

Behaviour Policy

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Approvals	
This document needs the following approvals	
Name	Title
Governing Board	

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Statement of intent

St Michael's Primary School 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:

- Ensuring that all children and adults have a sense of belonging, feeling safe, secure and valued.
- Ensuring every young person at St. Michael's Primary is given an equality of opportunity to develop socially, to learn and to make positive gains from life experiences.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting desired behaviour choices, with children subsequently learning that they are responsible for their own behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Encouraging consideration for others within and outside of the school community by promoting our school values.
- Using therapeutic and educational consequences to support an understanding of pro-social choices and the consequences of anti-social choices.
- 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 achieve.

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 aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

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 schools Written Statement of Behaviour Principles can be viewed as Appendix A.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-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 (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2024'
- 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'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and 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.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- 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 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 Leadership team (Headteacher, Deputy Headteacher, Assistant Headteachers are responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Supporting behaviour management when required.

The Assistant Headteacher (Inclusion) is also responsible for:

- Collaborating with the Governing Board, Headteacher and the Mental Health Leader, as part of the SMT, to determine the strategic development of behavioural provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, within the nurture department, and for high need SEN pupils, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's behaviours and advising on the effective implementation of support.
- Supporting teachers in analysing behaviour and in forming therapeutic plans for pupils.
- Communicating with the Assistant Head regarding matters arising during lunchtimes and arrangements for pupils within the nurture department.

The Assistant Headteacher is also responsible for:

- Collaborating with the Governing Board, Headteacher and the Mental Health Leader, as part of the SMT, to determine the strategic development of behavioural provisions in the school.
- Instructing and supporting lunchtime staff to successfully follow the procedures of this policy.
- Ensuring lunchtime staff are adhering to any specific behaviour plans and routines for pupils.
- Monitoring the quality of lunchtime support given to pupils, to ensure a therapeutic approach is taken when lunchtime staff communicate to children.
- Ensure lunchtime staff effectively communicate to the teachers regarding any matters arising.
- Ensure lunchtime staff effectively communicate the Lunchtime Leader regarding any matter arising to enable Assistant Headteacher to be made aware of any poor behaviour drivers.
- Communicating with the Assistant Headteacher (Inclusion) regarding matters arising during lunchtimes and arrangements for pupils within the nurture department.

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 in line with the SEMH principles.

Phase leaders of the Senior Management Team are responsible for:

- Being a positive role model in teaching the standard of behaviour expected by pupils at the school.
- Mentoring team members in using the therapeutic approach when communicating to pupils.
- Reporting any significant behavioural concerns within the phase team, to the SMT.
- Coaching and supporting team members in communicating to parents regarding behavioural issues.
- Attending parent meetings with teachers when significant behaviour matters arise.

Teaching staff are responsible for:

- Ensuring curriculum planning enables pupils to access the curriculum appropriately so as to avoid any related behavioural issues.
- Managing classroom teaching assistants to best support pupils both academically and emotionally.
- Using a wide range of behavioural strategies to support behaviour of the pupils.
- Ensure classroom routines and procedures promote pro-social behaviours.
- Communicating with the phase leader when difficulties arise to gain advice and support and keep the leader well informed.
- Communicating with the Inclusion Leader when further implementation is needed and for advice on specific SEND needs.
- When specific adaptations and support is put in place, ensuring teaching assistants, year group teachers and Phase Leaders are well-informed of plans.

- Where specific planning is in place, planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the Inclusion Leader and, where appropriate, the pupils themselves.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and the procedures within it.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties and support pupils to self-regulate whenever possible.
- Setting high expectations for every pupil.
- Actioning the support provided to any pupils with specific behavioural needs.
- Keeping the class teacher and the relevant figures of authority up-to-date with any changes in behaviour, including Inclusion Leader, Phase Leader, Headteacher.
- Engaging with pupils who display poor levels of behaviour, following our therapeutic approach.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Following the Class Rules and School Rules.
- Reporting any unacceptable behaviour of other pupils to a member of staff.
- Developing self-regulation strategies to regulate their emotions.

