



# Salford Priors CofE Academy

## Behaviour and Relationship Policy

Document Date: March 2026



*Together, pursuing life in all its fullness*



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Template v1	September 2024	Name	Initial Issue
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<b>Member of Staff Responsible</b>	Head Teacher

*The electronic version is the definitive version of this document.*

## Links to Other Policies

- Personal Social Health Education
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Mental Health and Wellbeing Policy
- Anti-bullying Policy
- MAT: Data Protection Policy
- MAT: Use of Force and Physical Intervention Guidance
- MAT: Suspension and Permanent Exclusion Policy
- MAT: Written Statement of Behaviour Principles
- MAT: Expected Behaviour: Parents and Visitors



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## Table of Contents

Introduction .....	4
Consistency Management and Corporate Discipline .....	4
Attachment-Aware and Trauma-Informed Practice .....	4
The Steps to Consistency Management and Corporate Discipline .....	5
Adult Expectations .....	5
Regulation and De-escalation.....	5
Pupil Expectations .....	5
Personal, Social and Emotional Commitment to our Pupils .....	5
Relational Support and Attachment Needs .....	6
Recognition and Rewards.....	6
Consequences .....	7
Inclusive and Reasonable Adjustments to Behaviour Responses .....	7
Suspensions and Exclusions .....	8
Internal Alternative Provision (Internal Exclusion).....	8
SEND, Reasonable Adjustments and Preventative Purpose .....	9
Physical Intervention (Positive Handling) .....	9
Requesting Support .....	10
Recording Behaviour.....	10
Restorative Follow-up .....	10
Appendix 1 – Reflection Sheet A.....	11
<b>REFLECTION SHEET A</b> .....	11
Appendix 2 – Reflection Sheet B .....	12
<b>REFLECTION SHEET B</b> .....	12
Appendix 3 – Restorative Script for Re-entry into Class.....	13
<b>RESTORATIVE SCRIPT FOR RE-ENTRY INTO CLASS</b> .....	13



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## Introduction

Salford Priors CofE Academy is committed to creating a safe and secure place of learning, which is populated with ready, respectful and safe learners. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise each pupil is at a different stage of social learning and through a consistent approach to supporting their behaviour will we be able to achieve an environment where pupils learn and develop as caring and responsible individuals.

Staff are committed to working closely with parent/carers, learners and Governors to promote positive behaviour consistently and to create a culture of respect. We will always take a considered and sensitive approach to support all our pupils. Staff will have annual training on behaviour. We review and address school-wide behaviour patterns and, when necessary, will put additional learning into place for staff.

## Consistency Management and Corporate Discipline

Salford Priors CofE Academy recognises the importance of a clear and consistent approach to behaviour management that is simple, transparent, and fair. This approach ensures that expectations are easily understood by all members of the school community, promoting a positive and respectful learning environment. At the same time, the school is committed to actively considering the individual needs of pupils, ensuring that support and interventions are tailored appropriately to help every child succeed.

## Attachment-Aware and Trauma-Informed Practice

At Salford Priors CofE Academy we recognise that behaviour is a form of communication and that some pupils' behaviour may reflect unmet attachment needs, emotional distress, trauma, or additional needs rather than deliberate non-compliance. A consistent approach to behaviour must therefore be balanced with an understanding of pupils' individual experiences and developmental stages. All staff will respond to behaviour with curiosity and empathy, seeking to understand the underlying cause of the behaviour while maintaining clear boundaries and expectations. This approach supports pupils to feel safe, understood, and ready to learn.

For pupils with Special Educational Needs and/or Disabilities (SEND), behaviour expectations and responses will be adapted where necessary to reflect individual needs, known triggers, and emotional regulation difficulties, as outlined in Individual Support Plans or Education Health Care Plans



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## The Steps to Consistency Management and Corporate Discipline

### Adult Expectations

All adults will adopt the **CALM** approach.

**Control** – Staff will control their tone, volume and emotions, to ensure interactions with pupils remain constructive and safe.

**Authority** – All staff have authority to enforce the school's behaviour policy consistently and fairly.

**Language** – Language used by staff will be simple, short, direct and polite.

**Monitor** – Staff will monitor their own behaviours and attitudes to ensure they remain aligned with professional and school expectations.

### Regulation and De-escalation

In line with the CALM approach, staff recognise that regulated adults support regulated pupils. Where pupils become emotionally dysregulated, staff will prioritise de-escalation and regulation strategies before progressing through the behaviour steps.

Staff will:

- Allow pupils appropriate time and space to regulate before expecting compliance.
- Use calm, supportive, and simple language.
- Avoid escalating situations through confrontation or raised voices.
- Apply consequences only once a pupil is calm enough to reflect meaningfully.

