St. Chad's C.E. (C) Primary School Behaviour Policy

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the person of God may be complete, thoroughly equipped for every good work. (2 Timothy 3:16-17)

This policy is available on our school server, website and is available on request from the school office.

This policy will be reviewed in full by the Governing Body on a bi-annual basis.

Signature *J Brennan* **Headteacher** **Date: 23rd October, 2026**
Joanne Brennan

Signature *Z Comley* **Chair of Governors** **Date: 23rd October, 2026**
Zoe Comley

Renewal Date: **26th November, 2028**

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Statement of intent

St. Chad's Church of England Primary School is a happy community school that welcomes all children and offers a very high standard of education to all pupils. As a Church of England Controlled School, Christian values are built strongly into our ethos, and we aim to develop in our pupils an understanding of our Christian values which serve to support our mission in being the 'good people' that Jesus taught us to be. Our school values are:- **Community, Forgiveness, Hope and Kindness**. At St Chad's, we are concerned with the education of the whole child, and the development of all pupils' full potential, providing a broad and balanced curriculum, and a safe, disciplined environment where the children feel secure and valued as exemplified in our motto '**Growing hearts and minds'** which directly links to our vision and the importance of community in helping to raise a child - John 15:5.

We recognise that behaviour is something pupils learn and, at times, a form of communication. We therefore combine high expectations with a relational, restorative and safeguarding-informed approach. We aim to teach the behaviour we expect, understand context, protect children and adults from harm, repair relationships and reduce recurrence.

Our staff are trained in Restorative Practice and Emotion Coaching. We are attachment-aware and trauma-informed. These approaches do not excuse unsafe or harmful behaviour: safety, safeguarding, dignity and the best interests of the child remain paramount.

The school's Safeguarding Policy states that children have a voice, that presenting behaviour can form part of that voice, that behaviour is communication, and that staff must use professional curiosity.

Aims

At St Chad's C. E. Primary School, we aim to create an environment where exemplary behaviour is at the heart of great learning. Everyone in our school family is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

Our behaviour policy reflects our motto **'Growing hearts and minds'** and we focus on all 4 values when resolving incidences with children: **Forgiveness, Kindness, Community and Hope.**

Our behaviour policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life.
- Ensure that all members of our school family are treated fairly, shown respect and develop positive relationships.
- Help children take control over their behaviour and be responsible for the consequences of it.
- Build a school family which values kindness, forgiveness, community and hope.
- Promote community cohesion through positive relationships and restorative practices.
- Ensure that excellent behaviour is a minimum expectation for all.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. The school will maintain high expectations for all pupils while recognising that some pupils may require reasonable adjustments, additional support or differentiated approaches to enable them to meet those expectations.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider
- community to promote consistent support for pupils' health and wellbeing

- Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Legal and statutory framework

- Education Act 1996; Education Act 2002; Education and Inspections Act 2006.
- Equality Act 2010 and Public Sector Equality Duty.
- Children Act 1989 and 2004.
- SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education 2026 (KCSIE), effective 1 September 2026.
- Working Together to Safeguard Children 2026.
- Children's Wellbeing and Schools Act 2026, where applicable.
- Information sharing to safeguard children and young people statutory guidance, effective September 2026.
- Behaviour in Schools: Advice for headteachers and school staff.
- Searching, Screening and Confiscation: Advice for schools.
- Mobile Phones in Schools statutory guidance, followed from 1 September 2026.
- Suspension and Permanent Exclusion guidance effective from 26 July 2026.
- Relevant reasonable force/restrictive intervention guidance and EYFS requirements.
- Staffordshire Safeguarding Children Partnership procedures and Right Help Right Time arrangements.

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Provide strategic challenge using behaviour, safeguarding, bullying and exclusion information.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes
- the policy's effectiveness in addressing any SEMH, SEND or safeguarding related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The DSL/DDSL is responsible for:

- Advise where behaviour may indicate safeguarding concerns.
- Ensure behaviour-related safeguarding concerns are recorded and acted upon.
- Consider early help/Family Help and statutory pathways.
- Coordinate with SENDCO, pastoral staff and external agencies.

