Behaviour Management Policy

All staff at our School are committed to the development of positive relationships and a happy, caring environment. We encourage the highest standards of behaviour to create the best possible opportunities for learning and for personal, social and emotional development. This policy expands upon, the 'Statement of Behaviour Principles' set by the governing body. Although this policy primarily focusses on the school environment, its scope extends to pupils' behaviour online, on education visits and residentials, and any other way in which the child is representing the school.

Aims:

- To maintain a calm, safe, purposeful and happy atmosphere within the school
- To foster positive caring attitudes which value and celebrate individuals' efforts and achievements.
- To raise awareness of appropriate behaviour through making boundaries of acceptable behaviour clear, taking account of pupils' maturity and additional needs.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility and successfully manage his/her own behaviour, regulation and emotions
- To have a consistent approach to behaviour management throughout the school.
- To help pupils, staff and parents work in partnership with a sense of direction and feeling of common purpose in responding to behaviour and the maintenance of a positive ethos

Our Behaviour Curriculum

The school teaches behaviour explicitly. Pupils are taught routines, expectations and behavioural habits including entering classrooms, moving around school, playtimes, assemblies, lunchtimes, speaking respectfully and responding to adult instructions. These behaviours are regularly revisited and reinforced through our values, emotional support and restorative approaches.

Values:

We have adopted the values of: **'We respect, We care, We do our best.'** These expectations apply to all situations; they will be discussed and understood in classes in an age-appropriate way. They will be revisited regularly throughout school assemblies, and day-to-day interactions. We teach and develop our RESPECT skills of Resilience, Empathy, Self-Awareness, Positivity, Excellence, Communication and Teamwork through our personal development offer. This is reinforced by praise and RESPECT awards voted for by pupils and staff. Individuals or groups who need more direction will have additional support and guidance.

Emotional Management and Support – Zones of Regulation

This behaviour management policy is a part of our wider work on Personal Development. This is rooted in our values, our RESPECT skills, and in our efforts to help pupils to regulate and manage their emotions. We recognise that when children are emotionally secure and well-regulated, their behaviour tends to be better, and they are able to flourish.

For this reason, we have adopted 'Zones of Regulation' as a tool to support children's wellbeing. Whilst not specifically about managing behaviour, this approach helps to anticipate potential issues and reduces these, by supporting pupils before things become overwhelming or they become dysregulated. For further information, see our Personal Development section on the website.

Responsibilities

Children's responsibilities are:

- To understand and follow the behaviour expectations in school

- To act in a way which promotes and protects the safety of themselves and other
- Work to the best of their abilities, and allow others to do the same
- To positively encourage others, treating them with respect and fairness
- To follow the instructions of school staff, especially with regards to safety
- To take care of the property and environment of our school
- To co-operate with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect
- To endeavour to raise children's self-esteem and develop their expectations through a positive, open mindset which does not limit potential
- To teach and reinforce expectations continuously in class and around school
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant and stimulating environment, physically and emotionally, and to protect the safety of this environment
- To use expectations and sanctions clearly and consistently
- To be a good role model
- To endeavour to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To use their best efforts to keep all pupils in their care safe and secure
- To recognise that each pupil is an individual so that we work to meet their individual needs
- To use a range of skills and strategies to engage pupils and to redirect and defuse situations

All staff receive induction and regular training in behaviour management, safeguarding, de-escalation, SEND, trauma-informed approaches and the implementation of this policy.

Parents' responsibilities are:

- To make children aware of appropriate behaviour and its importance in school
- To be aware of the school rules and behaviour expectations and uphold these
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the staff and school in the implementation of this policy
- To be a good role model in showing respect and kindness to all people in our school

The Role and Responsibilities of the Governing Body:

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines however the headteacher has the day-to-day authority to implement the school's behaviour policy.