Parents are responsible for:

- Reading the policy to understand the school's approach to behaviour.
- Supporting their child in adhering to the school rules.
- Informing the school promptly of any changes in circumstances which may affect their child's behaviour.

3. 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:

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

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

4. Staff induction, development and support

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

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

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

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

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

The SMT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

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

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

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.

6. 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 afterwards how to prevent such behaviour from recurring.

The staff will record incidents on safeguard to help identify: patterns in behaviour and 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.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries 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 sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Social consequence – including missing break or lunch
- Removal of privileges
- School-based community service, e.g. tidying the classroom

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 an SMT member immediately.
- A member investigates the incident and decides whether it constitutes unacceptable behaviour
- If it is deemed the incident to be unacceptable behaviour, they will record the incident.
- 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 – SMT will determine the period the pupil will be removed from the classroom, as well as any detention time
- SMT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

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

- 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 may 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 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 to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction 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 sanction 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 sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

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.

See Behaviour Ladder Appendix E to view school procedure.

7. 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 SMT 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
- Providing mentoring and coaching
- Short-term behaviour report
- Long-term behaviour plans, including therapeutic plans
- 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, 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.

Positive teacher-pupil relationships

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

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 graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

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
- Training for staff in understanding autism and other conditions

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.
- Changing the member of staff
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- 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.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- 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".

(New)Physical intervention

Through our therapeutic approach, we use de-escalation strategies to prevent a child getting into a state of crisis. However, in circumstances where a child is in emotional distress, or is at risk of harming themselves or others, staff may use physical intervention to keep the child and others safe. Staff may escort a child to a safe space.

Staff have the 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 members of school staff have a legal power to use reasonable force in certain circumstances. Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

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. Wherever 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's parent will be contacted. The intervention will be recorded as soon as possible on Safeguard.

Physical Intervention can be used for pupils with special educational needs and/or disabilities (SEND), and staff working with pupils will know the appropriacy of using such intervention with specific pupils. If a pupil is displaying a pattern of behaviour that means the use of physical intervention repeatedly, the pupils therapeutic plans and overall provision will be reviewed, in consultation with parents.

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.

Any 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 conditions, staff will recognise and consider the vulnerability of these groups.

If a physical intervention takes place, the following will be recorded (statutory requirement):

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

When a physical intervention takes place, the leader for behaviour will evaluate the occurrence and the intervention which took place, to continue to develop in best practice.

A report of the incident made to parents should include the following details:

- time, date, location and approximate length of time the force was used
- brief account of what type of reasonable force was applied, and the degree of force
- details of any physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance

As best practice, restrictive interventions such as seclusion will also be recorded and communicated to parents.

The governing body will regularly review data on reasonable force and other restrictive interventions.

Any complaints regarding the use of reasonable force and other restrictive interventions should be dealt with in accordance with the school's normal complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed.

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. This could be for more than one school day. 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/ SMT will request that the pupil's class teachers set them appropriate work to complete.

The headteacher/SMT 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.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions/ Social Consequences

The school will make it clear to parents and pupils that they are able to use social consequences as a sanction to deter future misbehaviour, both during and outside of school hours. The use of social consequences as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose social consequences for a pupil, unless the headteacher decides to withdraw this power from any teacher.

Parental consent will not be required for social consequences.

When issuing social consequences, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, **25** minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

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 Protection and Safeguarding Policy. Any incident will be reported immediately to the DSL.

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.

8. 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.

9. 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.

To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

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

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

All members of staff can use their power to search without consent for any of the items listed above.

10. 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 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.

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

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher/SMT will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they’re struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

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.

School and Class Rules are clear and age appropriate so that every child is aware of what is expected. These should be displayed in every classroom along with the school values, St Michael's 7 behavioural expectation and Behaviour Ladders.

