Behaviour Policy

Caldecott Foundation School

Approved by:	Maree Thorn – Chair of Trustees on Behalf of Governing Body	**Date:** 13/10/26
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The Caldecott School, Station Road, Smeeth, Ashford, Kent TN25 6PW Tel: 01303 815685

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1. Aims

This policy aims to:

- Create a positive culture that promotes positive behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To empower pupils to recognise, understand, and regulate their emotions and behaviours using the Zones of Regulation framework.
- To enable pupils to take ownership of their behaviour by developing self-awareness and understanding the consequences of their actions, fostering responsibility and personal growth.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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 2024 ↗
- Searching, screening and confiscation: advice for schools 2022 ↗
- The Equality Act 2010 ↗
- Keeping Children Safe in Education 2026 ↗
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement ↗
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective April 2026) ↗
- Supporting pupils with medical conditions at school ↗
- Special Educational Needs and Disability (SEND) Code of Practice ↗
- Working together to improve school attendance (DfE statutory guidance, updated July 2026) ↗
- Ofsted State-funded schools inspection toolkit (for use from September 2026) ↗

3. Our Behaviour Approach

Our approach to behaviour is rooted in consistency, understanding, and proactive support. Staff are expected to respond to behaviour in a calm, measured, and consistent manner, using strategies that are tailored to the individual needs of each pupil.

Key principles include:

- Consistency across staff: All staff follow agreed routines, language, and expectations to ensure pupils experience a predictable and safe environment.
- Tailored responses: Behaviour is understood in the context of each pupil's needs, with responses aligned to their Individual Behaviour Support Plans (IBSPs) and the Zones of Regulation framework.
- De-escalation first: Staff are trained to use de-escalation techniques as a first response to signs of dysregulation or distress, helping to prevent escalation and support emotional regulation.
- Classroom management: Low-level behaviours should be managed within the classroom using proactive strategies such as redirection, positive reinforcement, and structured choices. These strategies should be fully exhausted before seeking additional support.
- Pastoral support as a reactive strategy: Requests for pastoral or leadership support should only be made when classroom strategies have been applied consistently and further intervention is necessary to maintain safety or learning.

This approach ensures that behaviour is managed in a way that is fair, supportive, and focused on helping pupils learn and grow.

Leaders monitor behaviour information at whole-school, cohort and individual pupil level to identify patterns, evaluate the impact of support and ensure that reasonable adjustments and interventions are timely, appropriate and effective. Particular attention is given to pupils with SEND, disadvantaged pupils, pupils known or previously known to children's social care, and pupils facing other barriers to learning or wellbeing.

4. Communication with parents/carers

We believe that strong, open communication between school and home is essential in supporting pupils' behaviour and wellbeing. Our school is committed to working in partnership with parents and carers to celebrate positive behaviour and address any concerns in a timely and supportive manner.

We communicate with families in a variety of ways, including:

- Daily handovers between staff and parents/carers at drop-off and collection, providing updates on the pupil's day
- Phone calls to discuss significant incidents, achievements, or changes in behaviour
- Emails or messages for routine updates or follow-up communication
- Scheduled meetings such as annual reviews, in- year reviews, or pastoral support meetings
- Celebration of positive behaviour, including verbal praise shared with families, certificates, or recognition in school newsletters or assemblies

We aim to ensure that communication is clear, consistent, and tailored to the needs of each pupil and their family. By working together, we can provide a consistent approach that supports pupils both at school and at home.

5. Individual Behaviour Support Plans

All pupils have an Individual Behaviour Support Plan tailored to their specific needs, strengths, and areas of development. These plans are closely aligned with the **Zones of Regulation** framework and are designed to help pupils understand their emotional states, recognise their behaviours, and access appropriate strategies to support self-regulation.

