

# Behaviour Policy

2025-2026



## 1. Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.
- 1.2 This policy applies to all pupils including those in the Early Years.

## 2. Principles

At Northwick Manor Primary School, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve this. Our behaviour policy is an essential foundation for generating an ethos consistent with our values.

### Three Pocket Principles

At Northwick Manor we have three simple principles that underpin our behaviour policy. These are:

- We aim high
- We are kind
- We act responsibly

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders. These run in parallel with our school values, which are outlined below.

## 3. Our Values



Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.

We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviours at all times so that our pupils can benefit fully from their experiences in school.

It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.

It is expected that parents who send their children to our school will be prepared to support the school fully in its insistence on high standards of behaviour not only in school but within the local community.

Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are appropriately included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.

#### **4. Our Positive Approach**

- 4.1 Our school provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative.
- 4.2 Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

#### **5. Teaching and Learning Expectations of behaviour**

- 5.1 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- 5.2 Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school. These may include:
  - poor emotional literacy skills
  - low self-esteem
  - poor social skills
  - an inability to accept responsibility for his/her actions
  - poor speech and language skills
- 5.3 In order to combine these sometimes divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour, which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her

behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas. We aim, therefore, to help our pupils:

- to relate appropriately towards each other;
- to relate appropriately towards adults;
- to follow teacher instructions;
- to accept help and guidance;
- to accept rules and expected routines;
- to take responsibility for their behaviour;
- to recognise the consequences of their actions;
- to enjoy learning and achievement.

5.4 Modelling forms an integral part of this process. This includes modelling between staff and pupils. Thus, our pupils have continuous opportunities to teach and learn from each other and staff through example and explanation. We aim to establish for our pupils:

- A safe and secure setting
- A calm working atmosphere
- A stimulating and organised classroom environment
- An interesting and appropriate curriculum in line with the National Curriculum
- A supportive and sympathetic framework

5.5 There are five school values which pupils are encouraged to follow at all times. These values support the Rivers Star Values of Sharing, Trust, Achievement, Respect and Safety.

These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour. In addition, we expect the following general standards of behaviour from our pupils:

- Pupils are expected to attend regularly;
- Dress must be smart and according to the school's Uniform Policy;
- Pupils may not leave the school's premises during the school day without prior permission from staff and written permission from parents;
- We do not tolerate bullying in any forms e.g. prejudice, discrimination, cyber. (please see our preventing bullying approach)
- Comply fully with the Acceptable Use Policy
- Inappropriate language, swearing and name-calling are not accepted
- Pupils are discouraged from bringing in any items from home, such as large amounts of money and mobile phones. If mobile phones/devices are allowed in school, they are locked away during the school day and handed out at the end of the day.
- Please also see the searching and confiscation guidance in our safeguarding policy.

## **6. Behaviour Curriculum**

6.1 Our School endeavours to be proactive in improving behaviour. Thus, a part of our curriculum is the explicit teaching and learning of appropriate behaviours and Values for Life. It is through our behaviour curriculum that our school's expectations are translated into teaching and learning.

Our behaviour curriculum reflects these two roles accordingly.

6.2.1 For all pupils, the behaviour curriculum consists of a regular and structured programme within the PSHE curriculum. This is intended to develop pupils' social, emotional and behavioural skills as well as ensuring their social, moral, spiritual and cultural development is enhanced. However, the teaching of appropriate behaviour will underlie all of the work in the school with subjects being seen as vehicles for teaching this as well as subject content.

6.2.2 For pupils in need of behaviour intervention, the following strategies may be appropriate:

- Anger management
- Social skills
- Speaking and listening
- Emotional Literacy
- Self-esteem
- Relationships
- Conflict resolution led by adults
- Time to talk
- Breakfast, lunchtime nurture and circle time
- Forest school & outdoor learning opportunities
- Outside agencies supporting specific needs as and when necessary

The strategy will be selected depending on the needs of the pupils.