The SENDCO is responsible for:

- Overseeing the whole-school approach to SEND, including how this is reflected in this policy, how staff are supported with managing pupils with SEND-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEND

difficulties.

- Supporting behaviour management in line with the Social, Emotional and Mental Health needs and advice
- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to;
- support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on
- the effective implementation of support

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
- SENDCO.
- Headteacher.
- Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- Report safeguarding concerns promptly.
- Holding restorative circle conversations
- Using emotion coaching strategies

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Resolving conflict using their own restorative circles.
- Supporting other to hold their own restorative circles.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Reporting any concerning behaviour to school (via the SLT) that they may have witnessed outside of school involving our pupils.
- Allowing the school to deal with disputes between children and refrain from contacting other parents themselves.
- Allowing the school to deal with disputes between children and refrain from approaching or talking to any of our pupils themselves.

Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Child-on-Child abuse
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. This may include bullying via text or images generated by artificial intelligence (AI)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Our Behaviour Lead has completed training on Restorative Practice and Emotional Coaching. All of our staff have completed this training, and this is also part of the induction process for new staff.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT monitor the implementation of restorative approaches to ensure that they are used appropriately, consistently and effectively. The headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

We also have a pastoral worker to support those pupils who may need it, and a MHST service that provide 1:1, small group and parent workshops for a range of mental health support needs.

Safeguarding and behaviour

A behaviour incident may be a behaviour issue, a safeguarding concern, or both. Staff must consider the wider context and must:

- Maintain an 'it could happen here' mindset.
- Consider whether behaviour could indicate abuse, neglect, exploitation, domestic abuse, extra-familial harm, serious violence, radicalisation, mental health difficulty, unmet SEND, bullying or another vulnerability.
- Report safeguarding concerns to the DSL/DDSL without delay. Behaviour sanctions must never delay safeguarding action.
- Listen to disclosures, take children seriously, never promise secrecy, record accurately and report.
- Where harmful behaviour involves another child, consider the safety and support needs of every child involved.
- Consider internal support, early help/Family Help or statutory referral according to need and risk.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider how to prevent such behaviour from recurring.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

At St Chad's we:

- **Teach learning behaviours alongside managing behaviour**

Teachers have techniques in their repertoires to manage misbehaviour and low-level disruption within the classroom. However, whilst it is impossible to eradicate all misbehaviour, it can be minimised and the general climate for learning can be improved through the 'explicit teaching of learning behaviours', reducing the need to constantly manage misbehaviour.

Learning Behaviours:

EMOTIONAL
Dealing with setbacks, self esteem, self worth, self competence, inner voice, mental well-being

SOCIAL
Pupil relationships with adults and children, collaborative learning

COGNITIVE
Motivation, growth mindset, working memory, communication

Example- Dealing with Setbacks:

Increase engagement- encourage child to stick with a task instead of giving up, listening to concerns from child about being able to achieve, self-motivation issues or setbacks they have experienced and how they dealt with them.

Improve access- Ensure child has appropriately levelled work which will lead to the experience of success when they stick at it: praising children for achieving and highlighting that perseverance got them through it.

Ensure participation- Set a classroom culture where pupils are proud to say when they have found a task difficult and are not afraid to get things wrong.

Use classroom management strategies

Effective classroom management can reduce challenging behaviour, pupil disengagement, aggression, leading to improved classroom climate, attendance and attainment.

Teachers implement universal classroom management strategies, although they do not work for all pupils all the time. Some children need a more tailored approach which may require reflection and adaptation. Staff should seek support from other staff in these circumstances.

