Pilsley CofE Primary School

Positive Behaviour Policy 2026-2027

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Statement of intent

Pilsley CE Primary believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- 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 misbehaviour.
- 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.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can thrive and achieve.

At Pilsley Church of England Primary School, we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life. The aim of our Behaviour Policy is to meet the needs of every child in an individual approach and teachers and staff will act on their professional judgement, to implement the appropriate procedures outlined in this policy, to best meet the needs of the child.

We strive to help our children establish good manners, etiquette, good behaviour and respect from the start, by involving parents and children in the process. This includes drawing up class rules/charters/expectations, our whole school 'Golden Rules', Home/School Agreement and reinforcing policy and procedure from the very beginning in the EYFS/KS1 class. These expectations are set and upheld by all staff and positively role modelled on a daily basis. They are shared with all stakeholders and we involve the pupils in drawing up key documents. We do our best to nurture each child to become a respectful individual, with strong morals and a solid understanding of what is right and what is wrong, preparing them to play a full, positive and active part in modern British society. Consistency is at the heart of developing exemplary behaviour. This lies in the behaviour of adults and not simply in the application of procedure. Our aim is to develop a consistency that ripples through every interaction of addressing behaviour – where learners feel treated as valued individuals, they respect themselves and the adults and accept their authority. 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.

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.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim 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 uses the Zones of Regulation approach to support pupils in recognising, understanding and regulating their emotions. Through a shared language and consistent strategies, pupils are encouraged to identify their emotional state and develop self-regulation skills that promote positive wellbeing, learning and behaviour.

The school will aim 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 including the recognition of emotions through the Zones of Regulation approach.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

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.

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 (2026) Restrictive interventions, including the use of reasonable force in schools
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' • DfE (2018) 'Mental health and behaviour in schools'

- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2022) ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE (2026) ‘Keeping children safe in education
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2022) ‘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
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Providing guidance for the headteacher on promoting good behaviour where appropriate.
- 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.
- Ensuring this policy is published on the school website.

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 high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- The day-to-day implementation of this policy.
- Publicising this policy in writing 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 senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead to determine the strategic development of behaviour and 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 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 offer.
- 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 standards 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:

- SENCO.
- Headteacher.
- Subject leader.

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.

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.

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

- **Restrictive intervention**- Restrictive interventions are interventions that restrict a pupil's movement, liberty or freedom to act independently. They may be physical or non-physical and include reasonable force, physical restraint, blocking a pupil's path, restrictions of movement, and seclusion. Restrictive interventions will only ever be used as a last resort where necessary to prevent harm and where no less restrictive option is available

- **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 and talking in class

- Failure to complete classwork
- Rudeness
- 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 receive a comprehensive induction into the school's behaviour culture, ensuring they understand the school's expectations, rules, routines and approaches to behaviour management. This will enable them to support all pupils effectively and contribute positively to maintaining a calm, safe and purposeful learning environment.

All staff will be expected to implement the school's behaviour policy consistently and will receive regular opportunities to refresh and develop their understanding of the school's behaviour culture, expectations and routines.

Where appropriate, staff will receive bespoke training to ensure behaviour is managed consistently and effectively across the school. Training will take account of the specific needs of pupils and may include areas such as Special Educational Needs and Disabilities (SEND), mental health, attachment, trauma-informed practice, adverse childhood experiences (ACEs), neurodiversity and other factors that may influence behaviour.

Staff training will also ensure that adults understand the links between behaviour, safeguarding, attendance, wellbeing and pupil vulnerability, enabling concerns to be identified and addressed at an early stage.

The Senior Leadership Team (SLT) will identify and provide appropriate professional development opportunities to ensure staff are equipped to fulfil their responsibilities under this policy.

Staff who hold, or aspire to hold, responsibilities for leading behaviour, inclusion or pupil wellbeing will be supported to undertake relevant training, professional development and accredited qualifications where appropriate.

Where staff may be required to use reasonable force or restrictive physical intervention as part of their role, appropriate training and refresher training will be provided in line with the school's Physical Intervention Policy.

The Headteacher will review staff training needs annually and in response to serious, emerging or persistent behaviour concerns, ensuring that staff knowledge and practice remain effective in supporting positive behaviour, safeguarding pupils and maintaining high standards across the school.

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 and reflect how to prevent such behaviour from recurring. All staff have been trained in how to log behaviour concerns onto CPOMS so that Leaders can monitor behaviour patterns and trends. Behaviour, safeguarding, attendance and wellbeing concerns will be considered holistically. Where patterns of concern emerge, leaders will work with pupils, families and external agencies as appropriate to identify and address underlying causes.