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.

Praise and rewards

The school will 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.
- 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.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

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
- Communicating praise to parents
- Certificates and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Activities for a whole-class, house or year group

11. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

12. 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 value expectations and school rules 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.

Any bullying, including cyberbullying, 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.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SMT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

14. 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.

The next scheduled review date for this policy is **September 2026**.

Appendix A: Written Statement of Behaviour Principles

This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

- Statement of Behaviour Principles
- All children, staff and visitors have a right to feel safe, respected, valued and secure at all times and in all areas of the school.
- Staff and Volunteers set an excellent example to children at all times.
- Governors and staff strongly believe that pro-social behaviours lie at the heart of a positive school environment.
- Lessons and lunchtimes are designed to engage and motivate pupils and discourage anti-social behaviour
- The behaviour policy is understood by pupils, staff and parents.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The exclusion policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- Pupils are helped to take responsibility for their actions
- Good or improving behaviour should be acknowledged and encouraged through praise.
- Families and carers are involved in the handling of behaviour incidents to enable good relationships between the school and pupils' home life.

Appendix B:

Behaviour Guidance

1. Behaviour Ethos

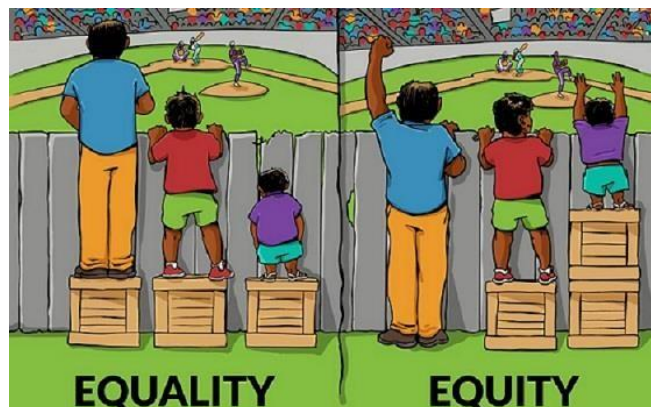
Rights and responsibilities

It is important that children understand that there is a set of core school values and rules and that they have a responsibility to abide by these (see appendix C). It is also essential that teachers discuss and agree the rights and responsibilities with the pupils at the beginning of the school year and that these form the basis of the "Class Rules". "Class Rules" enable the children to have a more personal set of rules based on their views; such as behaviour on the stairs or cloakroom management. The "Class Rules" are phrased positively. The school and class rules are embedded throughout the school year.

Equality

The school expects that all members of the community apply this policy consistently, fairly and without prejudice to all pupils in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability, religion or belief; sexual orientation; or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustment to policies and practices.

Equality and Equity



All children and adults within the school have been taught to distinguish between equality and equity. The therapeutic approach distinguishes the fact that in order for all children to thrive and have equality of opportunities, they do not all require the same support.

2. Teaching Pro-social behaviour

Pro-social behaviours are any actions which benefit the individual and others around them. Children learn best when they demonstrate pro-social behaviours.

Pro-social behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others which can subsequently lead to a disconnection which can negatively impact a child's learning, motivation and attitude towards themselves, others and their education.

Children's behaviour is underpinned by:

- The stage they have reached in their social and emotional development.
- The level of skill they have in these areas.
- Their emotional well-being in interaction with the social, emotional and physical environment.
- Their ability to self-regulate and manage their emotions.

We will promote positive learning behaviour by:

- Modelling and teaching throughout the whole curriculum pro-social behaviours in whole class teaching and group sessions.
- Teaching self-regulation and using it in everyday, school routines and conversations.
- Ensuring that every child is able to achieve success through careful planning and differentiation
- Recognising and praising positive learning behaviours
- Actively listening to the child's ideas
- Giving personalized and specific verbal praise and positive feedback
- Using PSHE as a way to discuss pro-social behaviour choices
- Modelling and teaching pupils' positive ways to deal with differences of opinion or conflict

3. Group dynamics

A dynamic is the interactions of people when they are grouped with others either by choice or circumstance.

