



# Positive Behaviour Policy

*Thinking of a child as behaving badly disposes you to think of punishment.  
Thinking of a child as struggling to handle something difficult  
encourages you to help them through their distress.*

*The Gottman Institute*

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## Statement of intent

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to establishing clear expectations and cultivating a culture of mutual respect, justice and positivity. Productive relationships are at the heart of everything that we do, and we believe that children should be allowed a voice. We encourage them to express themselves, whilst remaining respectful, polite and diplomatic. Our staff strive to model these high standards pro-actively and at every opportunity, and work hard to maintain an atmosphere where children feel safe in learning from their mistakes. Wherever possible, support is identified quickly and put in place as soon as possible to avoid misbehaviour occurring in the first place.

We do not tolerate prejudice or bullying of any form, and we use every opportunity to educate our children about diversity and tolerance. We pride ourselves in being a happy, welcoming and considerate establishment.

## Our values

We expect all individuals – children and adults alike, to uphold our Embark Trust core values of Family, Integrity, Teamwork and Success.

These values are embodied in our 3 school rules:

- Be ready
- Be respectful
- Be safe

All children in our school know and recognise these 3 rules and each class has its own age-appropriate version of this. This means that children and adults all have a shared language around behaviour expectations which is easily communicated and understood.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The positive behaviour policy is therefore designed to aid the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We aim to encourage good behaviour by:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and disciplining behaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## Legal framework:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct/school values
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## Roles and responsibilities:

All adults working with children model high standards of conduct and behaviour to children at all times.

### **The governing board will have 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.

### **The headteacher will be responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected of pupils.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils.
- 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 SENCO will be responsible for:**

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies 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 will be responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

### **All members of staff, including teaching and support staff, and volunteers will be responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour and expectations for every pupil.
- Being aware of the signs of behavioural difficulties.
- 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: SENCO, Headteacher, Safeguarding and Family Support staff, Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in charge of a member of staff.

**Pupils will be responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

All members of the school community create a positive and safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully, and any incidents of bullying, discrimination, aggression and derogatory language (including name-calling) are dealt with quickly and effectively.

**Parents will be responsible for:**

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

We expect parents to support their child's learning, and to co-operate with school. We build a supportive dialogue between home and school, and we inform parents immediately if we have ongoing concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the phase leader and then the headteacher. If these discussions cannot resolve the problem, a formal complaints procedure can be followed. This document can be found on the school website.

## Definitions

For the purposes of this policy, the school will define "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 will include, 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.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- 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 disruptive 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 will define “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:

- Low-level disruption in class – e.g. talking, being off task, not showing the ‘Give me Five’ expectations continually
- Refusal and / or failure to complete classwork
- Rudeness

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

## Social, emotional and mental health (SEMH) needs:

To help reduce the likelihood of behavioural issues related to SEMH needs, we will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. We 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.

**Taking a non-judgmental, curious and empathic attitude towards behaviour:** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

**Equality vs Equity (Equal vs Fair):** Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

**Putting relationships first:** This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## Preventative measures for pupils with SEND:

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour. Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place. Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan may be created to outline the necessary provisions in place.

Where SEND is not identified, but the headteacher determines that support is still required for the pupil, the class teacher will create an Individual Behaviour Plan to outline the necessary provisions in place. Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the SENDCO will assess and review the impact of support being provided.

We will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures we will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition.
- Training for staff in understanding autism and other conditions.

## Managing behaviour:

We use our 3 rules (Be ready, Be respectful and Be safe) to remind children of how to behave in school. 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.

**Maintaining clear boundaries and expectations around behaviour:** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Rewards and consequences that can follow certain behaviours should be made explicit.

If a child displays behaviour deemed as unacceptable, staff will initially praise other children making positive choices, as a reminder. After a non-verbal reminder – e.g. a look, or stand near the child etc, staff will give a verbal reminder and if the behaviour continues, the child will be given consequences time at break or lunchtime. If this behaviour continues further, they may have to spend some time out of the classroom and parents will be informed. (see behaviour steps)

Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment.

A record will be kept of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil's behaviour that could indicate they need help or protection. Behaviour incidents will be recorded on Arbor with more serious incidents being recorded on MyConcern.

We will seek to understand the triggers and patterns for unacceptable behaviour where appropriate using behaviour record analysis and / or ABC (Antecedent, Behaviour, Consequence) documents.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may need to stop the activity and the child or class may be removed to an area of safety.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow our expectations.