Praise and Rewards

- Spoken praise
- Special privileges
- Individual, group or class rewards (e.g. Gold Points) Certificates and stickers
- Receiving awards in "WOW" assemblies
- Specific praise to parents

Consequences

These may be adjusted according to the severity of an incident, generally issues will be dealt with as follows:

- A 'look' / non-verbal cue
- A polite reminder of what is expected
- A spoken warning of consequence and redirection
- A second warning and consequences delivered which might include:
    - 'Amber warning' (see below)
    - Removal from the group within the class

    - Loss break/lunch play (full or partial)
    - Loss of privileges
    - Removal from the classroom for part of / the rest of the lesson
- Persistent or serious misbehaviour has further consequences, for example:
    - Removal from the classroom for the rest of the morning or afternoon session
    - Time spent to re-regulate / become safe (e.g. in calm room)*
    - Referral to other teacher / Headteacher
    - Contact with parents
    - Removal from the classroom for longer periods
    - Use of a behaviour log to monitor
    - Creation of an Individual Behaviour Plan / Crisis Curve / IPM
    - Possible involvement of outside agencies
    - Suspension or permanent exclusion (severe cases)

*The school does not use seclusion as a disciplinary sanction. Where a pupil is prevented from leaving an area for safety reasons, this will be regarded as seclusion and recorded and reported in accordance with statutory guidance.

Parents will normally be informed on the same day where a pupil has been removed from class for serious disciplinary reasons. Pupils removed from class will continue to receive meaningful educational work and appropriate supervision. Following suspension, repeated removals from class, or other significant behaviour incidents, the school may hold a reintegration meeting involving the pupil, parents and relevant staff to support a successful return to learning.

The school may apply sanctions where behaviour outside school has repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school. Incidents involving child-on-child abuse, discriminatory language, sexual harassment or sexual violence will be managed in conjunction with the school's safeguarding and child protection procedures.

Every effort will be made to avoid 'whole class' sanctions, but on rare occasions where there has been very widespread disruption involving the vast majority of pupils, this may be applied, alongside appropriate explanation to children and recognition that some could have been greater contributors to this than others.

Amber Warnings

In KS2, repeated misdemeanours, disruption or refusal to follow instructions may result in pupils being given an Amber warning. Their names will be noted on a list held by the teacher but not visible to others, and a visual cue may be given to remind them of this. If the child significantly transforms their behaviour, the warning may be withdrawn on the same day, but normally this will remain in place until the end of the school day.

The issuing of an Amber warning represents a final warning before a sanction is taken – one from the list above most suited to the child and the nature of the incident. In addition, if a child has more than 3 amber warnings within a rolling week, contact may be made with the pupil's parents to alert them to this fact.

Consequences at lunch time:

These will be adjusted according to seriousness of incident, but more minor issues may be dealt with as follows:

- A polite reminder of expectations to redirect positively
- Second reminder and warning, then time out standing with a duty adult for a short period of time. (This may be repeated).
- Required to leave the playground and be referred to teacher/senior staff.

The Use of Restorative practices:

In responding to incidents of conflict or serious unacceptable behaviour staff may use the principles of restorative practice to lead a review of what happened, reconcile and redirect children to improve future behaviour. The outcome may still be to agree consequences. The following protocol and series of questions offer a basis for a consistent approach. At the end of the process the participants should be asked if they have been dealt with fairly and asked if they have anything else they would like to say.

1. Restorative questions as prompts for responding to the alleged perpetrator:

- What happened?
- What were you thinking about at the time? / What have been your thoughts since?
- Who has been affected by what you did? / In what way have they been affected?
- What do you think needs to happen next?

2. Restorative questions as prompts for responding to those allegedly wronged:

- What happened?
- What were your thoughts at the time? / What have been your thoughts since?
- How has this affected you and others? / What has been the hardest thing for you?
- What do you think needs to happen next?

Dealing with More Difficult Behaviour

For children who are not showing a positive response to our school expectations and consequences a more personalised approach is needed backed up by record keeping of incidents and/or an Individual Behaviour Plan / crisis curve / IPM etc. Additional staffing may be used where available to support better outcomes in class and/or break times.

In consultation with parents, referral to outside agencies such as SEND Hub SEMH, EP, CAMHS, Compass, Emotional resilience team will be made.

Staff will deploy a range of engagement strategies; de-escalation and distraction to manage situations of challenge; this may include lifting or moving a pupil to safety or ensuring they remain in a safe location. If necessary, more formal Restrictive Physical Intervention (RPI) practices (e.g. wraps/ holds / escorts) will be used to ensure safety and good order.

