



ENHANCE ACADEMY TRUST

# BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

|                     |                      |       |
|---------------------|----------------------|-------|
| Approved by:        | Local Governing Body | Date: |
| Last reviewed on:   | September 2025       |       |
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## Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Our school aims to:

- Provide an environment where learning is enjoyable.
- Care for and value everyone in the school community.
- Provide a secure environment where everyone is respectful to each other.
- Encourage children to share the responsibility for their own education.
- Promote good relations with others at school and in the community.
- Help each individual to discover and develop new skills and abilities.
- Encourage children to be moral, self-disciplined, hardworking and caring.
- Provide challenge and support to achieve high standards.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Failure to follow instructions
- Being disrespectful to staff
- using inappropriate language

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Threatening or violent behaviours
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING   | DEFINITION  |
|--|---|
| Emotional  | Being unfriendly, excluding, tormenting, humiliating or intimidating  |
| Physical   | Hitting, kicking, pinching, punching, pushing, scratching, spitting or any use of violence, including damaging or taking another's belongings,                                |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)  |
| Sexual   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal  | Name-calling, sarcasm, spreading rumours, teasing, exclusion from social groups.  |
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy on our school website. <https://www.christchurchcofeacademy.co.uk/key-information/policies>

## Roles and responsibilities

### The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### Behaviour management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued.

Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Restorative Practice**

At our school we adopt the principles of The Restorative Approach (more information can be found in our Restorative Practice Policy); an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties. Restorative conversations can take place between pupils, pupils and adults and pupils and the whole class.

### **Transition**

The following **transition expectations** have been implemented consistently across school to support children to adhere to the code of conduct for pupils and to ensure that no learning time is wasted.

#### **Role of the adult**

- Model polite manners
- Remind children of expectations- **praise in public remind in private**
- Positive praise
- Speak to children respectfully
- Communicate expectations we want to see
- Reinforce, maintain and patrol the routines constantly and in a positive manner

#### **Team Stop**

- I know that when an adult raises their hand, I stop what I am doing, and raise my hand silently
- I know that if someone next to me has not done this then I tap them gently on the arm to get their attention

#### **Magnet eyes**

- My teacher points to their eyes with two fingers which means my eyes should be on the teacher and my body is still
- I will face the speaker with nothing in my hands

#### **Classroom routines**

##### **1,2,3 signal routine for moving around the classroom**

- Hold up one finger: children stand
- Hold up two fingers: children walk and stand behind their chairs / to the line
- Hold up three fingers: children sit down and prepare to read or write / children start to walk silently

#### **Visual Timetable**

- All classes will display the class visual timetable horizontally
- This is explained to children and referred to / used throughout the day
- When a lesson has finished, remove the symbols for this lesson
- Nursery and Reception to use photos to ensure understanding
- Year 1- Year 6 to use twinkl for visual symbols. This ensures consistency across school

## Rewards and sanctions

### List of rewards and sanctions

#### Rewards:

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

#### Whole school rewards: Proud Pupils

- Every child will work towards achieving the proud pupil status for their year group.

|          |        |
|----------|--------|
| • EY     | Red    |
| • Year 1 | Orange |
| • Year 2 | Yellow |
| • Year 3 | Green  |
| • Year 4 | Blue   |
| • Year 5 | Indigo |
| • Year 6 | Violet |

- They will achieve proud pupil status by meeting specific targets in the areas of positive behaviour, attitude to learning and teamwork and co-operation.
- When proud pupil status is achieved, the children will receive a certificate (celebrated in Friday worship) and a badge (The badges will be the single colour of their year group and the Year 6 badge will be a rainbow).
- Children with proud pupil status are able to fulfil more prestigious leadership responsibilities in the classroom and around school.
- Children with proud pupil status will receive a half termly treat/reward (organised by the class teacher).
- If a child with proud pupil status is placed on an orange report sheet, they will lose their status and will need to complete the orange report successfully to regain their status.
- If a child with proud pupil status is placed on a red report sheet, they will lose their status and will need to work towards achieving 2 weeks of their proud pupil status again.