Examples- Classroom environment and management strategies:

- Greet pupils every morning
- Talking/ Listening- everyone heard
- Problem solving- dealing with/resolving issues together/ mutual problem solving/ cooperative group work
- Safe environment- have a go
- Feeling of being valued
- Participation/ Involvement
- Growth mindset- no limits!
- Praise and encouragement
- Celebrations/ incentives/stickers/ house points/ class rewards
- Positive comments in books/ verbal
- Relationship check-ins
- Class responsibilities
- Clear classroom routines
- Clear class rules/ clear limits- phrased positively
- Clear support of school values and motto
- Consequences- warning/ reminder of expected behaviours (See Sanctions)
- Have a ‘clear-slate’ strategy/ care for pupil
- Positive parent/ child/ school relationships
- Clear guidelines for disruptive behaviours – distraction, non-verbal cues, positive verbal redirection, re-engagement strategies

In addition to the strategies detailed above, we promote positive behaviour and a warm and respectful atmosphere in school in the following ways:

- Our house captains and head boy/girl are made peacemakers upon their appointment;
- Our MHST train pupils to be wellbeing warriors and this is lead by our pastoral worker;
- Class time, to enable children to discuss problems with each other in a calm, supportive atmosphere;
- School Council and Eco Council meetings to enable children to make suggestions and offer opinions on school improvement;
- One to one discussions with adults on behaviour and friendships;
- Circle times;
- Whole school and class policies and procedures that promote Christian values and the school's motto and
- ethos;
- Discussions, stories and role plays which promote and support our ethos as part of our whole school, and work in class;
- All staff are trained in restorative practice and emotion coaching.

Use whole school rewards- reinforcing positive behaviours

- House points and Dojo points are awarded by all staff and the winning house each term receives a house prize
- Pupils earn gems for their class jars and punches on their punch cards for individual and class prizes
- Positive affirmation of positive behaviour, regularly praising and identifying children (in class) and around school
- Use of Dojo to inform parents of positive behaviour/ work
- Values Awards are presented every Friday.
- Best weekly class attendance is awarded in Friday's assembly. The winning class is rewarded by their teacher with an extended playtime
- Attendance awards are presented yearly for children with 100% attendance and special prizes are awarded.
- Pupils are awarded house points and Dojo points for any aspect of school life eg. positive behaviour, values and/or good work
- Children may be sent to the headteacher or other members of staff to show their work or for excellent behaviour. The Headteacher presents stickers and Headteacher certificates
- Praise is given weekly in assembly for sporting, creative and additional achievements, including out of school achievements
- Additional awards are given at the end of the school year

Use Restorative Approaches

At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of '**forgiveness, hope, kindness and community'**. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this **Restorative Approach** we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

All staff receive regular training in restorative practice approaches to ensure that restorative principles are understood and applied consistently across the school. Senior leaders monitor the implementation of restorative approaches to ensure that they are used appropriately, consistently and effectively. This includes considering the impact of restorative approaches on pupils' relationships, behaviour and ability to take responsibility for their actions. Where appropriate, staff are supported through ongoing professional development and guidance to strengthen the use and impact of restorative practice.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop our values of **forgiveness, hope, kindness and community.**

If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.
Our pupils say that they prefer the Restorative Approach as it allows **ALL** parties to have their right to be heard respected.

About Restorative Language

When our pupils find themselves in conflict or upset, we will ask them:

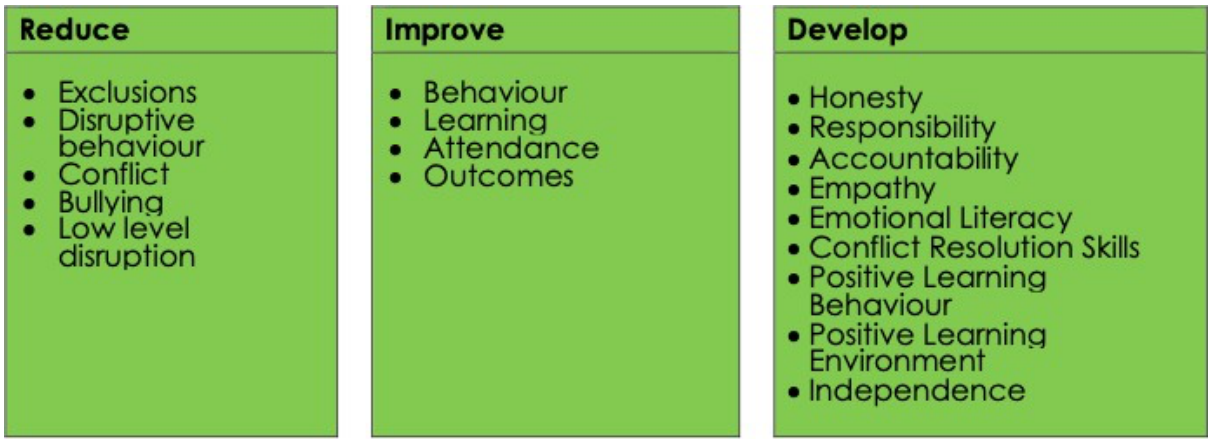
- *What happened?*
- *What were you thinking or feeling when it happened?*
- *What needs to happen to put this right?*
- *What would you do differently next time?*