There are many group dynamics that operate across St Michael's Primary - for example the classes children are taught in – and, at times, differentiating the group dynamic can be the only option to:

- Ensure the physical safety, wellbeing or opportunities of the child
- Ensure the physical safety and wellbeing or opportunities of other children, staff or other elements of the class dynamic.

Therefore, where we are unable to prevent unacceptable difficult or dangerous behaviour, the only option is to proactively use differentiated experiences, environments and people to create a protective consequence.

If we need to change the dynamics of a classroom or lunchtime provision, we will:

Stage 1 Assess: • The number of safe learners • The number of children will difficult disruptive behaviours • The number of children with dangerous behaviours
Stage 2 Assess: • Available staff • Available locations • Necessary staff ratios • Permissible differentiation
Stage 3 Agree: • New groupings • Revised ratios • Targeted staffing • Differentiated activity and access

4. Small gardens

There are times that some children find the classroom overwhelming and **need** access to a different working space. These children may internalise or externalise their behaviour.

'Small gardens' are working spaces for children that are:

- Calm and soothing
- Logical
- Safe and secure
- Proactive

Children go to 'small gardens' to complete their work in an environment that does not overwhelm them.

Children are not taken to 'small gardens' for doing something 'wrong' – this time out of class to work in a different environment is always predetermined, typically following an Anxiety Analysis or is provision identified in a child's Therapeutic Plan.

If a child shows antisocial behaviour in class, they are not taken to a small garden, rather the Behaviour Ladder is followed.

5. Therapeutic Plans

In our policy, the Behaviour Ladder is the plan for the majority of our children; some children, however, may require a Therapeutic Plan to formalise strategies that differentiate from policy.

Following an initial analysis, the Therapeutic Plan identifies different antisocial behaviours shown by a child and the corresponding strategies staff should use to respond.

If a child has a Therapeutic Plan, it **must** be followed by all staff members. It makes clear the words, actions and consequences that will apply to risky and/or dangerous behaviours that a specific child may be presenting with e.g. climbing or running away. Staff unfamiliar with a child's plan should radio for help from someone who knows it.

6. De-escalation

All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and have an understanding of what behaviour might be being communicated. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Staff will:

- speak to children respectfully and calmly – reducing conflict and leading by example
- help children to try to reduce conflict and to avoid escalating any situation
- use a calm stance and de-escalation script in a conflict situation
- give 'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for 'Reflect, Repair & Restore'
- follow the risk management plan for any child for whom there is 'foreseeable' risk that they may behave in a way that will cause harm to themselves, others or property
- use physical intervention only when necessary in a safe way
- know that being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict
- record incidents and the harm caused by them.

De-escalation Strategies

When behaviours exhibited are challenging, we follow the following response to harmful behaviour: cool down, repair, reflect and restore. We will approach challenging behaviour using a de-escalation script:

- Child's Name –
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and _____

Adults' response to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g.
 - "Stand next to me"
 - "Put the toy on the table"
 - "Walk beside me"

- Limited choice e.g.
 - “Put the pen on the table or in the box”
 - “When we are inside, lego or drawing?”
 - “Talk to me here or in the playground”
- Disempowering the behaviour e.g.
 - “You can listen from there”
 - “Come and find me when you come back”
 - “Come down in your own time”
- Use of the De-Escalation Script (see Appendix C)
- Acknowledge their right to their feelings
 - “I can see something is wrong”
- Tell them you are here to help
 - “I am here to help”
- Offer help
 - “Talk to me and I will listen”
- Offer a ‘get-out’ (positive phrasing)
 - “Come with me and...”