#### House Points

- House points will be given as instant rewards. These can be tickets or tallies.
- The child with the most points at the end of the week will receive a *star of the week* certificate.
- On Friday, the tickets/tallies for each house will be collated and the winning house across school will be announced in Collective Worship and this will be celebrated on the display board in the hall.
- At the end of each half term and full term, the winning house overall will receive a special reward. There will be a special award for the overall winner (see below).
- Subject leaders to organise mini competitions throughout the year where representatives from each house can compete: eg: spelling challenge, times table challenge, sports activities etc.

#### HOUSE POINT REWARDS

These are consistent across all phases

#### WEEKLY

Whole school

- The winning house will be identified on the House Point display and celebrated on Friday Worship.

In class

- Members of the winning house will receive a special sticker.

- The child with the most house points across all houses will receive star of the week.

### HALF TERMLY

- Members of the winning house will receive a pencil.
- There will be an extra playtime for the winning house organised in phase.

### TERMLY

- Members of the winning house will attend a movie afternoon.

### YEARLY

- Members of the winning house will be rewarded with an activity afternoon eg: Forest School/sports/craft/baking.
- These will be organised in phases.

Other rewards include:

Positive behaviour will be rewarded with:

- Praise
- stickers
- visits to senior staff/ headteacher
- Postcards or phone calls home to parents
- leadership roles
- Special responsibilities/privileges
- Our prestigious School Values award presented annually.

In addition to this we reward positive behaviour at lunchtime.

### Lunchtime tokens

Children will have the opportunity to earn 'lunchtime tokens' for making good choices at lunchtimes.

These can be earnt in the playground, lunch halls and corridors.

These can be exchanged for 'house points' in class then placed in the lunchtime pot.

These will be counted every Friday morning and the total for each class will be collected at 1.00 by Play Leaders.

In celebration worship, the class with the most Lunchtime tokens will receive the Lunchtime Trophy to display in class and 5 minutes extra playtime.

### Smart Line Star

Every day the child that has demonstrated the best lining up in their class will be chosen to receive 5 lunchtime tokens. One child from each line will be chosen for lining up beautifully and sensibly.

### Dining Room Star

Every day, a child who has shown exceptional behaviour in the dining room will receive 5 lunchtime tokens. One child will be chosen for eating their lunch nicely and having good manners.

### Playground Star

Every day, a child who has engaged well at playtime will receive 5 lunchtime tokens. They will demonstrate kindness for others, great teamwork in games and be polite and responsive to the lunchtime supervisor.

### Lunchtime Dibble

The lunchtime tokens will be placed together in a dibble box for each phase- lower phase, mid phase and upper phase and one name will be selected from each phase dibble box. The pupil selected will receive a sticker, a lunchtime certificate and 5 house points.

Catching pupils being well behaved and meeting our high expectations is central to all that we do.

## Sanctions

School implement the following sanctions in response to negative behaviours:

| Severity                                       | Type of behaviour  | Application of sanction   |
|--|--|---|
| <b>Level 1 behaviour</b><br><br><b>Stage 1</b> | Behaviour that does not disrupt others:<br><br>Eg: Child daydreaming, fiddling, looking out of the window, messing, doodling etc   | <b>Non Verbal</b><br><br>A look, standing near the child, reminding of class rules, rewarding those following rules, praise children next to them.  |
| <b>Level 1 behaviour</b><br><br><b>Stage 2</b> | Behaviour that causes minor disruption to teaching and learning:<br><br>Eg: talking, distracting others, slow to complete work, swinging on chair, arguing over equipment, non-verbal signals across room, etc   | <b>Verbal Warning</b><br><br>'Name' you're <b>action</b> , you need to <b>desired behaviour</b> . Thank you.<br><br><b>Reward another child.</b>  |
| <b>Level 1 behaviour</b><br><br><b>Stage 3</b> | Continuation of <b>Level 1- stage 2</b> behaviours (detailed above)  | Child is given a warning<br><br><b>Language:</b><br><br>'Name' that's a warning for <b>action</b> . You need to <b>desired behaviour</b> . If you choose not to <b>desired behaviour</b> you're choosing to lose 5 minutes of your playtime. If you choose to <b>desired behaviour</b> , you're choosing to keep your playtime. Make the right choice. Thank you.<br><br><b>Reward another child.</b>   |
| <b>Level 2 behaviour</b><br><br><b>Stage 1</b> | Continuation of <b>Level 2</b> behaviours following move to amber<br><br><b>or</b><br><br>Behaviour that causes significant disruption to teaching and learning<br><br>Eg: Calling out, rudeness to staff, throwing small equipment, refusal to follow instructions, etc | Child is given a second warning.<br><br><b>Language:</b><br><br>'Name' you've lost 5 minutes of playtime for <b>action</b> . You need to <b>desired behaviour</b> . If you choose not to <b>desired behaviour</b> you're choosing to lose all of your playtime. If you choose to <b>desired behaviour</b> you're choosing to keep some of your playtime. Make the right choice. Thank you.<br><br><b>Reward another child,</b>                |
| <b>Stage 2</b>                                 | Continuation of <b>level 2</b> behaviour following move to red<br><br>Causing significant disruption to their learning and the learning of others.   | <b>Lose Playtime</b><br><br>Child misses playtime (or the following playtime)<br><br><b>Language:</b><br><br>"Name" you've lost playtime for <b>action</b> , you need to <b>desired behaviour</b> . If you choose not to <b>desired behaviour</b> you're choosing to go to Time Out, if you choose to <b>desired behaviour</b> , you're choosing not to go to Time Out. Make the right choice. Thank you.<br><br><b>Reward another child.</b> |

|   |   |   |
|---|---|---|
| <b>Level 3 behaviour</b>  | <p>Continuation of <b>Level 2</b> behaviour<br/><b>or</b><br/><b>Level 3</b> behaviour</p> <p>Eg: swearing directly at an adult, refusal to come in after play, leaving the classroom, threatening behaviours- verbal and non- verbal.</p>  | <p><b>Time Out – Orange Report Sheet</b></p> <p>Child is sent to Time Out (with Phase Leader) for 10 minutes.</p> <p>The child misses 15 minutes of the playtime.</p> <p>The child is given an <b>Orange Report Sheet</b> and reports to the Phase Leader at the end of each day (3.00pm) for the following 5 days.</p> <p><b>Language:</b><br/>'Name' you need to go to Time Out with <b>Phase Leader</b> for <b>action</b>, then you need to <b>desired behaviour</b>. If you choose not to <b>desired behaviour</b> you're choosing to have a phone call home, if you choose to <b>desired behaviour</b>, you're choosing not to have a phone call home. Make the right choice. Thank you.</p> <p><b>Reward another child.</b></p> |
| <b>Level 4 behaviour</b>  | <p>Continuation of <b>Level 2</b> or <b>Level 3</b> behaviour<br/><b>Or</b><br/><b>Level 4</b> behaviour - verbal or physical aggression towards others (including adults) particularly racist/homophobic/sexualised bullying, damaging property, upturning furniture or absconding from the classroom around school.</p> | <p><b>Red Report Sheet</b></p> <p>Child is sent to HT/ AHT to discuss the incident.</p> <p>A '5 day' <b>Red Report Sheet</b> is issued.</p> <p>They must earn a star on the report card to receive their breaks over the next 5 days.</p>   |
| <b>Level 5 behaviour</b>  | Continuation of red report  | <p>SLT will conduct a meeting with pupil and parents.</p> <p>Pupil will be placed on a Individual behaviour plan.</p> <p><b>(The type of IBP will be dependent on the age and needs of the pupil).</b></p>  |
| <b>Level 6 Behaviour</b><br><b>Suspension / Permanent exclusion</b> | Persistent disruptive and defiant behaviour, serious breach or persistent breaches of school's behaviour policy, intentional physical violence/ assault. Extreme/ deliberate/ unprovoked violence/ putting themselves or others at risk.  | <p><b>Suspension/ PEX</b></p> <p>In very extreme circumstances, where behaviour is dangerous or a threat to another child or member of staff, the Headteacher may suspend a child from school for a fixed period or impose a permanent exclusion. We do not wish to exclude any child from school, but</p>  |

|  |  |                                  |
|--|--|----------------------------------|
|  |  | sometimes this may be necessary. |
|--|--|----------------------------------|

In cases where serious or persistent misbehaviour occurs, the school may consider suspension or permanent exclusion in line with statutory requirements. Decisions will be made fairly and proportionately, taking into account individual circumstances. For further information, please see the **Suspensions and Exclusions** policy.