## **7. Roles and Responsibilities**

Promoting positive behaviour is the responsibility of the school as a whole. For our policy to be implemented comprehensively, the roles and responsibilities are broadly outlined below.

### **7.1 The role of the Headteacher/SLT**

The Head/SLT are responsible for:

- establishing an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;
- organising support for implementing the behaviour policy;
- developing, monitoring and reviewing of the behaviour policy.

### **7.2 The role of the Teaching Staff**

The Teaching staff are responsible for:

- implementing the behaviour policy
- provision for all children within class, including children with special educational needs as defined in the SEND policy
- ensuring incidents are recorded accurately and that behaviour logs are up to date;
- delivering a curriculum for teaching and learning appropriate behaviour.
- creating and maintaining a calm, purposeful and positive atmosphere with high expectations
- implementing the policy consistently and fairly, responding promptly to any misbehaviour, restoring a calm, safe environment.

### **7.3 The role of all Staff (including lunch staff)**

All non-teaching staff are responsible for:

- ensuring that the policy is consistently and fairly applied;
- teaching pupils how to behave appropriately;
- providing mutual support;
- modelling the high standards of behaviour expected from pupils.

### **7.4 The role of the Pupils**

The pupils are responsible for:

- shaping and upholding the school values/rules
- contributing to an environment where all children can learn

- treating other people, resources and their environment with respect and kindness;
- following instructions from adults within the school
- understanding the school expectations and accept responsibility for their choices and the consequences of their actions
- keeping themselves and others safe

#### **7.5.1 The role of the Parents**

The parents are responsible for:

- their child's attendance;
- their child's behaviour inside and outside school;
- working in partnership with the school to establish and maintain high standards of behaviour;
- be prepared to support the school fully in dealing with their child's behaviour, where issues arise including the application of sanctions
- ensuring that they fully understand the behaviour policy
- modelling the high standards of behaviour expected from pupils.

### **8 Behaviour Approaches and Strategies**

- 8.1 It is the intention of this policy document to outline the behaviour approaches and strategies used in our school to ensure that all staff have a consistent approach. Consistency is paramount to maximise the effectiveness of the provision at our school.
- 8.2 The approaches are categorised into positive consequences, negative consequences (including exclusions) and de-escalation strategies.
- 8.3 At times behaviour can give cause to suspect that a pupil may be suffering or likely to suffer from harm. In these cases, the DSL or DDSL will consider if pastoral support or other interventions are needed.
- 8.4 All staff are aware that, at times, mental health, disabilities, SEND and trauma can affect pupils' behaviour and these may be taken into consideration when behaviour consequences are enforced.

### **9. Positive Consequences**

- 9.1 'It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.' 'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.' (DFES 2003)
- 9.2 Our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.

We take care to ensure all pupils are rewarded fairly and school without prejudice for effort and improvement aligned to the values of the school. Pupils who consistently exhibit positive behaviour, uphold the school values, attainment, achievement, progress and/or effort, are rewarded by teachers giving House Points through Class Dojo and through stickers.

Reward	Achievement	Reason
House Point/Dojo Points	1-2 Housepoints	Excellent modelling of the STARS values
Deputy Head Award	Certificate 3 Housepoints	Organising an event in school for the benefit of fellow pupils Excellent effort/behaviour/contribution Upholding the school values
Headteacher's Award	Certificate 5 Housepoints	An outstanding act of consideration kindness or helpfulness to others. Organising an event in school for the benefit of fellow pupils An outstanding series of pieces of work or an exceptional achievement An exceptional improvement due to effort, resilience and/or determination

In EYFS, KS1 and KS2, House Points are also accrued towards certificates and Bronze, Silver and Gold certificates, which are awarded to individual pupils in assemblies:

Number of House Points	Reward
50	Bronze Certificate
100	Silver Certificate
250	Gold Certificate

We wish to promote a culture that supports good character development, and our reward system is underpinned by the core values: Sharing, Trust, Achievement, Respect and Safety. Pupils who meet or exceed our high expectations and display the values of the school, have their efforts recognised and rewarded. This is done by teachers awarding house points and once a term, the House that has accumulated the highest number of House Points will receive an age appropriate reward.

