Pendock CE Primary School

Be the best that you can be

BEHAVIOUR & CONDUCT POLICY

Be Ready. Be respectful. Be Safe.

Connection before correction. High expectations with high support.

Policy	Behaviour & Conduct Policy
Applies to	Children, parents/carers, staff, leaders and governors
Effective from	September 2026
Review	Annually, or sooner where guidance, legislation or school need changes

1. Our vision

At Pendock, we aim to enable and encourage all those connected with our school to be the best that we can be. By living out our PRIDE in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

We believe every child has the right to learn in a calm, safe, supportive environment, free from unreasonable disruption, and to be treated with dignity, kindness and respect. We also believe that every child deserves to be understood as an individual. Children make mistakes, experience strong emotions and sometimes struggle to meet expectations. Our response should help them learn, repair and succeed rather than define them by a difficult moment.

Pendock is a high-SEND school and many of our children are neurodivergent. We recognise that communication, sensory processing, executive functioning, attention, emotional regulation, developmental stage and previous experiences can affect how a child accesses expectations and responds to challenge. We therefore seek to understand behaviour, remove barriers where possible and provide appropriate support, while maintaining high expectations for everyone.

Our behaviour approach is restorative and relationship-focused. This does not mean being permissive, removing boundaries or avoiding consequences. It means holding clear boundaries with compassion: understanding the child, addressing the behaviour, recognising its impact, repairing harm and teaching what to do differently next time.

2. The Pendock approach: connection before correction

The central principle of our approach is simple: connection before correction. Children are more able to reflect, listen and learn when they feel safe, known and emotionally regulated. We therefore build relationships proactively and use calm, predictable responses when behaviour becomes difficult.

- We are firm on the boundary and soft on the person.
- We do not excuse behaviour; we seek to understand it and address its impact.
- We do not remove accountability; we make accountability meaningful.
- We do not shame children; we teach, repair and restore.
- We do not expect identical responses from every child; we aim for fair and equitable responses that take account of individual need.

Understanding is not agreement. A child can be angry, frightened, overwhelmed or dysregulated and still need to learn that hurting someone, damaging property or disrupting learning is not acceptable. Compassion and accountability can exist together.

3. Our PRIDE in Pendock values

We have PRIDE in ourselves; PRIDE in each other; PRIDE in Pendock!

Value	What this means at Pendock
Positive Attitude	We find good in people and situations and look for ways forward.
Respect	We treat everyone with kind words and actions.
Individuality	We believe in ourselves and celebrate difference.
Determination	We welcome challenges and keep trying.
Excellence	We strive to be the best that we can be.

4. Our shared expectations

Be Ready

Be Respectful

Be Safe

These expectations apply to everyone. They are explicitly taught, modelled, practised and revisited. Staff should make expectations clear, use language children can understand and provide additional support or reasonable adjustments where required.

5. Aims of this policy

- Provide a clear, fair, predictable and compassionate approach to behaviour.
- Create a calm, safe and inclusive environment where learning can flourish.
- Build strong, trusting relationships and a sense of belonging.
- Teach children the social, emotional and self-regulation skills needed to manage behaviour successfully.
- Recognise that behaviour can communicate unmet need, distress, sensory overload, communication difficulty, uncertainty or another barrier.
- Maintain high expectations and clear boundaries for all children.
- Use natural, logical and proportionate consequences that are purposeful and respectful.
- Help children understand the impact of their actions and repair harm where appropriate.
- Work in partnership with parents/carers and relevant professionals.
- Use a graduated response when behaviour is persistent or significant, including targeted support and formal sanctions where necessary.
- Protect the safety, dignity and learning of every member of the school community.

6. Positive behaviour: prevention and recognition

Our first response to behaviour is prevention. Staff will build positive relationships, establish predictable routines and explicitly teach children what successful behaviour looks like. The DfE Behaviour in Schools guidance emphasises proactive support, high expectations, consistency and reasonable adjustments for pupils with disabilities.

- Warm greetings and positive relationships.
- Clear routines and explicitly taught expectations.
- Emotional check-ins and opportunities to communicate needs.
- Specific praise and recognition linked to PRIDE values.
- Dojo points, certificates, stickers and positive messages home where appropriate.
- Visual supports, clear instructions and processing time.
- Movement breaks, sensory accommodations and access to a quieter space where appropriate.
- Planned support for transitions and known triggers.
- Adapted tasks and appropriate challenge.
- Regular review of provision when patterns of behaviour emerge.

7. When behaviour becomes difficult: regulate first, restore afterwards

When a child is highly dysregulated, their ability to process language, reason, communicate, consider consequences and regulate their behaviour may be reduced. Staff should prioritise safety and regulation and use professional judgement about when a restorative conversation can take place.

- Safety – make the situation safe for everyone.
- Regulation – reduce demands and sensory load where appropriate; offer space, quiet or a trusted adult.
- Connection – communicate calm, care and confidence.
- Reflection – when regulated, understand what happened and what was difficult.
- Repair – address harm and relationships.
- Learning – agree what will help next time.