Each plan outlines:

- The pupil's individual behavioural and emotional needs
- Triggers and patterns of behaviour
- Personalised strategies and interventions that support positive behaviour
- Preferred de-escalation techniques and communication approaches

Pupils and parents/carers are actively involved in the development and review of IBSPs to ensure a consistent, collaborative, and person-centred approach across home and school

6. Zones of Regulation

The Zones of Regulation is a structured framework used across the school to help pupils develop emotional awareness and self-regulation skills. It categorises emotions into four colour-coded zones - Blue (low states like sadness or tiredness), Green (calm and ready to learn), Yellow (heightened alertness like frustration or anxiety), and Red (intense emotions like anger or panic). Pupils are taught to identify which zone they are in, understand their triggers, and use personalised strategies to return to a regulated state. This approach supports emotional literacy, reduces behavioural incidents, and promotes positive mental health.

While the Zones of Regulation framework is used across the school to support emotional awareness and regulation, we recognise that older pupils may prefer alternative methods of identifying and expressing their emotional states. Staff work with pupils to personalise the approach, whether through adapted visuals, language, or self-chosen strategies, ensuring it remains meaningful, age-appropriate, and effective in supporting behaviour and wellbeing.

7. Responding to Positive Behaviour

At our school, we believe in recognising and reinforcing positive behaviour through consistent and meaningful praise. Staff members respond to pupils' efforts and achievements using a variety of methods, including verbal praise, positive body language, written comments, and public recognition. These responses help build a supportive environment where pupils feel valued and motivated to continue making good choices. Our rewards systems are tailored to suit the developmental needs of different age groups.

In Primary, we use the pompom reward system to visually and tangibly reinforce positive behaviour. Pupils earn pompoms for demonstrating our core values: kindness, friendship, respect, trust, and wellbeing. Each pupil has an individual jar where pompoms are collected throughout the week.

At the end of each week, pupils may choose to spend or save their pompoms in the Pompom Shop, which offers a variety of small prizes and experiences. This system fosters excitement, collaboration, and a sense of achievement, while also encouraging decision-making and delayed gratification.

In Secondary, rewards are used to promote positive engagement and encourage regular attendance to lessons. Pupils are awarded tokens for attending lessons and engaging positively with their learning throughout the school week.

Tokens can be exchanged in the school token shop for a range of rewards. Pupils may choose to spend their tokens weekly or save them over time to access larger rewards and experiences. This approach encourages motivation, responsibility, goal-setting and delayed gratification.

The reward system is designed to be inclusive and supportive of individual needs. Where pupils have agreed adjustments or strategies identified within their Individual Behaviour Support Plan (IBSP), these will be taken into account to ensure that all pupils have equitable opportunities to achieve success.

To further promote the importance of attendance, pupils who achieve 90% attendance or above over the course of a term may be eligible to take part in an end-of-term reward trip. Attendance rewards are intended to recognise and celebrate commitment to school attendance whilst taking account of individual circumstances, medical needs and any agreed reasonable adjustments.

Pupils who demonstrate exceptional effort, resilience, personal achievement or significant progress may also receive additional recognition through certificates, celebration assemblies, positive communication with home, or other forms of acknowledgement. This reinforces positive attitudes towards learning and strengthens the partnership between school and home.

8. Managing Challenging Behaviour

Staff at our school understand that:

- Challenging behaviour can be a form of communication, often linked to unmet needs, emotional distress, or difficulties with regulation, especially for pupils with SEND
- Each pupil's individual profile—including triggers, communication style, and sensory needs—is considered when planning support
- Proactive and preventative strategies are used to reduce escalation, such as structured routines, visual supports, calm spaces, and consistent adult responses
- De-escalation techniques and personalised behaviour support plans are followed to help pupils regain control safely and respectfully

- Physical intervention is only used when necessary, reasonable and proportionate, in accordance with current DfE guidance and PRICE training.
- The priority is always to help pupils feel safe, understood, and empowered to make positive choices

Behaviour incidents are recorded consistently so that leaders can identify patterns and trends, understand antecedents and barriers, review the effectiveness of interventions and make informed changes to individual or whole-school practice.

8.1 Bullying

Our school takes a zero-tolerance approach to bullying. All incidents are taken seriously and responded to promptly in line with safeguarding procedures. We promote a culture of respect and inclusion through preventative education, staff training, and pupil support. Victims are supported through pastoral care, and restorative approaches are used where appropriate to rebuild relationships and promote accountability.