For pupils with SEND, staff will recognise that dysregulation may be linked to sensory needs, communication difficulties, or anxiety. These pupils may require additional time, alternative regulation strategies, or adult support before engaging in reflection or restorative processes

### Pupil Expectations

Salford Priors CofE Academy has three simple rules: **Be Ready, Be Respectful and Be Safe.**

**Be Ready** means arriving on time, equipped to learn, and prepared to take part in all activities.

**Be Respectful** involves treating others with kindness, listening carefully, and valuing everyone's opinions and differences.

**Be Safe** means making choices that protect yourself and others, both in and out of the classroom, and following school guidelines to maintain a secure environment.

## Personal, Social and Emotional Commitment to our Pupils

We will promote and teach:

- specific social skills e.g. sharing, turn taking, listening to each other, how to address everyone politely.
- strategies to solve conflicts fairly and successfully.
- teach specific co-operative and collaborative skills to enable learners to work effectively as a member of a group.



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- pupils to recognise, understand and respond to a range of feelings and emotions.
- emotion specific vocabulary to enable learners to express feelings verbally rather than physically.
- equal opportunities and instil a positive attitude towards differences.
- an ethos of peer support.
- The importance consequences of their words and actions towards themselves and others.

## Relational Support and Attachment Needs

The school recognises the importance of strong, consistent relationships in supporting pupils' emotional development and behaviour. Some pupils, particularly those with attachment difficulties or experiences of trauma, benefit from predictable and trusted adult relationships.

Where appropriate:

- Pupils may be supported by a consistent key adult who provides regular emotional check-ins.
- Transitions (including re-entry to class following incidents) will be managed sensitively and predictably.
- Staff will prioritise repairing relationships following incidents through restorative conversations.

For pupils with SEND, relational support will be planned and consistent, ensuring that all staff working with the pupil understand effective strategies and maintain a shared approach.

## Recognition and Rewards

Verbal Praise	Stickers
House Points	ClassDojo
Star of the Week Certificates	Visits to Other Classes and Leadership Team – <i>to share good behaviour or work</i>
Good News Postcards - <i>sent home regularly by Class Teachers and members of Leadership Team</i>	



## Consequences

	Action	Notes
Begin at 	<b>The Reminder</b>	To be done as quietly and privately as possible.
	<b>1<sup>st</sup> Warning</b>	
	<b>2<sup>nd</sup> Warning</b>	<b>1 minute</b> – given to pupil to comply and regulate
	<b>3<sup>rd</sup> Warning</b>	<b>2 minutes</b> – given to pupil to comply and regulate
	Time-out for reflection in another class or away from the playground – <b>15 minutes</b>	Parents informed via ClassDojo. Class teachers will also endeavour to speak to parents when pupils have reached this stage in the behaviour system.
	Time-out with Leadership Team and reflection sheet completed – <b>30 minutes</b>	
See Suspensions and Permanent Exclusions		

## Inclusive and Reasonable Adjustments to Behaviour Responses

The school is committed to inclusive behaviour practices. Behaviour responses will be applied fairly and flexibly, taking into account pupils' emotional development, additional needs, and individual circumstances.

Staff will:

- Make reasonable adjustments to behaviour responses where a pupil's SEND impacts their ability to meet expectations.
- Avoid punitive sanctions for behaviours that are a known manifestation of a pupil's additional needs.
- Focus on teaching and supporting positive behaviour, rather than solely applying consequences.

Where patterns of behaviour are identified, staff will work with the SENDCo, senior leaders, and parents/carers to implement proactive support strategies. Behaviour incidents involving pupils with SEND will be recorded and reviewed with consideration of their individual needs and agreed support plans.



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## Suspensions and Exclusions

The decision to suspend or exclude a pupil is a serious one and will only be taken in response to serious or persistent breaches of the academy's behaviour policy, and if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

Before deciding whether to suspend or permanently exclude a pupil, either permanently or for a fixed period, the Head Teacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or exclusion were provoked
- Allow the pupil to give their version of events, if appropriate
- Consider if the pupil has special educational and Disability Needs

The actions that lead to suspensions are as follows:

- a. Behaviour that puts themselves or any other person at risk of harm.
- b. Physical assault against a pupil.
- c. Physical assault against an adult.
- d. Verbal abuse or threatening behaviour against a pupil.
- e. Verbal abuse or threatening behaviour against an adult.
- f. Deliberate damage to property.
- g. Bullying
- h. Abuse against sexual orientation or gender reassignment.
- i. Persistent refusal to follow instructions.
- j. Possession of or threat of the use of an offensive weapon or prohibited item (alcohol, illegal drugs, cigarettes, vapes, fireworks) that has been prohibited by the school's behaviour policy.
- k. Racial abuse.
- l. Sexual assault – *intentional sexual touching*.
- m. Sexual harassment – (*sexual comments, sexual jokes, sharing of nude, semi-nude images and videos, sharing of pornographic content*).
- n. Spitting.
- o. Theft.

The list above is not exhaustive and is intended to offer examples rather than be complete or definitive.

Where a pupil is involved in breaking the law the Police will be informed.

Wherever possible, we work to prevent exclusion through early intervention and partnership with families and external agencies.