Across all phases of the school, regular Celebration/Achievement Assemblies take place to support our positive approach and to reinforce good or markedly improved behaviour or effort, thereby celebrating all children's achievements, raising self-esteem and self-confidence.

Other examples of positive consequences/ rewards include:

- Verbal praise and encouragement
- Stickers / stars from teachers or Deputy Headteacher and Headteacher
- Housepoints / Class dojo points
- Recognition in Celebration Assembly - superstar reader, writer, mathematician, artist and musician certificates
- Headteacher awards certificates for outstanding achievement and effort to individual children
- Showing work to staff and other pupils
- Positive postcard/ phone call home to parents/carers
- Attendance rewards every term
- Attendance certificates
- Hot chocolate with the Headteacher/Deputy Headteacher
- Recognition in Newsletter
- Special responsibilities

- House reward (termly)

## **10. Negative Consequences**

- 10.1 'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.' DFES 2003
- 10.2 Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the consequences that will result from their choices. When a pupil makes poor choices and displays unacceptable behaviour, the negative consequences are implemented fairly and calmly. Our negative consequences are designed to encourage our pupils to take responsibility for their behaviour.
- 10.3 The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.
- 10.4 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a referral to early help or other agency is needed to support the child/family.
- 10.5 Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.
- 10.6 Parents will be involved at the earliest stage when problems arise, are persisting or recurring.
- 10.7 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- 10.8 Sanctions are applied in instances where the Behaviour Expectations/school rules are breached and are imposed for behaviour which prevents the school from fulfilling its function to develop fully the potential of all pupils. This may be when an individual is behaving inappropriately, preventing their own learning, or when unacceptable conduct disrupts the teaching and learning within the school or .

Sanctions are applied incrementally, based on the extent to which the rules haven't been followed. Whenever practicable, the pupil should:

- have a clear understanding of the mistake they have made;
- reduce the impact of their mistake (for instance, through an apology or completing work to a higher standard);
- have an opportunity to reflect on their mistake and consider a better response in the future.

If a child chooses to breach the Behaviour Expectations/school rules, their behaviour will not be accepted and there are a series of consequences for choosing inappropriate behaviour. (See Appendix 1)

**Zone 1:** In the first instance pupils may be given a verbal warning for low level disruption and minor infringements of the Behaviour Expectations. These include: not following instructions, not following school and classroom rules, incorrect uniform, not putting in maximum effort, not moving around school in alignment with school rules, use of inappropriate language, poor punctuality to lessons, overly rough play and talking out of turn. If this behaviour continues after the warning, children may be moved to a different space in the classroom, lose part of their break time and the teacher will record this. We place huge importance on a restorative conversation taking place after the incident between the teacher and pupil to try ensure the behaviour is not repeated – this is particularly prevalent in EYFS and KS1.

**Zone 2:** At this stage an infringement of the Behaviour Expectations is as a result of more serious breaches of the Behaviour Expectations. This may include: bad language/swearing, rudeness/poor manners, repeated name calling/banter, interfering with someone else's belongings, searching inappropriate material on iPads, or a frequency of Zone 1 behaviours. If a child is in Zone 1 twice in a week or 5 times in a half-term, this will be escalated to Zone 2. A range of possible sanctions may be imposed and at this stage including; being moved to a partner class, loss of break or chunk of lunchtime, removal from lesson or monitoring report. The class teacher will notify parents alongside the Year Group Lead. The restorative process will be such that the teacher and pupil will have restorative conversation and the pupil will complete a reflection activity.

**Zone 3:** Serious behaviour incidents are rare. The following are considered to be serious infringements of the Behaviour Expectations: physical harm towards others, fighting, directed abusive language, stealing, vandalism and possession /use of mobile phone in school and continuous lack of respect. Possible sanctions include loss of lunchtimes, being sent to SLT and the implementation of a monitoring report. If these incidents occur, SLT will contact parents and if a phone call is not sufficient, arrange a meeting. The restorative process will be such that the teacher and pupil will have restorative conversation, and the pupil will complete a reflection activity. This will be facilitated by a SLT member.