Bullying is defined as the intentional, repeated harm of an individual or group, where there is an imbalance of power. It is:

- Deliberate
- Ongoing
- Difficult for the victim to stop or defend against

Types of bullying include:

- Emotional – Excluding, tormenting, or unfriendly behaviour
- Physical – Hitting, pushing, taking belongings, or violence
- Verbal – Name-calling, teasing, sarcasm, or spreading rumours
- Prejudice-based – Targeting someone based on race, religion, gender, sexuality, or disability
- Sexual – Unwanted sexual comments, gestures, contact, or sharing explicit content (including AI-generated images)
- Cyberbullying – Online abuse via social media, messaging apps, gaming platforms, or digital content

When bullying is identified, staff respond promptly and consistently in line with the school's safeguarding and behaviour procedures. The incident is recorded, investigated, and appropriate action is taken to support the victim and address the behaviour of the pupil(s) involved. Restorative approaches are used where appropriate, and parents/carers are informed to ensure a joined-up response. Ongoing support is provided to all pupils affected to promote safety, wellbeing, and positive relationships.

8.2 Use of Reasonable Force

At our school, we are committed to maintaining a safe, respectful, and inclusive environment for all pupils. We understand that behaviour may be a form of communication and that some pupils may display behaviours that challenge due to sensory, emotional, or cognitive needs. In line with Department for Education guidance, restrictive intervention, including reasonable force, is used only when necessary, reasonable and proportionate, with the pupil's

dignity, safety and wellbeing at the centre. Practice follows the DfE guidance ‘Restrictive interventions, including the use of reasonable force, in schools’, effective from 1 April 2026.

Reasonable force refers to physical intervention used to prevent injury, serious disruption, or damage. It must be:

- Proportionate to the situation.
- Necessary to achieve a safe outcome.
- Used for the shortest time possible.

All staff are trained in PRICE (Protecting Rights in a Caring Environment) techniques. This approach equips staff with the skills to:

- Understand the underlying causes of behaviour.
- Use proactive and preventative strategies to reduce escalation.
- Apply safe, respectful, and legally compliant physical interventions when absolutely necessary.
- Reflect and repair following incidents to support emotional recovery.

PRICE techniques promote trauma-informed, person-centred practices that are especially suited to SEND environments and are designed to uphold the rights and dignity of every pupil.

Staff must:

- Refer to individual behaviour support plans.
- Consider the pupil’s communication style, sensory profile, and emotional regulation needs.
- Avoid interventions that may cause distress or reinforce trauma.
- Work collaboratively with families and professionals to ensure consistency and safety.

We prioritise:

- Calm, structured environments.
- Visual supports and sensory regulation tools.
- Safe spaces for de-escalation.
- Positive relationships and predictable routines.

All incidents involving the use of reasonable force or seclusion must be:

- Documented with full details of the context, actions, and outcomes.
- Reported to parents/carers promptly.
- Reviewed to inform future planning and reduce recurrence.

Recorded and reported in accordance with the statutory recording and reporting duties that took effect on 1 April 2026, including the legal duty relating to seclusion. Records must be sufficiently detailed to support safeguarding, oversight, review and learning.

Following any incident:

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- Pupils and staff are offered emotional and practical support.
- A debrief is held to reflect and repair.
- Behaviour plans may be updated to improve future responses.

Staff receive ongoing training in PRICE techniques. The leadership team monitors incident data and ensures compliance with safeguarding, equality, and health and safety standards.

This policy is shared with staff, families, and relevant professionals. It forms part of our wider behaviour and safeguarding framework and reflects our commitment to respect, safety, and inclusion for every pupil.

9 Suspension and Permanent Exclusion

As a specialist SEND school, we recognise that exclusions and suspensions are significant decisions that can have a lasting impact on a pupil's education and wellbeing. In line with the DfE statutory guidance effective from 26 July 2026, these measures are only used as a last resort, when all other strategies to support a pupil's behaviour have been exhausted and where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Only the headteacher has the authority to suspend (fixed-term exclusion) or permanently exclude a pupil, and any decision must be lawful, reasonable, fair, and proportionate. Before making such a decision, the school will consider the pupil's individual needs, including any SEND, safeguarding concerns, or relevant contextual factors. Reasonable adjustments will be made, and advice may be sought from external professionals to ensure that all support options have been explored.