[Suspension and Permanent Exclusion Guidance- Department for Education.](#)

## Internal Alternative Provision (Internal Exclusion)

In line with Department for Education guidance, the academy may use *Internal Alternative Provision* (sometimes referred to as internal exclusion) as a short-term, in-school response to serious or persistent breaches of the behaviour policy, where a suspension would otherwise be considered.



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Internal Alternative Provision involves a pupil being removed from their usual class or social setting for a limited period and educated in a supervised environment within the school. During this time, the pupil will continue to access appropriate learning, complete reflective or restorative work, and receive targeted adult support. This measure does not constitute a suspension, as the pupil remains on the school site and under the supervision of school staff. Parents/carers will be informed when this measure is used.

## SEND, Reasonable Adjustments and Preventative Purpose

The academy recognises its duties under the Equality Act 2010 and the SEND Code of Practice to make reasonable adjustments for pupils with Special Educational Needs and/or Disabilities. Where a pupil's behaviour is linked to identified or emerging SEND, social, emotional or mental health needs, or experiences of trauma, the use of Internal Alternative Provision will be considered as part of a graduated and supportive response rather than a punitive sanction. Adjustments may include modified expectations, additional adult support, sensory regulation strategies, or alternative methods of reflection. Internal Alternative Provision supports the principle that suspension and permanent exclusion should be used only as a last resort, by enabling early intervention, safeguarding pupils' welfare, maintaining access to education, and reducing the risk of escalation to suspension or permanent exclusion

## Physical Intervention (Positive Handling)

A small number of staff are trained in Team Teach and may use positive handling techniques in line with our physical intervention policy.

School staff are legally permitted to use reasonable force, including physical intervention, in the following four key circumstances:

1. **To prevent injury** to the pupil themselves or to others.
2. **To prevent serious damage to property.**
3. **To prevent a criminal offence** from being committed.
4. **To maintain good order and discipline** in a school setting, particularly where a pupil is significantly disrupting learning or refusing to follow a lawful instruction.

In all cases, any physical intervention must be **reasonable, proportionate, and necessary**, and should be a last resort after other de-escalation strategies have been used. Schools are expected to record and report on any use of physical intervention and inform parents/carers/social workers as part of a transparent safeguarding approach.

Where physical handling is used, staff must ensure the incident is clearly recorded using the school's agreed system, and that parents/carers/social workers are informed on the same day where possible. These records support transparency, safeguarding, and reflective practice.

Some pupils may have an *Individual Positive Handling Plan*, which outlines strategies to support regulation and reduce the likelihood of physical intervention being required. These are developed in partnership with parents and relevant professionals and are regularly reviewed.



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## Requesting Support

A red triangle will be sent to the nearest teacher or to the office as a request for immediate assistance in the classroom (particularly if pupil's behaviour is violent). Red triangles are located by classroom doors in all areas of the school.

## Recording Behaviour

All staff will record all behaviour incidents on the school's online 'CPOMS' system. Parents will be informed via ClassDojo and or a telephone call of behavioural incidents. Parents will also be invited to meet with Head Teacher to discuss patterns of poor behaviour.

## Restorative Follow-up

All staff are trained on how to repair relationships following an event where poor behaviour has occurred. This restorative practice will help pupils understand the impact of their actions on others and deepen their relationship with their teachers, staff and peers. See Appendix 3 for restorative script all Teachers and Teaching Assistants will use.



## Appendix 1 – Reflection Sheet A

### REFLECTION SHEET A

**a. What I chose to do ...**

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**b. How my behaviour made others feel ...**

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**c. What I could have done instead ...**

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**d. What I will do to make things better ...**

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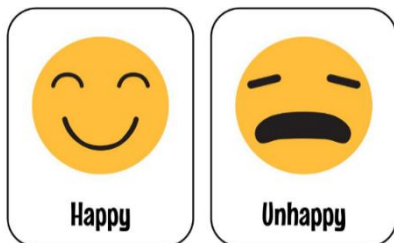
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## Appendix 2 – Reflection Sheet B

### REFLECTION SHEET B

a. What I chose to do ...



c. What I could have done instead ...



say sorry



d. What I will do to make things better ...





## Appendix 3 – Restorative Script for Re-entry into Class

### RESTORATIVE SCRIPT FOR RE-ENTRY INTO CLASS

1. Welcome back, [pupil's name]. I'm glad to see you and I appreciate that you've taken responsibility for what happened earlier.”
2. This is a fresh start, and I want to support you in making things go well from here.
3. Can you tell me how you're feeling about coming back into the room?  
*(Give space for student to respond.)*
4. Thinking about what happened, what might you do differently if a similar situation comes up again?  
*(Allow for response.)*
5. If you start to feel like things are getting difficult, what could you do—or what could I do—to help you manage it better?  
*(Listen, affirm any positive strategies or requests for support.)*
6. Thanks for talking with me. You're a valued part of this class, and I am here to help you succeed.