"Not now" does not mean "never". An incident still needs to be followed up when the child is ready to participate meaningfully.

Helpful language may include:

- "I can see this is feeling like too much right now."
- "You are safe. I am here to help."
- "You do not need to talk yet."
- "I will not let you hurt someone. I will help you through this."
- "We can talk about what happened when you are feeling calmer."
- "It is okay to feel angry/upset. It is not okay to hurt someone."

8. Restorative conversations and repair

Restorative practice gives children a structured opportunity to understand what happened, hear the impact on others, take responsibility and decide what needs to happen next. Conversations are held privately and sensitively, at a developmentally appropriate level and when the child is regulated enough to engage.

- What happened from your point of view?
- What were you feeling or experiencing?
- What were you finding difficult?
- Who has been affected?
- What do you think they may have felt?
- What part of this can you take responsibility for?
- What needs to happen now?
- How can we put things right?
- What could we or the adults do differently next time?

Children may communicate through words, drawing, emotion scales, visuals or supported communication. The aim is meaningful participation, not a scripted performance or forced apology.

9. Boundaries, consequences and accountability

Restorative practice is not the absence of sanctions. The DfE expects schools to maintain high standards, respond promptly and proportionately to misbehaviour, and provide support to help pupils meet behaviour standards.

Where behaviour falls below our expectations, staff may use a natural or proportionate consequence. Consequences should be related to the behaviour, proportionate, purposeful, respectful and developmentally appropriate.

If a child…	We may…
makes a mess	support them to clean and restore the space.
damages property	support them to tidy, repair or restore what they can, where appropriate.
misuses equipment	pause access to that equipment until it can be used safely.
misses learning through behaviour	support them to complete reasonable missed learning.
harms or upsets another person	restore safety, explore impact and support appropriate repair.
disrupts an activity repeatedly	provide a regulated alternative or temporary change of space, then support return when safe and ready.

Consequences will never be used to shame or humiliate a child. Previously earned recognition will not normally be removed as punishment, and intervention/support time will not be removed as a consequence.

10. Graduated response to persistent or significant behaviour

A graduated response is not simply a ladder of increasingly severe punishments. It is a process of increasing clarity, support, accountability and intervention. The response will depend on the seriousness, frequency and impact of the behaviour, the circumstances of the incident, the child's developmental stage and individual needs, and the effectiveness of strategies already tried.

Stage 1 – Teach, remind and redirect: Private reminder, non-verbal cue, choice, modelling, praise, regulation support, restorative conversation and natural/logical consequence.

Stage 2 – Formal classroom response: Clear warning, change of activity/seat where appropriate, proportionate consequence, restorative follow-up and parent/carer communication where appropriate.

Stage 3 – Targeted support and review: Repeated concerns are recorded; class teacher/SENCO/leadership review provision; parent/carer involvement; pupil voice; targeted behaviour or regulation support; review of reasonable adjustments and triggers.

Stage 4 – Senior leadership response: Head Teacher or senior leader involvement; formal meeting; agreed support and expectations; restorative work; proportionate formal sanction; behaviour support plan where appropriate.

Stage 5 – Internal suspension where appropriate: A supervised, structured and time-limited internal suspension may be used where appropriate. It is not isolation and should support learning and reintegration.

Stage 6 – Suspension: Where behaviour is sufficiently serious, persistent, unsafe or other strategies have been exhausted, the Head Teacher may use suspension in accordance with statutory guidance.

Stage 7 – Permanent exclusion: Permanent exclusion is a last resort and will only be considered in accordance with statutory guidance and the individual circumstances of the case.

A serious incident may move directly to a higher stage. Conversely, repeated low-level behaviour may indicate that more assessment and support are needed rather than simply escalating punishment.

11. SEND, neurodiversity and equity

Pendock has a high proportion of children with SEND, including many neurodivergent children. We are committed to equitable, not merely identical, responses. High expectations remain for all children, while reasonable adjustments and additional support are provided where required.

The DfE Behaviour in Schools guidance states that schools should understand underlying causes of behaviour and whether additional support is needed. It also recommends using the graduated response to assess, plan, deliver and review support for pupils with SEND.

- Consider sensory, communication, learning, emotional and developmental factors.
- Review whether the child understands the expectation and has the skills to meet it.
- Consider whether reasonable adjustments are needed.
- Use visual supports, sensory accommodations, movement breaks, quiet space, adapted language and processing time where appropriate.
- Involve the SENCO and relevant external professionals where needed.
- Review an individual support/behaviour plan where patterns emerge.
- Record patterns and evaluate whether provision is working.
- Avoid assuming that SEND either explains everything or explains nothing: consider the individual circumstances of each incident.

SEND does not remove accountability, but it may change the support, communication, adjustment and intervention required to help a child meet expectations. The school will not discriminate because of disability and will consider relevant duties and individual circumstances when applying sanctions.

12. Serious behaviour, bullying and discriminatory behaviour

Bullying, discriminatory or racist behaviour, intimidation, threats, violence, deliberate damage, serious disruption, leaving the school site without permission and other serious incidents are taken seriously. Safety and the dignity of those affected are the priority.