10 Mobile Phones

In line with the Department for Education's guidance on creating a mobile phone-free school environment, our school operates a strict no-phone policy throughout the school day.

Pupils are not permitted to use or access mobile phones at any time during the school day, including break and lunchtimes. On arrival, pupils are expected to hand in their mobile phones, which are then securely stored and returned at the end of the school day.

This approach is designed to:

- Minimise distractions and support focused learning
- Promote face-to-face social interaction and wellbeing
- Reduce the risk of online bullying, peer pressure, and safeguarding concerns

Failure to follow this expectation will be treated as a breach of the school's behaviour policy and may result in appropriate consequences.

11 Roles and Responsibilities

11.1 The Governing Body

The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

11.2 The Senior Leadership Team

The senior leadership team are responsible for:

- Reviewing this policy in conjunction with the Governing Body.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with challenging behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- 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
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

11.3 Pastoral Team

- Supporting the emotional, social, and behavioural wellbeing of all pupils.
- Working collaboratively with teaching staff, families, and external professionals to identify and respond to individual needs
- Ensuring pupils have access to safe spaces, trusted adults, and consistent routines that promote regulation and engagement
- Contributing to the development and review of personalised behaviour support plans
- Monitoring pupil wellbeing and responding to incidents using restorative and empathetic approaches
- Supporting transitions and promoting positive relationships across the school community
- Helping pupils develop self-awareness, resilience, and strategies for emotional regulation
- Fostering a nurturing and inclusive school culture where every pupil feels safe, valued, and understood

11.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

11.5 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour 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
- Take part in any pastoral work if concerns are raised around behaviour. (for example, reviews and re-integrations meetings)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and work in collaboration with them to address and behavioural concerns.

11.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The school's expectations and goals
- The rewards they can earn for meeting the goals, and the consequences they will face if they don't achieve these
- the pastoral support available to help them meet behaviour expectations, including access to trusted adults, emotional regulation strategies, and tailored interventions that promote wellbeing and personal responsibility.

Pupils will be actively involved in the development of their Individual Behaviour Support Plans, ensuring their voice is heard and their needs, strengths, and preferences are reflected.

12.Complaints and Concerns

The school is committed to working in partnership with pupils, parents and carers to ensure that behaviour is managed fairly, consistently and in accordance with this policy.

Any concerns regarding the implementation of this policy should initially be discussed with the relevant class teacher, tutor or member of the pastoral team. Where concerns remain unresolved, parents and carers should contact a member of the senior leadership team.

Formal complaints regarding behaviour decisions or the implementation of this policy will be managed in accordance with the school's Complaints Policy.

The school will seek to resolve concerns promptly, fairly and collaboratively, whilst maintaining its commitment to the safety, wellbeing and education of all pupils.