## Emotion Coaching

We look to use the principles of Emotion Coaching when dealing with behavioural issues

Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009).

- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017).
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state. This also involves explicit teaching and modelling.
- Emotion coaching enables children to manage their own behaviour through helping them to:
  - Understand the different emotions they experience.
  - Understand why they occur.
  - Learn how to handle them.

## Classroom rules and routines

We have an established set of values through our Embark values of Family, Integrity, teamwork and Success. This is furthered by our 3 school rules: Be ready, Be respectful and Be safe, which define what is acceptable behaviour. Staff will remind pupils of these expectations using positive phrasing/language. What we 'will' do rather than what we 'don't' do.

"At Richardson, we always.... ...that's what we do here."

"In Year 6, we always..... ...that's what we do here."

"Are you being safe?"

"Are you showing respect to...?"

Positive behaviour will be taught and modelled to all pupils, in order to enable them to understand what behaviour

is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly.

### **Routines**

Routine will be used to teach and reinforce the expected behaviours of all pupils. We use our 'Give me Five' posters to remind children of showing respect and readiness in class and at other times such as assemblies. These 5 reminders enable children to quickly reset in order to show they are ready and respectful in a visual way. Eyes are watching; ears are listening; lips are closed; hands are still and feet are quiet. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Class teachers will use age-appropriate strategies to manage behaviour in class time.

We meet and greet on the playground or at the classroom door. Children are then expected to enter the room and begin a task that has been prepared for them.

For example, we may use counting back from 5 to 1 to get the class silent and ready to listen. Ready in 5...4...3...2...1. We notice and praise positive behaviour in between.

We will ensure calm and quiet lines when lining up to move around the school.

**Positive teacher-pupil relationships:** Positive teacher-pupil relationships are crucial in maintaining a culture of positive behaviour. We focus heavily on forming these relationships to allow teachers to understand their pupils and their motives. This creates a strong foundation, based on mutual respect and unconditional positive regard, from which behavioural development can take place. Adults model good manners and are respectful and calm at all times.

**The classroom environment:** We understand that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. teachers avoiding standing with their backs to pupils, and ensuring they have full view of the rooms at all times, whenever possible. Teachers employ strategic seating arrangements to prevent poor behaviour and to enable it to be noticed early.

**Effective classroom management:** Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and the development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

**Break and lunchtimes:** If unwanted behaviours occur during play and lunchtimes, lunchtime staff try to resolve issues using a calm, restorative approach. If this is not successful in regulating the behaviour, children are referred to the class teacher or a member of SLT.

If a child misbehaves at lunchtime, the midday supervisor will keep a record of the incident and share this with the class teacher at the end of the lunchbreak. Depending on the severity of the incident, the child may be asked to have some 'Time-Out' during the lunchbreak to reflect on their actions. The child's teacher will be notified at the end of lunchtime discreetly. For more serious incidents, the child may lose the rest of lunchtime and be taken to see a member of the SLT.

## **Praise and Rewards:**

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- Praise is given immediately following the desired behaviour.
- The way in which praise is given is varied.
- Praise is related to effort, rather than only to work produced.

- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise.
- Use of team points.
- Communicating praise to parents.
- Stickers/Post Cards Home.
- Headteacher Award.
- Gold Book.
- Certificates and special assemblies – e.g. Gold Book.
- Positions of responsibility, e.g. being entrusted with a particular project.
- Activities for a whole-class or year group together for example to receive additional play, sitting with their friends for an afternoon.
- Tea party on the train with SLT.

When giving praise, teachers will ensure:

- They define the specific **behaviour** that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to **effort**, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates and sporting achievements. All classes take part in our weekly achievement assembly where they are able to show examples of their best work.

## De-escalation strategies

Where negative behaviour is present, staff members will use emotion coaching techniques to implement de-escalation strategies and actively diffuse the situation where possible. This can include a range of techniques:

- Remaining calm, speaking clearly and maintaining a low-pitched voice.
- Using simple, direct language to reassure the child and offer them suitable alternative choices.
- Remembering that behaviour is not personal to them and practising forgiveness.
- Identifying any points of agreement to build a rapport.
- Providing adequate personal space and not blocking a pupil's escape route unless it is a safety requirement. Where possible, other children should be moved away to prevent the need for physical intervention.
- Showing open, accepting body language, e.g. kneeling down to their level and not standing with arms crossed.
- Avoiding the subject of consequences and not increasing expectations until the child is able to regulate.
- Empathising with the child and validating their emotions.
- Always offering the child a route away from confrontation e.g. that if they stop the behaviour, the consequences will be lessened or if they go to a safe place, they can be left alone for some time.
- Rephrasing requests made up of negative words, with positive phrases, e.g. If you don't return to your seat, I can't help you, becomes If you return to your seat, I can help you with your work.

## Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Records of behaviour incidents will ensure relevant members of the SLT, and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary.
- Providing mentoring and coaching.
- Short-term behaviour report cards .
- Long-term behaviour plans.
- Pupil support units.
- Engagement with local partners and agencies.
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, which goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

## Prevention strategies, intervention, and sanctions

This section outlines our strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. We acknowledge 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. We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

### Break time or lunch time reflection:

Children may be asked to speak to an adult about unacceptable behaviour during their break times. These conversations will be restorative in nature and the time taken will be proportionate and appropriate to the incident in question. This time is used to reflect on events, have high-quality discussions around prevention and complete restorative action. The purpose is to help children with their personal development and SEMH.

All members of staff can impose consequences on a pupil, unless the headteacher decided to withdraw this power. Following repeated or serious incidents, the reflection may be held with the headteacher or deputy headteacher. The headteacher or other members of SLT will work with the other staff to determine an appropriate length of consequences.

Parental consent is not required for this sanction and therefore we are able to use this as a sanction without first notifying parents.

Members of staff will ensure that they use this sanction reasonably within the given circumstances and that they consider any additional needs of the pupil these conversations occur at lunchtime, children will be allowed time to eat, drink and use the toilet.

### Low-level disruption

Incidents involving low level disruption in class, during outdoor learning and / or assemblies will be dealt with by the class teacher in the first instance. Communication about the behaviour will be calm and aim to cause as little disruption as possible to children's learning. A reminder of the 3 rules and 'Give me five' may be given at this stage. If the disruption continues, the adult will speak to the child (next to them, discreetly) with a final reminder and a warning about potential consequences of continuing to disrupt (for example, loss of break time in order to complete work). SLT support may be sought if disruption continues. Low-level disruption may be easily resolved

and may not need to be formally recorded if this is the case.

## Incidents of negative behaviour

- The staff team involved will decide whether they can resolve the incident or whether it needs to be escalated further – senior leaders may choose to intervene if necessary. This may result in the child losing some of their free time.
- A member of staff will record the incident and senior leaders will be notified.
- In cases of serious unacceptable behaviour, or repeated low-level unacceptable behaviour, children will be referred to the headteacher or a senior leader. This may result in them losing some of their free time.
- If necessary, a pupil may be asked to work in isolation – the headteacher or senior member of staff will determine how long this requirement should last.
- In cases of serious unacceptable behaviour or repeated low-level unacceptable behaviour, an appropriate member of staff will inform the pupil's parents.
- If support from staff is not enough to help the child regulate their behaviour, the headteacher or other appropriate senior leader may ask parents to come to school to support the child.

## Repeated incidents of unacceptable behaviour

- The headteacher will consider whether the pupil should be suspended for a fixed term, in line with our Suspension and Exclusion Policy and will determine the length of the suspension. Suspensions and exclusions may also be considered following single incidents where there is extreme, unsafe unacceptable behaviour.
- Relevant professionals will meet to determine whether an assessment would be appropriate to determine whether the child has any form of additional needs such as SEND or SEMH.
- Key members of staff will meet to review provision and explore whether any updates are required, including the possible involvement of external agencies.
- It may be appropriate to produce documents that are specific to the individual child such as behaviour plans, IEPs, risk assessments and home/school agreements. If pupils and parents refuse to comply with any of the necessary documentation in place to ensure safety, it may not be appropriate for them to be present at the school.

## Persistent unacceptable behaviours

For persistent unacceptable behaviours, a senior leader will support. An assessment of the child is undertaken to see if there are any special education needs concerns. Parents may be invited if there is a need to discuss the persistent behaviours and to consider the child's behaviour in the home, and to consider a referral to the Behaviour Support Service or other external services if deemed necessary.

Please note that for more serious incidents, such as fighting, bullying, swearing or extreme defiance, sanctions or fixed term suspensions may be implemented immediately. On return to school, a re-integration meeting will be held and will set targets for improvement. If no improvement is made, then a formal warning of the move to permanent exclusion will be given.