We might also say to our pupils:

- *What would you think or feel if this happened to you?*
- *What are you willing to admit to?*
- *How can we put this right?*
- *What could you do differently next time?*
- *What other choice could you have made?*
- *How could you make sure this doesn't happen again?*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative behaviour process and chart:



Reactive Procedures

When negative behavior is identified, sanctions are implemented consistently and fairly. Behavioural issues will on the whole be managed by the class teacher. Positive behaviour is always encouraged, modelled and rewarded. In order to maintain good behaviour in school, teachers will follow the escalation procedures.

Escalation procedures:

- A verbal reprimand -STEP 1 Speak to the child about their behaviour taking a restorative

practice approach (with reference to the school values).

- Move a child to another place in the classroom away from any distractions- STEP 2 on behaviour flow chart
- Take “time out” in another classroom/ lose breaktime- STEP 3
- Repeating unsatisfactory work until it meets the required standard-STEP 3
- Child to be taken to senior leader-STEP 4

- Child to be taken to the headteacher – STEP 5

All inappropriate and unacceptable behaviour will be recorded on CPOMS which alerts the SLT and Headteacher.

Good communication and information exchange must exist between teachers/ teaching assistants and lunchtime supervisors- **all incidents must be discussed and reflected upon restoratively.**

If class teachers continue to be concerned, parents will be invited into school to discuss the issues- STEP 4 and STEP 5. Parents will be informed of incidents at STEP 3

Incidents of a more serious nature (eg. violence towards staff or other children, continual name calling, intimidation or bullying, swearing, stealing and damaging property) will always be referred to the Headteacher, deputy headteacher or Senior Leader and the following procedures will be carried out:

- Parents will be informed either by telephone or letter, and will be invited to discuss the issues with the headteacher and class teacher, and hopefully resolve the situation. STEP 4 and STEP 5 at this point.
- An Individual Behaviour Plan/ An individual Risk Assessment may be put in place to monitor the situation and to help improve behaviour. More informally- a behaviour improvement card or home school-book may be implemented.
- The headteacher will formally inform parents of the consequences should the situation not improve.
- The school may initiate the Special Needs Code of Practice which may involve the work of outside agencies including Behaviour Support and the Educational Welfare Officer. Pupils may need support from the school pastoral lead or a referral for social emotional needs.
- The Chair of Governors may be informed.
- The headteacher has the legal right and option to use a temporary suspension.
- Should all of these avenues fail, the pupil may be permanently excluded, following Staffordshire County Council guidelines.

At St Chad’s we do consider whether the behaviour under review gives cause to suspect a safeguarding issue. Where this may be the case, school staff follow the schools’ Safeguarding Policy. They consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, school considers whether a multi-agency assessment is necessary.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Policy.
The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Mental health, trauma and adverse experiences

Staff recognise that abuse, neglect, domestic abuse, trauma and other adverse experiences can affect behaviour and regulation. Staff will respond with curiosity and compassion while maintaining clear boundaries.

- Use pastoral support, MHST, SENDCO, DSL/DDSL and external agencies as appropriate.
- Do not assume behaviour proves a mental health condition.

- Do not dismiss significant changes in behaviour without considering safeguarding and wellbeing.