7. Reflect, repair and restore

Where children choose not to make pro-social choices at playtime or lunchtime despite adult guidance, pupils will need to attend ‘Reflection’. This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes. Reflection is designed to be restorative and educational, thereby allowing the pupils to start internalising pro-social behaviours. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

Once the child is calm, relaxed and reflective, the experience can be re-visited by a member of SMT to ensure the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future.

The SMT member may ask the child questions to:

- Explore what happened
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how we can repair relationships
- Summarise what we have learnt so we are able to respond differently next time

This time may also be used to further understand the triggers behind anti-social behaviour choices through the use of various behaviour analysis tools.

Restorative Debriefs

Restorative debriefs are about how we will talk to a child after an incident so that it doesn’t happen again.

Restorative debrief script:

- Tell me the story in your own words
- What were you thinking before, during and after the incident?
- Who has been hurt or upset?
- How can this harm be repaired?
- Can we plan for a different response to the same experiences or feelings? Next time you feel _____, what are you going to do? When I’m starting to feel a little bit _____, I will.
- Do there need to be protective/educational consequences?

Differentiated resources staff may use:

- Supported thinking
- Social stories
- Role-play with dolls/teddies/animals/pets
- Comic strip conversations
- Signing or signalling
- Emotion cards

8. The Behaviour Ladder (see appendix F)

This is designed to ensure that all children have the opportunity to achieve high standards in school. Words, actions and consequences are clearly laid out in the behaviour ladder and it is the responsibility of the member of staff to follow the agreed order of escalation when behaviour incidents need to be passed on to more senior staff. There is a second version of the Behaviour Ladder that has been written for Lunchtime Support Staff (LSS).

9. Positive Reward and Praise (see appendix D)

The school reinforces pro-social behaviour through the following whole school reward systems:

- House Points
- Merits and Credits

Appendix C

School Rules

- Be Safe
- Be Respectful
- Be Ready to Learn

Values and Expectations

Value	Together, we...
Respect	• Speak to each other politely and value others opinions • Listen to each other • Always use good manners • Celebrate our differences • Give praise and support to one another • Look after the school and its belongings • Are always honest
Kindness	• Use kind hands and feet • Use kind words • Help one another • Consider other people's feelings and show empathy • Include other people in activities • Treat others how we would like to be treated • Are kind to ourselves as well as others
Aspiration	• Set achievable goals and targets • Have high expectations for ourselves • Believe in ourselves • Support others to succeed • Celebrate other people's aspirations and success • Behave well to allow everyone to learn
Perseverance	• Never give up even when things are difficult • Know that failure is part of progress • Use problem solving to find solutions • Embrace new learning and experiences • Celebrate others when they overcome problems • Motivate one another to try and try again
Appreciation	• Recognise the people who care for us • Use language of thanks to show our appreciation • Show the environment care and respect • Have gratitude for the people who help us • Are thankful for our school and we take care of the surroundings

Appendix D

House Point System

Our **House Point System** at St Michael's Primary, is an important part of how we recognise and reward positive behaviour, teamwork, and the demonstration of our core school values: **Kindness, Respect, Appreciation, Aspiration, and Perseverance**.

Every child at St Michael's Primary belongs to one of our four school Houses:

- **Thames**
- **Castle**
- **Abbey**
- **Kennet**

Throughout the year, children have opportunities to earn house points when they demonstrate our values in action—whether through showing kindness to a classmate, persevering in their learning, showing appreciation in the community, or striving to achieve their best.

Each school week, a specific value is chosen and displayed in the school hall for all pupils to see. Through assemblies, we explore and promote understanding of these values, and children are awarded house points for demonstrating them.

House Competitions and Activities

Each long term, we will hold **House Competitions**, offering fun and friendly challenges that encourage teamwork and a strong sense of community. In addition, **Sports Day** is a key event where individual performances contribute points to each House's overall score.

End-of-Year House Rewards

At the end of the academic year, the House with the most points will win a special reward. This will include activities such as:

- **Non-uniform day**
- A celebratory **tea party**
- A relaxing **movie afternoon**

These rewards are designed to celebrate the collective efforts and values-based behaviour of the winning House across the school year.