Following further incidents of unacceptable behaviour, we will be forced to consider the wellbeing and safety of the staff and other pupils when taking action: it is possible that this could result in a permanent exclusion or a move to another facility; either a managed move, or alternative provision. The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplines to be lawful, we will ensure that:

- The decision to discipline a pupil is made by a paid member of the school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the

pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## Isolation

The school may decide to move pupils away from other pupils for a limited period – this may be referred to as an Internal Suspension. This may be on a 1-1 basis, or may be to work in another class for a period. The child will return to their teacher to have a restorative conversation.

We will only isolate pupils where absolutely necessary and often it will be to avoid suspension. We will ensure that pupils' health and safety is not compromised during their time in isolation and that any additional requirements such as SEND needs are met.

The amount of time that a pupil spends in isolation will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary. This may include break and lunchtime.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during the time spent in isolation. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

## Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in our expectations will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

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

- Wearing school uniform.
- 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.

Although staff will not necessarily discipline behaviours which occur within the wider community, they will inform parents and any other relevant agencies.

Any bullying 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.

## Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse 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 reoccurrence. Disciplinary sanctions 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.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as

required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## Smoking and controlled substances:

The school will follow the procedures outlined in its Smoke-free Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Safeguarding Policy.

## Prohibited items, searching pupils and confiscation:

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Additional items prohibited at Richardson Endowed Primary School are:

- Mobile phones\*, Vapes, Items that have been altered and could cause harm, such as blades from pencil sharpeners etc. Lighters or matches, Energy drinks

\*unless agreed with class teacher / SLT and kept in the office.

The headteacher or other authorised members of staff can use their power to search without consent for any of the items listed above. This would generally be only used as a last resort.

## Physical intervention:

Staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or causing significant damage to school property and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Where possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parents will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil – pupils will not be sent home without the school contacting their parent. If a pupil is in emotional distress following an incident, parents may be asked to come in and offer support to the child – it would then be at the discretion of the parent whether they wished to take the child home or leave them at school. The parent may agree with staff to bring the child back to school later in the day when they are suitably emotionally regulated.

Violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line

with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical condition, the school will recognise and consider the vulnerability of these groups.

## Monitoring and review:

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

## Appendix 1 - Three Step Approach to Emotion Coaching:

1. 'Rapport before Reason'

The adult recognises (names), empathises with and validates the child's feelings.

2. 'Connection before Correction'

The adult co-regulates and sets acceptable behaviour boundaries.

3. '*Explore and Scaffold*'

The adult problem-solves with the child, exploring what feelings gave rise to the behaviour and discussing other potential ways of responding when feeling strong emotions with more positive outcomes.

### The restorative conversation

Ask:

- What happened?
- Who was affected?
- How were they affected?
- What needs to be done to put things right?
- How will you do things differently next time?

## Appendix 2 – Behaviour Steps:



# **Behaviour Steps – Staff Copy**

Praise in public, reprimand in private

1. Praise other children's good behaviour in class – this is a reminder of what behaviours you require.
2. Give a non-verbal warning. This may mean moving around the room or making eye contact with the child.
3. Question and check-in. Talk to the child. E.g. "*Name*, are you OK?" "Do you need some help with your work?"
4. Warning – give a direct reminder about a behaviour change choice.
5. Remove some break or lunchtime as consequences. (5 minutes). Work to be completed.
6. Remove break/lunch as a consequence, depending on severity. Work to be completed.

Fresh start after each break/lunch. Follow steps again as above. If behaviour persists, then, after following steps above:

7. Time in another class
8. Support from senior leader (The Reset) which may also result in time in another class/room.
9. Phone call home from class teacher or senior leader

If there are continuing concerns and above steps have been followed again:

- Class teacher meeting with parents to discuss behaviour and concerns.
- Behaviour report card

If there are further concerns:

- Senior leader and class teacher meeting with parents – this may include SENDCo if appropriate
- Headteacher and class teacher meeting with parents

Suspension & Exclusion will be considered, according to policy.

All of these steps will be followed in line with the behaviour policy – please see policy to aid with decisions involving vulnerable/children with SEND needs.

# Give Me Five



**EYES ARE WATCHING**



**EARS ARE LISTENING**



**LIPS ARE CLOSED**



**HANDS ARE STILL**



**FEET ARE QUIET**