**Zone 4:** Where persistently poor behaviour and/or cases of serious misbehaviour are evident such as the use of drugs, knives, serious or sexual assault, pornography, racism, homophobia, extremism, inappropriate images, directed spitting, threatening behaviour and cyber bullying, the Headteacher reserves the right to use any sanction, including a fixed-term or permanent exclusion, without first using lower-order strategies.

The Senior Leadership Team deals with such events rapidly, decisively and on a case-by-case basis. The safety of the pupils is paramount in all situations. If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the head will determine the best course of action from the following:

- Teacher/Year Group lead to meet with parents to discuss strategies
- Pastoral Support Plan
- Behaviour Monitoring report
- Advice/referral to outside agencies
- SLT led meeting to discuss possible alternative program being set up
- Positive Handling Plan to ensure safety of all;

- Individual risk assessment to ensure safety of all;
- Fixed term exclusion – length dependent on the severity of the incident;
- Permanent exclusion – this is rarely used and only in extreme circumstances.

## 11. Sanctions

11.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required;
- There should be a clear distinction between minor and major incidents.

The following sanctions may be applied (in any order) with due consideration given to circumstances:

- A non - verbal reminder to improve behaviour;
- A verbal warning to improve behaviour
- Unable to represent the school in a sporting fixture;
- The setting of written tasks such as an account of their behaviour;
- Loss of privileges – for instance, special jobs, responsibilities;
- School based community service
- Confiscating something inappropriate for school (see searches);
- Removal from lessons
- A phone call or meeting with parents. On occasions, this can be followed up with a letter home;
- Loss of minutes off breaktime/lunch playtime / loss or whole breaktime/lunch playtime;
- Refer to Year group Lead /DHT to be on report;
- Refer pupil to Senior Leadership Team who will speak with parents through a meeting or a phone call;
- Work away from class (supervised).
- Excluded from discos, educational trips, the school journey.
- Fixed term or permanent exclusion

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the DfE guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the incident.

The age of criminal responsibility is 10 years of age. In line with supporting community cohesion and harmony, the police will be informed of all incidents where the Headteacher feels this is appropriate, regardless of pupil age.

The context of the offence, and the number of times a pupil has committed the offence, will have a bearing on what the sanction might be. The examples given are not an exhaustive list.

It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

## **12. Exclusions/Suspensions**

No suspension/exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

*This is a comprehensive record of our rewards and sanctions. However, it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement takes into account the individual pupil's emotional, social and health issues, which may be complex.*

- 12.1 All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.
- 12.2 The decision to suspend or permanently exclude a student will be taken in the following circumstances:-
  - I. In response to a serious breach of the school's Behaviour for Learning Policy, rules or values;
  - II. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Suspension or permanent exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role). This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the head, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). All exclusions will be logged and considered on a half-termly basis by the head and CEO to help identify trends and address issues.

Suspension or exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour for Learning Policy:

- verbal abuse to Staff and others;
- Verbal abuse to students;
- Physical abuse to/attack on Staff; •
- physical abuse to/attack on students;
- Indecent behaviour;
- damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Theft;
- Serious harassment or sexual violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Inappropriate use of a mobile phone/device;

- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

Suspension and Expulsion will be dealt in accordance with Exclusion policy)

*This is a comprehensive record of our rewards and sanctions. However, it is not an exhaustive account.*

### **De-escalation Strategies**

We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.

These strategies include:

- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;
- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;
- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice can be very effective;
- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice; • remaining firm, fair and caring.

Staff at Northwick Manor Primary will use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

### **13. Searching, Screening and Confiscation**

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 of DFE guidance, Searching, Screening and Confiscation updated July 2023 or any other item that the school rules identify as an item which may be searched for. We follow the DFE guidance, *Searching, Screening and Confiscation updated July 2023*.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- vapes;
- fireworks; and
- pornographic images.