At break and lunchtime, pupil behaviour is also monitored and sanctions will be imposed for negative behaviours.

|                          |  |                          |   |
|--------------------------|--|--------------------------|---|
| <b>Level 1 behaviour</b> | <b>Behaviours include -</b> <ul style="list-style-type: none"> <li>inappropriate play</li> <li>not listening to adults</li> </ul> <b>Verbal reminder</b>   | <b>Level 4 Behaviour</b> | <b>Behaviours include:</b> <ul style="list-style-type: none"> <li>swearing directly at an adult</li> <li>accidental rough play, causing hurting and threatening behaviour</li> </ul> <b>Stand on the ramp for the remainder of playtime.</b><br><b>Child's name written in 'behaviour log book'.</b><br><b>Incident reported to class teacher.</b><br><b>Orange report card issued. Child to report to phase lead at the end of each lunchtime.</b> |
| <b>Level 2 behaviour</b> | <b>Behaviours include:</b> <ul style="list-style-type: none"> <li>disrupting play</li> <li>rudeness to adults</li> </ul> <b>Verbal warning</b>   | <b>Level 5 Behaviour</b> | <b>Behaviours include:</b> <ul style="list-style-type: none"> <li>Racist, homophobic or derogatory, discriminatory or sexist behaviour/ name calling/ comments</li> <li>inappropriate sexual behaviour</li> <li>deliberate physical violence towards a child in the playground</li> </ul> <b>Child is taken to SLT.</b><br><b>The child is placed on a red report card and red report procedures are followed.</b>                                  |
| <b>Level 3 Behaviour</b> | <b>Behaviours include:</b> <ul style="list-style-type: none"> <li>repeatedly disrupting play</li> <li>being unkind to peers- including swearing</li> <li>answering back to adults despite level 2 warning</li> </ul> <b>5 mins on ramp</b> |                          |   |

In addition to this we run a **Nurture Lunch** provision to provide support for those pupils identified as having a primary need in the area of social, emotional and mental health who may find require a higher level of structure to support their lunchtime routine.

Our behaviour policy is aimed at encouraging and supporting pupils to behaviour well, so that school is a happy and safe environment for everyone.

### Pupil Support Systems

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristics from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. At Christ Church we understand that how a child behaves can be a sign of an underlying issue. We recognise that some pupils may exhibit negative behaviours as a response to factors outside of their control, for example, a diagnosed condition such as ADHD or experience of significant trauma. Pupils will be given the opportunity

to express their thoughts and feelings with a chosen adult either individually or with our pastoral worker. We may also take the decision to refer to an outside agency for additional emotional support. In these instances, pupils will be recognised as SEND with a primary need in the area of social, emotional and mental health. The SENDCO will have implemented appropriate plans including an individual behaviour management plan to support them to manage their behaviour successfully.

Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy on our website for more information

<https://www.christchurchcofeacademy.co.uk/key-information/policies>

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy on our website  
<https://www.christchurchcofeacademy.co.uk/key-information/policies>

### Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- A pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents via a face to face conversation or a telephone call

Many of the school staff have received positive handling training through this our aims are: The promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. For further information, please **refer to our Positive handling policy**.

**When** might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others

- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- the power to search a pupil without consent for 'prohibited items' and confiscate, retain or dispose of such items as required.
- a pupil behaves in such a way that seriously disrupts a lesson.

As stated in DfE documentation, Behaviour and Discipline in schools, February 2024; Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## Training

Our staff are provided with training on managing behaviour, including proper use of restraint, through 'Team Teach' training.

Behaviour management will also form part of continuing professional development.

## Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (see appendix 1) will be reviewed and approved by the head teacher and Governing Body annually.

## Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Child protection and safeguarding policy
- Anti-bullying policy
- Positive Handling policy
- Equal opportunities policy
- Inclusion policy