-type: none">• Address behaviour• Repair relationships• Rejoin positively
Serious Behaviour		Restorative Questions
<ul style="list-style-type: none">• Physical violence• Continued defiance/rudeness towards any adult• Persistent taunting, teasing and bullying behaviours• Stealing• Spitting• Swearing• Racism• Homophobia. <p>Straight to Step 4 & 5 above, with an additional restorative conversation with the Headteacher and a phone call or conversation with parents. Where behaviour continues or for the most serious of incidents, parents will be invited in for a formal meeting (step 6).</p>		<p>Children must be given the opportunity to reflect on their behaviour. The "What happened?" boards are a useful tool for this.</p> <ul style="list-style-type: none">1.<u>What has happened?</u>2.What were you feeling at the time?3.<u>Who has been affected by the actions?</u>4.How have they been affected?5.<u>What needs to be done to make things right?</u>6.How can we do things differently in the future? <p>The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children and every time. Ensure the relationship is repaired: take time to reconnect.</p>

Appendix B - Consistently Positive

Tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a child feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere verbal praise.
- Send positive notes
- Show children their ideas and experiences have real value.
- Catch children doing the right thing
- Use subtle praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that show high expectations.
- Make children feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch children doing the right thing.
- They teach the behaviours that they want to see.
- They teach children how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some children.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.
- They refuse to give up.
- They keep their emotion for when it is most appreciated by the children.

Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the child what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the child of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When children try to argue, shift the blame, or divert the conversation you can either:

- Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

- Use an appropriate refocusing line to bring the conversation back to the script. This allows that child to feel as though they are being listened to and avoids conversational cul-de-sacs.

Pupil	Adult
<ul style="list-style-type: none">• 'It wasn't me.'• 'But they were doing the same thing.'• 'I was only...'• 'You are not being fair.'• 'It's boring.'• 'You are a ... (name calling).'	<ul style="list-style-type: none">• 'I hear what you are saying...'• 'I understand...'• 'Maybe you were ... and yet ...'• 'Yes sometimes I may appear unfair...'• 'Be that as it may...'• 'I am sorry that you are having a bad day.'

Get out line



If the conversation is becoming unproductive, what line will you leave on? Try:

- "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."

Appendix C: CALM Scripts: A Consistent Response

CALM scripts help us respond to behaviour with consistency, clarity, and empathy, reducing conflict and supporting positive choices. Frequently used scripts are below.



Behaviour	 Reminder	 Caution
Talking	I really enjoy hearing what you have to say. I know it can be hard to wait. We must be respectful when others are talking. Now is learning time, we'll come back to that later.	"I need you to listen while others are talking. If you keep interrupting, you will need to move seats."
Making Noises	I can hear that you need something right now. Are you ok? I can come to you when you're ready to use your words. Let's use that energy in a different way.	"I can see you're struggling. I need you to use your words, or I will need to help you find a calm space."
Not following instructions	I can see that you are find it tricky to get going. I wonder if you're unsure what to do. Instructions are here to help us learn. Here are two options.	"I can see you're not starting your work. If you don't choose an option now, I will need to choose for you."
Refusing to start / complete work	You belong in this class. I can see that you don't feel ready to start. Let's not give up. I will come and check back in two minutes.	"I will check back in two minutes. If you have not started, you will need to finish this work in your time."
Refusing to come in from break	{Name}, you belong with us. The bell has gone, now is the time to come into class. I expect you with us in two minutes.	"{Name}, I need you inside now. If you choose not to come in, there will be a consequence."