Restrictive Interventions and the Use of Reasonable Force

In school, every effort will be made to avoid physically intervening with pupils. However, the DfE Guidance on Restrictive interventions, including use of reasonable force, in schools will be followed if, and when this is required. All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others

2. committing a criminal offence

3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Restraint and physical intervention should always be carried out in such a way that no more force than needed is used, and after alternative de-escalation strategies have been offered (distractions, warnings, discussion etc.) and have failed to resolve a situation.

Some pupils may sometimes require a short or momentary physical intervention – such as being led from an environment. All incidents involving the use of RPI or reasonable force are recorded on CPOMs

and will detail the nature of the incident, type of force used (escort, restraint, hold, disengagement etc.) and, in case of holds, the duration of the incident.

Specific staff are trained in the use of a number of specific restrictive physical interventions (via Securicare), but any staff member may use reasonable force if required. Due regard is given to pupils with SEND who will be given additional support and de-escalation opportunities (by staff) in accordance with their needs before reasonable force is used, and any specific risk assessments / plans are followed to minimise this risk.

Examples of incidents in which reasonable force may be used (note this list is not exhaustive):

- To prevent injury to self / others – e.g. pupils fighting, lashing out at others, throwing items, self-harming, kicking etc.
- To prevent damage to property – e.g. destroying equipment or learning environments, repetitive actions (banging / smashing), attempting to break windows / doors etc.
- To prevent significant disruption or distress to others – e.g. through any of the above examples, shouting, obscene language, screaming etc.
- To support in re-regulation – e.g. when a child is 'locked down' and needs to be removed from a stressful situation before they can deal with their stress / anxiety, to take a child to their safe space etc.
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so, or to prevent a pupil leaving a room where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a child from leaving site, straying into unsafe areas, or placing themselves in a position in which they cannot be supervised – e.g. onto roads, into staff areas, kitchens, plant rooms, hidden locations on the grounds etc.

All incidents involving the use of RPI or reasonable force will be recorded in writing as soon as practicable, normally on the same day and shared with parents. Even when this use has been previously agreed as part of a pupil's behaviour support plan. In cases of the use of force, parents will be informed in writing as soon as practicable following the incident, normally on the same day, in accordance with Department for Education guidance.

Vulnerable Pupils, Pastoral Care, Emotion Coaching

We recognise that many of our pupils have complex lives and needs, and that, at times, a degree of flexibility needs to be built into our approach to behaviour management to accommodate these. This is particularly the case for those children with SEND and SEMH, but also for those who are vulnerable due to other factors, such as parental deployment, attachment issues, transition, or trauma. In these circumstances, some allowances will be made within this policy; however staff, and, ultimately, headteacher judgement is final upon these accommodations. Even in the midst of difficult times and managing SEND, children still need to understand that actions have consequences, that everyone deserves to be safe in school and that the removal of all 'boundaries' is actually more disorientating and distressing for vulnerable children than consistency and clarity.

For vulnerable pupils, and, indeed, all pupils, pastoral care is prioritised. This starts in the classroom, through the use of emotion coaching techniques and approaches (including Zones of Regulation), but also includes the work of the other pastoral support staff, and specific interventions. A "nurture approach" may be adopted for a period, to resettle and support vulnerable children (e.g. use of Calm Room / Haven and support of outside agencies such as EP advice, SEND hub etc.).

Behaviour incidents may indicate unmet safeguarding, welfare, mental health or SEND needs. Where

concerns arise, staff will follow the school's safeguarding procedures and consult the Designated Safeguarding Lead as appropriate. The school will make reasonable adjustments for disabled pupils and will consider whether behaviour may be linked to unmet SEND needs (in line with the Equality Act 2010).

Early Years

The same aims, responsibilities, and general rules underpin the Early Years as well as KS1 and KS2. EY children also share playground and dinnertime expectations with the rest of the school. EY has rewards and consequences which reflect the same practice and ethos as the rest of the school however events are reviewed in light of each child's individual development; timeout (thinking time) is used when required.