Child-on-child abuse, bullying and discrimination

Child-on-child abuse is a safeguarding matter as well as a behaviour matter. It can occur online or offline and may be physical, sexual, verbal, emotional or financial. Staff will:

- Act promptly and take all reports seriously.
- Never dismiss harmful behaviour as banter, joking or part of growing up.
- Consider the needs of every child involved, including the child who experienced harm, the child who displayed the behaviour and witnesses.
- Consider age, developmental stage, SEND, vulnerability, coercion, power, context, repetition and impact.
- Challenge racism, sexism, misogyny/misandry, homophobia, biphobia and other discriminatory behaviour.
- Refer to the DSL/DDSL where safeguarding thresholds may be met.
- Use risk assessment, safety planning, support and external agencies where appropriate.

The safeguarding policy states that child-on-child abuse is a safeguarding issue for all children involved and exists on a continuum online and offline.

Online behaviour, technology and AI

Threatening, abusive, discriminatory, sexualised or bullying online behaviour will be taken seriously. AI-generated or manipulated images, including deepfakes, may constitute behaviour, online safety and/or safeguarding concerns. Children must not create, request, possess or share harmful sexual content involving children. Where online material may indicate a safeguarding concern or crime, staff will refer promptly to the DSL/DDSL and preserve information appropriately in line with our Online Safety and Safeguarding Policy.

Staff will not undertake investigations beyond their competence where this could compromise evidence or safety.

Mobile phones and personal technology

The school will follow the DfE Mobile Phones in Schools statutory guidance from 1 September 2026. Detailed arrangements are contained in the Mobile Devices Policy. Unauthorised use may result in confiscation and a proportionate behaviour response.Where a device may contain safeguarding evidence, staff will follow safeguarding/searching procedures.

Reasonable force and restrictive interventions

Reasonable force may be used only where lawful and necessary, for example to prevent injury, protect pupils/staff, prevent serious damage or maintain safe order. It means no more force than is needed.

- Use de-escalation and preventative strategies wherever reasonably possible.
- Physical intervention must never be used as punishment or convenience.
- Consider SEND, medical needs, trauma and known risk factors.
- Record restrictive intervention promptly and include it in safeguarding chronology where appropriate.
- Inform parents/carers at the earliest appropriate opportunity.
- Consider reflective debrief and learning.
- Review patterns to identify triggers, training needs and changes to support.

These requirements reflect the school's Safeguarding Policy, which requires recording, parent communication, reflective discussion and regular analysis of restrictive interventions. More information can be found in our Restrictive Intervention Policy.

Lunchtimes

At lunchtimes the same standards of behaviour are expected. Children are supervised by lunchtime supervisors who are accountable, firstly to their line manager and ultimately to the headteacher. Supervisors carry the same authority as the teaching staff, and children are expected to respond accordingly. Where the behaviour of a child at lunchtime causes sufficient concern, the headteacher has the right to exclude the child for this period.

The behaviour flow chart must be adhered to at lunchtimes also and during all times of the school day. All steps must be followed by lunchtime staff as per this policy. Rather than moving seats/to a new area in class, children can be asked to sit in a time out area/quiet zone to reflect. Repetitive rude behaviour or where pupils are refusing to follow our school rules, STEP 4 must be followed and parents informed by class teacher.

Detentions

No out-of-school hours detention will be given.

Suspension, permanent exclusion and off-site direction

Suspension and permanent exclusion are serious measures and will be used only in accordance with current statutory guidance. The Headteacher will consider evidence, individual circumstances, proportionality, safeguarding, SEND and equality duties.

- Consider whether behaviour indicates unmet needs or safeguarding concerns.
- Do not use exclusion to avoid or replace a safeguarding referral.
- Follow current requirements for notification, education, reintegration, governing body duties and pupil movement.
- Where off-site direction/alternative provision is considered, assess safeguarding, suitability, SEND, attendance and information-sharing.
- Where a pupil is at risk of permanent exclusion, consider early help and multi-agency support.

Pupil conduct outside the school gates

Pupils at the school must agree to represent the school in a positive manner. This will apply both inside school and out in the wider community.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:
The general power to discipline enables our staff to confiscate a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. It is for the teacher to decide when to return a confiscated item.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Weapons and knives and extreme or child pornography must always be handed over to the police.

Educational Visits

The school encourages all children to participate in educational visits and recognises their value. However, the school reserves the right to prevent a child from attending such a visit where it is considered that the health and safety and ultimate welfare of the child, other children, or staff is put at risk.