Restorative work may form part of the response where appropriate and safe, but it will never be used to minimise harm, pressure a child who has been harmed to meet another child, or replace safeguarding and disciplinary procedures.

13. Suspension and permanent exclusion

Restorative practice and formal sanctions are not alternatives. They operate together. The current DfE statutory guidance, effective from 26 July 2026, states that suspensions and permanent exclusions are important behaviour-management tools; for the vast majority of pupils they may not be necessary because other strategies can manage behaviour, but suspension may sometimes be necessary when approaches have been exhausted and permanent exclusion is a last resort. Schools should not adopt a “no exclusion” policy as an end in itself.

Only the Head Teacher may suspend or permanently exclude. Any decision will follow the statutory framework and the school’s procedures. The school will consider the seriousness and circumstances of the behaviour, the impact on safety and learning, relevant SEND/disability and equality considerations, previous support and interventions, and other relevant information.

Where a suspension occurs, the school will seek to use the period constructively and plan for a successful return. This may include a restorative conversation, review of triggers and provision, parent/carer

involvement and a reintegration plan. A suspension is a consequence of behaviour; it is not a rejection of the child or a withdrawal of our commitment to them.

The 2026 statutory guidance makes clear that exclusions should be used only when necessary, and that governing boards should scrutinise patterns in suspensions, exclusions and pupil movement, including whether there are emerging patterns involving pupils with SEND that may require review of SEN support.

14. Staff language: connection before correction

Instead of…	Try…
“Why are you behaving like this?”	“What happened? What was difficult for you?”
“Calm down.”	“I am going to help you get calm.”
“You know the rules.”	“The expectation is still Be Safe. Let’s work out how I can help you meet it.”
“You are naughty.”	“That behaviour was not safe/respectful.”
“What punishment do you deserve?”	“What needs to happen now to put things right?”
“If you do that again…”	“We need to see a change. Let’s agree what will help you succeed next time.”

15. Staff responsibilities

- Meet and greet children warmly and build positive relationships.
- Model PRIDE values and the behaviour expected.
- Teach routines and expectations explicitly.
- Use calm, predictable and consistent responses.
- Keep conversations private and preserve dignity.
- Consider regulation, sensory and SEND needs before escalating a response.
- Follow through on boundaries and proportionate consequences.
- Complete restorative conversations when appropriate.
- Record significant/repeated behaviour and seek leadership/SENCO support when required.
- Never shame, ridicule or humiliate a child.

16. Leadership responsibilities

- Ensure the policy is understood and implemented consistently.
- Support staff with difficult behaviour and restorative conversations.
- Monitor behaviour data and patterns, including by pupil group and SEND where appropriate.
- Review the effectiveness of interventions and provision.
- Ensure staff training needs are identified and met.
- Work with families and relevant agencies where additional support is required.
- Ensure suspensions and exclusions are lawful, reasonable, proportionate and procedurally fair.
- Support successful reintegration following significant sanctions.

17. Children and parents/carers

Children

- Be Ready, Be Respectful and Be Safe.
- Try their best and allow others to do the same.
- Listen to reasonable instructions.
- Treat people and property with respect.
- Ask for help when something feels difficult or overwhelming.
- Take part in restorative reflection and repair where appropriate.
- Learn from mistakes and work towards doing things differently next time.

Parents/carers

- Support the school's expectations and PRIDE values.
- Model respectful behaviour and language.
- Share information that may help school understand their child's needs and successful strategies.
- Work in partnership with school when concerns arise.
- Support their child to reflect, repair and learn from incidents.

18. Recording, monitoring and review

Significant and repeated behaviour concerns will be recorded in accordance with school procedures, including on My Concern where appropriate. Leaders will use behaviour information to identify patterns, evaluate interventions, consider staff training and review whether additional provision or adjustments are needed.

The governing board will receive appropriate information to enable oversight of behaviour, sanctions, suspensions and exclusions. The school will review patterns carefully to ensure that responses remain fair, equitable, proportionate and effective.

19. Our commitment

We want every child at Pendock to know that they belong here. We will not define a child by their hardest moments. We will also not allow behaviour to compromise the safety, dignity or learning of others.

- We will hold high expectations without losing sight of the child.
- We will maintain boundaries without withdrawing connection.
- We will use consequences when they are needed, but never to shame or humiliate.
- We will listen, repair, learn and move forward.
- We will work with families and professionals to help children succeed.
- We will protect the right of every child and adult to feel safe, respected and able to learn.

20. Related guidance and policies

This policy should be read alongside the school's safeguarding, SEND, anti-bullying, attendance, complaints, online-safety and staff conduct policies, and the Department for Education guidance in force at the time.

- Department for Education, Behaviour in Schools: Advice for headteachers and school staff.

- Department for Education, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (statutory guidance effective from 26 July 2026).
- Keeping Children Safe in Education, in force at the time.
- Relevant equality, SEND and safeguarding legislation and guidance.