Suspension and permanent exclusions

Only the headteacher has the authority to exclude a pupil from school; NYC guidelines will be followed. This is to be used as a last resort. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. In exceptional circumstances, where further evidence comes to light or following further investigation, a decision to permanently exclude may be taken following a suspension, in accordance with statutory guidance.

Where a decision is made to suspend or permanently exclude a pupil, the headteacher will take reasonable steps to inform parents without delay, giving reasons for this. Due regard will be given to safeguarding implications, the severity of an incident, and specific factors (repetition, provocation, impact on others etc.) in determining the duration of a suspension.

The headteacher will notify parents, the governing body, local authority and, where applicable, the pupil's social worker and/or Virtual School Head, in accordance with current statutory guidance.

Following a permanent exclusion, parents may request an Independent Review Panel (IRP) where applicable. The IRP will undertake reinstatement meetings in accordance with statutory guidance. This would consider the circumstances in which the pupil was excluded, any representation by parents and the LA and whether the pupil should be reinstated. Following any recommendation or direction from an Independent Review Panel, the governing body will reconsider the exclusion in accordance with statutory guidance.

Monitoring

The headteacher monitors the effectiveness of this policy. SEN and Vulnerable pupils are tracked daily through the online management system (CPOMs). The Headteacher reports to the governing body and will recommend any future improvements to this policy.

The headteacher keeps a record of any pupil who is suspended for a fixed-term or permanently excluded, reporting this to the governing body and LA. It is the responsibility of the governing body (through the Headteacher) to monitor the rate of suspensions and exclusions, and ensure that the school policy is administered fairly and consistently. Governors review patterns relating to behaviour, SEND, protected characteristics and restrictive interventions.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.
See also:

- Statement of Behaviour Principles

- DfE Restrictive Interventions, including use of reasonable force 2026
- DfE Behaviour in schools 2024
- DfE Suspension and Permanent Exclusion guidance 2026
- School Exclusion policy

Appendix A – Recording and Reporting Repeated Behavioural Challenges

Behavioural incidents are tracked and reported on frequently. Most often this is through the CPOMs system. In addition, frequent misbehaviour and serious incidents are usually passed on to parents (in person, via phone-call or via digital messages). This is the usual approach for recording, communicating and reporting of behavioural challenges.

However, it is acknowledged that some pupils will have particular behavioural difficulties, especially those on the SEND register. In such cases, adaptations to this approach may be required for a variety of purposes:

- To avoid overwhelming parents – daily messages from school to articulate repeated misbehaviour which has previously been discussed may be counter-productive. If a parent knows their child is struggling to self-regulate, being told about this on a daily basis can be demoralising and distressing. We will endeavour to be sensitive to parents' needs in this regard.
- To avoid generating additional workload – staff time should be focussed on managing incidents and supporting children, not endless writing-up of every incident when these are frequent and repeated.
- To track incidents differently – daily charts, ticks/crosses, scores etc. can provide a quicker reference point for analysis of challenges than written entries and report generation via CPOMs.

Therefore, in cases of frequent / repeated misbehaviour of which parents are already aware, the following recording and communication approaches may be adopted:

- Summary entries on CPOMs – e.g. at end of week, overview of incidents
- Reduced contact with parents – not contacting about every incident of misbehaviour, but only the most significant and extreme. (N.B. In these cases, lack of contact from staff should *not* be taken as an indication that behaviour has been consistently good or that there have not been incidents – simply that we recognise that incidents in line with that child's profile are being dealt with in-school according to IPM, IBP, Risk Assessments, EHCP etc.)
- Alternative tracking systems – daily charts, books, scores etc.
- Light touch contact – e.g. thumbs up / down at end of day, summary notes etc.
- Informal contact with core staff – e.g. verbal update to SENCO etc.

Note: significant and major behaviour incidents will continue to be formally recorded and communicated.

Any incidents of restrictive interventions and/or those which lead to exclusion will record:

- names of pupil and staff involved
- triggers and antecedents
- de-escalation measures used
- rationale for force
- injuries to and person involved
- post-incident support provided
- relevant SEND information where appropriate