Allegations of abuse against staff

Allegations of abuse will be taken seriously and schools will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Monitoring

Monitoring of behaviour informs the school and governors of the effectiveness of our policies. We use CPOMS for the electronic recording of all safeguarding and behaviour concerns/incidents. This is used to identify patterns in behaviour and highlight concerns over a longer period of time. The Headteacher is alerted to all behaviour related concerns. All discussions and meetings with parents are recorded on CPOMS. Incidents of bullying and racism are reported termly to governors.

Appendix 1

Improving my behaviour
NAME__ W/C___

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
BREAK					
2					
LUNCH					
3					
4					
Comments					

KS2 –scores out of 5 for each session /5

KS1/EY- scores out of 5 or smiley faces  Agreed target:

Pupil __Date___

Person with parental responsibility _____
Teacher/Teaching Assistant_____

How did it go?

Child's comments:

Comments from person with parental responsibilty:

Comments from staff:

Appendix 2

Behaviour Flow Chart

Disruptive Classroom or Playground Behaviour – Head Teacher
(Serious and Repeated Incidents, including: physical harm, bullying, offensive and abusive language)
In rare instances, when a child has been extremely disruptive or abusive or there has been a serious incident, the child will be removed from the situation and the Head Teacher, or Deputy Head Teacher in their absence, will fully investigate the situation. All evidence will be collected and considered and appropriate action will be followed in line with the school's policies and practice. In very rare circumstances, this may involve a suspension or permanent exclusion. A formal record of the behaviour will always be recorded on CPOMS and **parents will be asked to attend school for a meeting.** An individual behaviour plan/ risk assessment will be drawn up. **STEP 5**

Disruptive Classroom Behaviour
Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour
When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from class, sent to the appropriate Senior Leader and the reasons for behaviour will be discussed. A Senior Leader may be called to the classroom if the child will not move. An entry will be made to CPOMS and **parents will be asked to come to school to discuss** the matter. Restorative conversation to be had here with all involved. An individual behaviour plan/ risk assessment/ behaviour improvement card/ home-school book **will** be implemented. **STEP 4**

Disruptive Playground Behaviour
Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour.
When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from playground and sent to the appropriate Senior Leader and the reasons for behaviour will be discussed. A Senior Leader may be called to the playground. An entry will be made on CPOMS and **parents will be asked to come to school to discuss** the matter. Restorative conversation to be had here with all involved. An individual behaviour plan/ risk assessment/ behaviour improvement card/ home-school book **will** be implemented **STEP 4**

Disruptive Classroom Behaviour
Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions, not completing enough work or not to an appropriate standard. If the behaviour does not improve, then a child will be issued with the appropriate sanction=
(move to another classroom) and **miss some/all of play/ lunchtime**. Restorative conversation to be had here with all involved.
An entry will be made on CPOMS and **parents will be informed**. **STEP 3**

Disruptive Playground Behaviour
Examples include: not following instructions, answering back,
misusing play equipment, disrupting other peoples' games
If the behaviour does not improve, then a child will be issued with a **5-10 minute time out** for reflection- on the picnic bench.
The midday supervisor will inform the class teacher and details will be entered on CPOMS. Restorative conversation to be had here with all involved. **Parents will be informed.**
STEP 3

Disruptive Classroom Behaviour
Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions, not completing enough work or not to an appropriate standard. If the behaviour is repeated, then the child will be issued with the appropriate sanction= **move seats STEP 2** Entry made on CPOMS

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Disruptive Classroom Behaviour
Examples include: calling out, answering back, swinging on chairs, not following instructions
Children are told clearly that they are breaking a school rule and are **reminded of the behaviour** we expect to see. **STEP 1**

Disruptive Playground Behaviour
Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games
If the behaviour is repeated, a **reminder** is given and pupils are asked to go to a time out area for a cool off period (2 minutes). An entry is to be made on CPOMS
STEP 2

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Disruptive Playground Behaviour
Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games Children are told clearly that they are breaking a school rule and are **reminded of the behaviour** we expect to see **STEP 1.**