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.

Support, such as targeted discussions with pupils, a phone call with parents, and enquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

The school does not use seclusion as a disciplinary sanction. Where a pupil requires a calm or safe space to regulate, this will be a supportive intervention, supervised appropriately and ended as soon as the pupil is ready to safely return to learning.

The school is committed to reducing the need for restrictive interventions through proactive behaviour support, environmental adaptations, personalised planning, positive relationships, de-escalation strategies and early intervention. The use of restrictive intervention will never form part of planned behaviour management unless supported by individual risk assessment and agreed strategies.

Following any restrictive intervention, a structured post-incident review will take place. This will include:

- The views of the pupil where appropriate.
- Consideration of triggers and antecedents.
- Review of risk assessments and behaviour support plans.
- Consideration of whether adjustments could reduce future incidents.
- Support for any staff members involved.

- Identification of any safeguarding concerns.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The headteacher investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the headteacher deems the incident to be unacceptable behaviour, they will record the incident on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher will determine the period the pupil will be removed from the classroom.
- The headteacher/ class teacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and discuss the incident with them.

Following repeated incidents of unacceptable behaviour, a behaviour monitoring period of up to two weeks may be implemented. Clear targets for improvement will be agreed with the pupil. Where behaviour does not improve, the pupil may spend time out of class working with the headteacher. Continued concerns may result in suspension in line with the school's Exclusion Policy.

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage 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 from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

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.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of 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, e.g. equality, SEND or human rights.

The school will ensure that all discipline is 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.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's 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.

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. A system will be in place to 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:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour plans
- 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 an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, 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 outside the classroom before a lesson. Routine will be used to teach and reinforce the expected behaviours of all pupils. 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.

As part of the behaviour curriculum, pupils will be taught the Zones of Regulation framework. This supports children in identifying their feelings, understanding how emotions affect behaviour and learning, and selecting appropriate strategies to help them regulate their emotions and return to a state that enables learning. Zones are used consistently across the school to promote self-awareness, emotional literacy and positive behaviour choices.

Restorative consequence chart will be used in school for all children We use a Restorative Consequence Chart to support positive behaviour choices. This gives children the opportunity to reflect on any unkind or unwanted behaviour and to think

about how they can make things right. Parents and carers will be informed if a concern arises that needs to be shared. The golden rules will be displayed around school.

Golden Rules (written by the school council)

1. We keep our hands and feet to ourselves
2. We use kind words and listen carefully
3. We are honest, fair and try to make good choices.
4. We treat people with care and respect, as we would like to be treated ourselves.
5. We take care of the school and the world around us, respecting other people's beliefs, cultures and religions.



Bee-haviour Journey Restorative Consequences

Excellent Effort!



Good decisions.

Ready to Learn!

Following the Golden Rules.



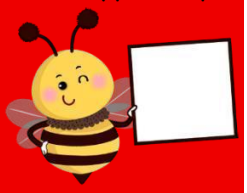
Take a moment...

Have a think- What could help you follow the Golden Rules?



Take some time out

Have a think- What needs to happen to put



things right?

🔔 Our Expectations

All children are expected to be:

- Kind
- Respectful
- Responsible
- Ready to learn

When mistakes happen, we help children learn from them and repair any harm caused.

Stage 1: Worker Bee Reminder

What happens?

- Gentle reminder of the expectation.
- Staff may use non-verbal prompts or quiet redirection.

Restorative Question

- "Which school expectation have we forgotten?"

Consequence

- Opportunity to correct behaviour immediately.

Stage 2: Reflection Bee

What happens?

- Brief conversation with the adult.
- Time to regulate and reflect.

Restorative Questions

- What happened?

- What were you thinking at the time?
- What should you do differently next time?

Consequence

- Complete any missed learning or task.
- Short reflection activity.

Stage 3: Repair Bee

What happens?

- Behaviour has affected others or learning.

Restorative Questions

- Who has been affected?
- How have they been affected?
- What needs to happen to put things right?

Consequence

- Apology where appropriate.
- Repair activity (helping, tidying, replacing damaged items, restoring relationships).
- Possible loss of a privilege linked to the behaviour.

Stage 4: Hive Support

What happens?

- Repeated or more serious behaviour concerns.

Restorative Meeting

- Child, staff member and, where appropriate, parents/carers.