School Credits System

At St Michael's Primary School, we aim to nurture and reward positive behaviour, strong academic effort, and individual achievement through our structured **School Credits System**. This system promotes motivation, celebrates personal growth, and reinforces our school values of **respect, aspiration and perseverance**

Earning Credits

Pupils can earn **credits** in a wide range of ways across the school day. These include, but are not limited to:

Academic Effort and Achievement

- Completing classwork or homework to a high standard.
- Showing improvement or persistence in a challenging task.

- Demonstrating creativity, critical thinking, or problem-solving in learning.
- Going above and beyond expectations in any subject area.

Positive Learning Attitudes

- Showing resilience and a willingness to keep trying.
- Maintaining excellent focus and concentration during lessons.
- Asking thoughtful questions and participating actively in discussions.
- Supporting peers with learning in a respectful and encouraging way.
- Demonstrating readiness to learn.

Credits are awarded by all staff and are tracked as pupils progress through a series of special merit awards during their time here at school.

Award Progression and Credit Requirements

Pupils move through the following award levels as they accumulate credits. Each **merit award** requires **15/20 credits** to progress to the next stage:

1. **Bronze Award**
2. **Silver Award**
3. **Gold Award**
4. **Opal Award**
5. **Amethyst Award**
6. **Topaz Award**
7. **Emerald Award**
8. **Sapphire Award**
9. **Ruby Award**
10. **Pearl Award**
11. **Platinum Award**
12. **Diamond Award**

After achieving the **Diamond Award**, pupils begin to earn **badges**, which require a higher number of credits due to their prestigious status:

- **Blue Badge Award** – awarded after an additional **65 credits**
- **Bronze Badge Award** – awarded after a further **75 credits**
- **Silver Badge Award** – awarded after a further **150 credits**
- **Gold Badge Award** – awarded after a further **150 credits**
- **Elite Badge Award** – the highest honour, awarded after a further **175 credits**

The Elite Badge Award is the pinnacle of the system and represents exceptional commitment, effort, and conduct throughout a pupil's time at St Michael's.

Please note: Credits and awards are **cumulative and continue across each school year**. Children **do not start again** at the beginning of a new academic year. This long-term approach recognises sustained effort and commitment over time.

Recognition and Celebration

All merit and badge awards are celebrated during **Key Stage assemblies**, where pupils are recognised for their progress and contributions in front of their peers.

This shared celebration reinforces the value we place on effort, behaviour, and personal growth—and helps build a strong community value in supporting each child's development.

Appendix E

Staff guidance for seeking further adult support

1. If a child needs a movement break or a staff member is creating a preventative measure:
 - Seek support from the teaching assistant in class or a teaching assistant in the team
2. Follow behaviour ladder to address behaviour
3. If the behaviour is unacceptable and the pupil will not follow an adult instruction to go with them to speak to an SMT member, or a child is in crisis, use the radio as follows:

Radio script:

- To request help: 'Please could we have some help in.....'
- To request a specific person: 'Mrs Browne, please can you come to.....'
- To request immediate support: 'I need help now in

Bullying Definition

At St Michaels's Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually happens when the relationship is imbalanced;
- It could be prejudice-based or discriminatory

Types of Bullying

Bullying can take different forms. **It could include:**

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulative behaviour
- making silent, hoax or abusive calls.

Cyber-Bullying:

Cyberbullying is bullying that takes place online. Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

The following types of bullying are also hate crimes:

- **racial, sexual, transphobic or homophobic bullying**
- **bullying someone because they have a disability.**

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Prevention of Bullying

Bullying is prevented through the consistent teaching and reinforcement of our school values. These values are embedded across the curriculum and regularly promoted in assemblies, PSHE lessons, and through the computing curriculum. By explicitly teaching respect, kindness, empathy, and responsible online behaviour, pupils are equipped with the knowledge and skills to build positive relationships and make safe, respectful choices both in school and online. This proactive approach helps to create a culture where bullying is less likely to occur and where pupils feel confident to speak out if they witness or experience it.