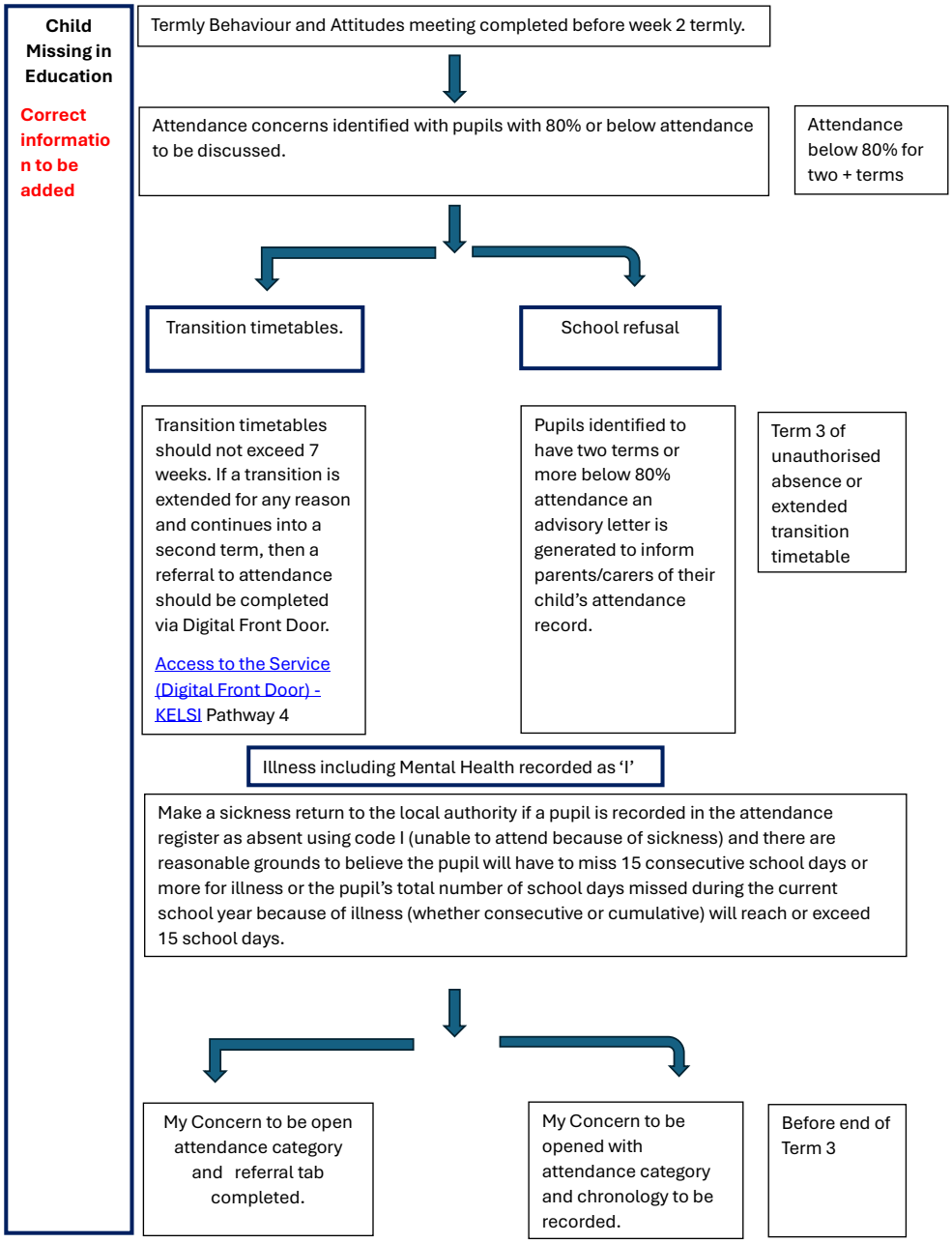
13.Appendix 1

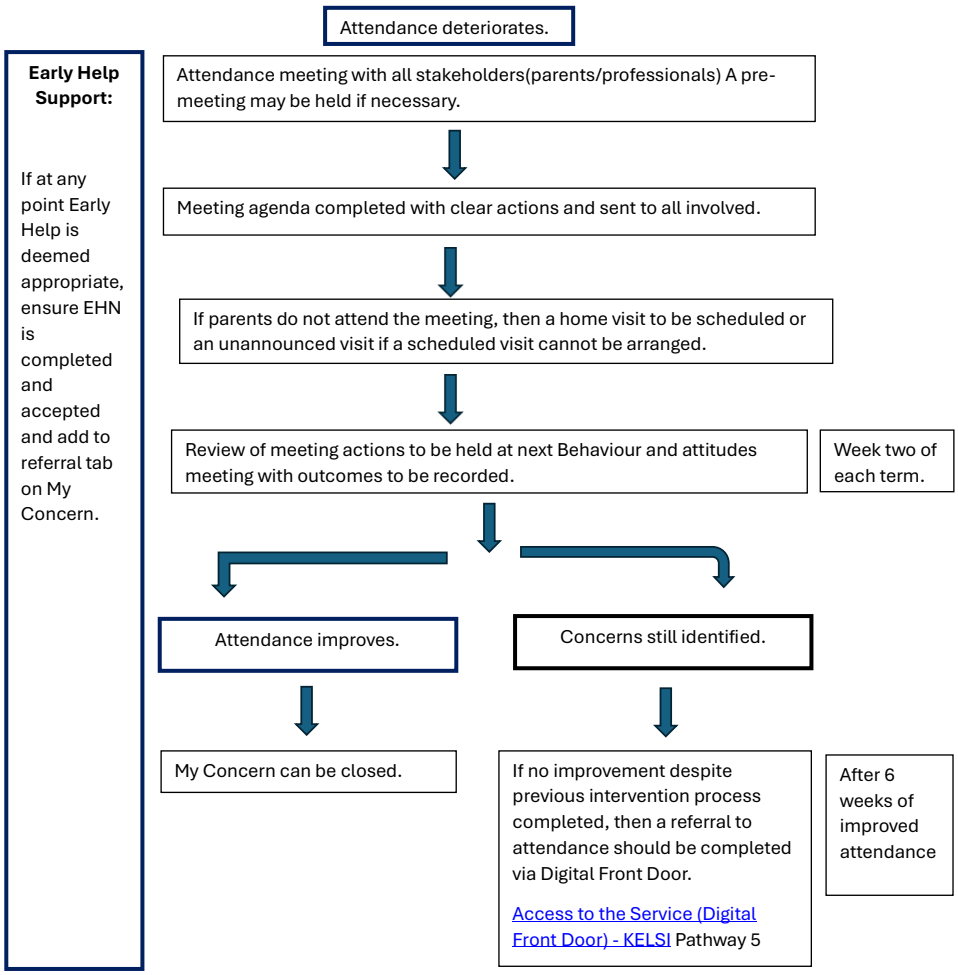
Attendance Flowchart

The school's attendance practice follows the DfE statutory guidance 'Working together to improve school attendance' (updated July 2026). Attendance is treated as everyone's responsibility. Leaders use attendance information at individual, cohort and whole-school level to identify patterns and trends early, listen to pupils and families to understand barriers, provide appropriate support, and work with external services where necessary. Reasonable adjustments and targeted support are considered for pupils with SEND and others who face barriers to attendance.

Appendix 1 outlines the attendance flowchart used by our school to monitor and respond to concerns around pupil attendance. This process ensures that any patterns of absence are identified early and addressed in a supportive and structured manner. The flowchart highlights the steps taken by staff, including initial monitoring, communication with families, targeted interventions, and referrals to external agencies if necessary. It reflects our commitment to working collaboratively with families to remove barriers to attendance and ensure every pupil has access to consistent education and pastoral support.

Attendance information is reviewed regularly, including persistent and severe absence and the attendance of relevant pupil groups. Leaders evaluate whether actions are improving attendance and adapt support where concerns remain.


Child Missing in Education
Correct information to be added
Termly Behaviour and Attitudes meeting completed before week 2 termly.
Attendance concerns identified with pupils with 80% or below attendance to be discussed.