Questions

- What keeps happening?
- What support is needed?
- What actions will help things improve?

Consequence

- Individual support plan.
- Targeted intervention.
- Additional supervision or structured playtimes.

Stage 5: Queen Bee Conference

What happens?

- Serious incidents or sustained behaviour concerns.

Led by Headteacher

- Full restorative conversation.
- Parents/carers informed and involved.

Consequence

- Bespoke restorative action plan.
- Appropriate sanction proportionate to the incident.
- Reintegration meeting where needed.

Our Pilsley Promise

"Every mistake is an opportunity to learn, repair and grow."

Consequences should always:

☑ *Maintain dignity*

☑ *Repair harm*

☑ *Teach better choices*

☑ *Strengthen relationships*

☑ *Restore readiness to lear*

Positive teacher-pupil relationships

Staff will actively seek to develop positive, respectful and trusting relationships with pupils, recognising that strong relationships are fundamental to effective behaviour support and inclusion.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

At Pilsley CE Primary school, we aim to create a safe, nurturing environment where we employ positive methods and approaches for encouraging routines and patterns of behaviour that will enable a child with SEND to learn, enhance their quality of life and achieve their personal ambitions. We recognise that all behaviours serve a function for the individual and it is our role to try and understand what that function is. Behaviour can signal distress, discomfort or an unfulfilled need and we will always seek to modify environments to reduce or remove the need for such behaviour.

We use a personalised approach to planning for reducing risk of behaviour that challenges members of staff. We aim to support our children with replacing any negative or inappropriate behaviours with alternative, positive and appropriate behaviours that might achieve the same result for the child. We emphasise rewarding the positive behaviours rather than paying attention to negative behaviours.

It is important staff are aware that negative behaviours might occur because the child lacks the skill to behave in a more appropriate manner, for example screaming and hitting out in reaction to a loud noise because a child is unable to express their distress verbally. Once a skill gap has been identified in this situation, part of a child's personalised planning would be to teach the missing skill. Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated response will be used to assess, plan, deliver and review the impact of support being provided.

Staff will recognise that behaviour may be a form of communication and will seek to understand underlying needs, barriers or triggers before determining appropriate support and responses.

The school 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 the school 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
- Use of Zones of Regulation resources, visual supports and personalised regulation strategies to support emotional regulation and reduce barriers to learning.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.
- Staff will use the Zones of Regulation language and tools to help pupils recognise their current emotional state and identify appropriate regulation strategies before behaviour escalates.

Physical intervention

To reduce these incidents occurring, a de-escalation approach, bespoke to the child, is to be used: de-escalate, defuse and divert in order to prevent crises and reduce, or remove, the need for positive handling. Actively using our Zones of Regulation, our Sensory Toolkit and the child's communication passport will build best personalised strategies for low arousal. Positive handling techniques are employed by staff if a crisis or emergency situation occurs, for example a member of staff may use reasonable force necessary to maintain safety where children are in immediate danger of hurting themselves or others.

Training is regularly updated and refreshed for staff working directly with children at the risk of becoming dysregulated and behave in a physically challenging manner. Physical intervention should always be in the best interest of the pupil, absolutely necessary and reasonable and proportionate.

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

All incidents involving reasonable force or restrictive physical intervention will be recorded promptly and reviewed by senior leaders to identify any learning, support or training needs. Parents will be informed as soon as reasonably practicable.

Records will include:

- Date, time and location.
- Staff and pupils involved.
- Antecedents and triggers.
- Type of intervention used.
- Duration.
- Outcome.
- Any injuries sustained.
- Parental communication.
- Follow-up actions and review arrangements

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils

will not be sent home without the school contacting their parent. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for 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 conditions, staff will recognise and consider the vulnerability of these groups.

The Headteacher and Governing Board will monitor patterns and frequency of restrictive interventions, including groups of pupils affected, locations, times and outcomes, to ensure restrictive practice is reduced over time and used lawfully, proportionately and safely.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

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

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed

appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. 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. 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.

Smoking and controlled substances

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 Child Protection and 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, in line with the school's Physical Intervention Policy. 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.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Effective classroom management

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other. • Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

- Star of the Week certificates
- Honey drops
- Headteacher's stickers, rewards and certificates

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

- Verbal praise
- House Points
- Honey drops
- Headteacher's awards
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

Behaviour outside of school premises

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

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when 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 discipline 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 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.

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.

The next scheduled review date for this policy is September 2027.