Responding to Bullying

All cases of alleged bullying should be reported to the DSL and Headteacher/Deputy Headteacher. In any case of alleged bullying, a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the DSL or Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed. The consequences of bullying are featured in the Behaviour Consequences in the following appendixes.

Following on from a bullying incident, actions and monitoring will be put in place to safeguard both parties. This may include meetings with the parents and reviews to discuss progress. Additionally external provisions or resources may be implemented.

If there is repeated behaviour the consequences will be followed, which may include suspension or exclusion.

As bullying is a form of child-on child abuse, please also refer to our Child Protection and Safeguarding Policy in terms of safeguarding pupils involved and if further actions are required in terms of social care or police notifications.

All bullying and child-on-child abuse is recorded consistently and the information is shared with governors and if requested by the local authority, as stated in the Child Protection and Safeguarding Policy.

Appendix F: Behaviour Ladder 1 – Consequences (classroom behaviour)

Level	Behaviour examples	Possible actions by staff	Possible consequences
1 Low	- Talking - Not completing work - Calling out - Out of seat - Noises - Unkind remarks - Late to class after a break (>5 minutes) - Answering back e.g. questioning a situation - Improper use of school equipment	Statement of reality: <i>"Charlie, you're making a noise with your pencil."</i> Never ask why they are doing it. It is confrontational and you don't actually need to know why they are doing it – they just need to stop. Positive phrasing: ____ (name) ____ thank you. <i>"Charlie put down your pencil thank you."</i> Statement of limited choice: <i>"Charlie you can give the pencil to me or put it down over there. Pencil to me or over there. Charlie you can give the pencil to me or put it down over there."</i> Praise a choice when it's made e.g. thank you, you gave the pencil to me. Also: - Being close and whispering a firm reminder - Praise of other children - Reminder about behaviour and value they are not following e.g. 'Can I just remind you that one of our values is' 'The class charter says....' - A quiet word - Quiet unobtrusive 'What should you be doing?' or 'Are you ok?' - Asking them to sit elsewhere in the class - Items removed from reach	Conversation with the adult in class with focus on impact of behaviour on their learning and how it is affecting others
2 Moderate	- Refusal - Insufficient effort in learning - Arguing with peers - Late to class after a break (>5 minutes)	As above, then: Verbal reminder of expected behaviour	Stage 1: Age appropriate minutes taken away from break time or lunchtime in classroom. Therapeutic conversation with class teacher.

	• Inappropriate language • Disruption which prevents others from learning • Lack of respect towards adults and children. • Disrespect for classroom resources • Leaving a lesson without permission		Stage 2: • Complete learning at break or lunchtime with class teacher or a parent outside of school hours. Parents informed and recorded on safeguard by teacher (tag SMT Team Leader) Stage 3: • After three verbal warnings, send to parallel teacher with work • Sent to Reflection at lunchtime for therapeutic conversation with leader, recorded on Safeguard by teacher (tag SMT Team Leader and SMT member on duty). Leader to add update on Safeguard. • Parents to be informed by class teacher Where appropriate: • Restorative justice e.g. clean an area or repair damage
3 Moderately Serious	Persistent and/or sustained level 2 behaviour • Non-acceptance of Level 2 consequences • Significant disrespect to adults or children • Damage to school property • Threatening physical harm	First: • Send a child for SMT member on duty with member of staff If child refuses, use radio script: Script: • To request help: 'Please could we have some help in _____,' • To request a specific person: 'Mr Smith, please can you come to _____,' • To request immediate support: 'I need help now in _____,'	• Work out of class with SMT member for rest of the lesson (internal exclusion) • Parents informed and recorded on safeguard by teacher (tag SMT Phase Leader/SMT member on duty) • Sent to Reflection at lunchtime for therapeutic discussion with SMT member on duty • Where relevant - restorative justice e.g. clean an area or repair damage
4 Serious	Persistent and/or sustained level 3 behaviour • Non-acceptance of Level 3 consequences • Repeated internal exclusions • Repeated disruption to classroom learning • Bullying	First: • Send a child for SMT member on duty with member of staff If child refuses, use radio script: Script: • To request help: 'Please could we have some help in _____,' • To request a specific person: 'Mr Smith, please can you come to _____,' • To request immediate support: 'I need help now in _____,'	Stage 1: • Parent meeting with: class teacher and SMT Team Leader • Behaviour Report started and monitored through regular meetings Stage 2: Continued Level 4 Serious Behaviour: • Internal exclusion (up to 1 day) • Parent meeting with DHT(KS1)/AHT (KS2) and class teacher