Attendance below 80% for two + terms
Transition timetables.
School refusal
Transition timetables should not exceed 7 weeks. If a transition is extended for any reason and continues into a second term, then a referral to attendance should be completed via Digital Front Door.
Access to the Service (Digital Front Door) - KELSI Pathway 4
Pupils identified to have two terms or more below 80% attendance an advisory letter is generated to inform parents/carers of their child's attendance record.
Term 3 of unauthorised absence or extended transition timetable
Illness including Mental Health recorded as 'I'
Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.
My Concern to be open attendance category and referral tab completed.
My Concern to be opened with attendance category and chronology to be recorded.
Before end of Term 3


Attendance deteriorates.
Early Help Support:
If at any point Early Help is deemed appropriate, ensure EHN is completed and accepted and add to referral tab on My Concern.
Attendance meeting with all stakeholders(parents/professionals) A pre-meeting may be held if necessary.
Meeting agenda completed with clear actions and sent to all involved.
If parents do not attend the meeting, then a home visit to be scheduled or an unannounced visit if a scheduled visit cannot be arranged.
Review of meeting actions to be held at next Behaviour and attitudes meeting with outcomes to be recorded.
Week two of each term.
Attendance improves.
Concerns still identified.
My Concern can be closed.
If no improvement despite previous intervention process completed, then a referral to attendance should be completed via Digital Front Door.
Access to the Service (Digital Front Door) - KELSI Pathway 5
After 6 weeks of improved attendance