### **Behaviour outside school including online**

Pupils' behaviour outside school or online on school 'business' e.g. school trips or away from school sports fixtures, is subject to the school's Behaviour for Learning Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school.

For behaviour outside school or online but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the school as a whole.

If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school or online is poor and meets the school criteria for suspension or exclusion then the Headteacher may use sanctions as detailed in this policy.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Parents are responsible for this behaviour and as a school, we also expect the same standards of behaviour online as apply offline, and as such, sanctions may still apply

### **Personalised approach for children with additional needs**

Some children with additional needs and /or those impacted by trauma may have different provisions in place. Some pupils may have a version of a behaviour report to support recognition and reinforcement of positive behaviours. For those pupils where a different approach is needed, this is documented on a Pastoral Support Plan that describes the personalised strategies and resources in place to support the child in meeting their individual behaviour targets. These PSPs are shared with parents, key staff and the pupil and are reviewed termly.

### **The use of Mobile Phones**

Parents of children in Year 5 and 6 can give their permission for the children to walk to and from school unaccompanied. Parents can also give permission for their child/children to bring their mobile phone to school.

An agreement must be signed and returned to school. The mobile phone must be handed in on arrival to school and they can then be collected at the end of the school day. Mobile phones should be turned off and should not be used by the children on school premises.

Mobile phones will not be taken on educational visits or residential trips by the children.

### **Malicious Allegations**

Pupils that are found to have made malicious allegations against other pupils or staff will be treated as having committed a serious breach of this Good Behaviour Policy. The School may therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion.

### **The Use of Positive Handling**

Named staff at the school are trained using the an approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger to:

- the child;
- other children;
- members of staff;
- serious damage to property;
- the good order and discipline of the school.

Physical restraint should be used only as a last resort, i.e. de-escalation strategies have failed. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment. Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed. The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used. It is essential that two members of staff are present if restraint has to be used. If a child is determined to leave the school, teachers may use their physical presence to obstruct the exit and to remonstrate with the child and hold a child to prevent him/her from leaving the school. If these strategies are unsuccessful, restraint may be used if the circumstances outlined above are applicable, the child is at risk in other ways, e.g. in contact with an unsuitable adult or there is no responsible adult at home to take charge or to inform.

Any incident involving the use of restraint should be reported, verbally, to the head immediately and this should be followed by a written report of the incident within 24 hours. Staff should complete a Positive Physical Intervention report.

Following a restraint there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as is possible after the incident.

### **Support Systems for Pupils**

Our strategies for early intervention for pupils most at risk include:

- regular pupil review meetings;
- contact with parents for unexplained absence;
- contact with parents for unexplained changes in behaviour or attitude;
- referrals for specialist advice;
- where a fixed-term exclusion has been applied, parent/s and pupil attending a reintegration meeting before returning to school and agreeing a pastoral support plan (PSP).

### **Support Systems for Staff**

Our strategies for staff support include:

- regular professional development and training on behaviour management;

- induction on behaviour management for new members of staff;
- weekly staff meetings with opportunities to discuss any concerns;
- advice and support from colleagues;
- when referrals are needed to other external agencies, the member of staff will consult with the head/SENDco;
- spending time talking through the situation with the Early Intervention Family Support Worker.

**Support Systems for Parents**

Our strategies for parental support include:

- contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that the child is not in school, enabling the parent to take steps to establish that their child is safe;
- involving parents at all stages of their child’s education when deemed necessary through review meetings;
- making the school’s expectations explicit to parents to enable them to understand and participate as fully as possible;
- inviting parents to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue;
- inviting parents to attend a drop-in session with the Early Intervention Family Support Worker.

<b>Version control</b>	
Implementation date	September 2025
Review date	Review and update for September 2026

<b>Related documentation</b>	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy Acceptable Use Policy