		_____ ,	Stage 3: • Internal exclusion (up to 2 days) • Parent meeting with HT and class teacher • Therapeutic plan required
5 Very Serious	• Persistent Bullying • Behaviour that significantly compromises the safety of themselves or others • Serious misuse of school equipment e.g. scissors • Vandalism • Persistently nciting other children to misbehave • Defiance/Swearing (intentionally) • Possession of inappropriate materials/object • Persistent and repeated disruption to other children's and own learning • Behaviour that seriously disrupts the school • Failure to comply with internal exclusion • Stealing	Script: • To request help: 'Please could we have some help in _____ , • To request a specific person: 'Mrs Browne, please can you come to _____ , • To request immediate support: 'I need help now in _____ , Attempt to de-escalate whilst waiting for support using: Statement of reality Positive phrasing Statement of limited choice Calmness • Appear calm and self-assured • Maintain neutral facial expression • Allow the child personal space • Control your breathing • Lower your voice and keep your tone even Distraction and diversion Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground. <i>NB: Humour will only work if you have a very good relationship with the child and you are sure that it will work.</i>	• Internal exclusion or suspension (HT) • HT to record on Safeguard (tag class teacher and SMT Team Leader) • If appropriate, restorative conversation with child • Phone call to parents (HT/DHT/AHT) • If suspension takes place, re-integration meeting with child, parent and HT. • Review provision HT and AHT (Inclusion Leader if relevant). • Individual Behaviour Plan
6 Very Serious	Persistent and/or sustained level 5 behaviour • Dangerous behaviour • Extreme defiance • Deliberate and persistent physical or	Script: • To request help: 'Please could we have some help in _____ , • To request a specific person: 'Mrs Browne, please can you come to _____ ,	• Suspension (HT) • If appropriate, restorative conversation with child • Phone call to parents (HT/DHT/AHT) • HT to record on Safeguard (tag class teacher and SMT Team Leader)

	emotional harm e.g. kicking, hitting, spitting, biting, pinching - Any form of repeated bullying - Serious injury to someone else with intent - Persistent verbal abuse to an adult - Incidents of a sexual nature	- To request immediate support: 'I need help now in _____', Attempt to de-escalate whilst waiting for support using: Statement of reality Positive phrasing Statement of limited choice Calmness - Appear calm and self-assured - Maintain neutral facial expression - Allow the child personal space - Control your breathing - Lower your voice and keep your tone even Distraction and diversion Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground. <i>NB: Humour will only work if you have a very good relationship with the child and you are sure that it will work.</i>	- Re-integration meeting with child, parent and HT - Possible part-time timetable - Possible Alternative Provision - Review provision HT and AHT (Inclusion Leader if relevant). - Involve external support if repeated very serious behaviour and inform governors.
7 Extremely serious	Persistent and/or sustained in relation to behaviours listed under level 6 - Possession of harmful substances or weapon - Extreme danger or violence - Very serious challenge to authority – persistent and dangerous	Script: - To request help: 'Please could we have some help in _____', - To request a specific person: 'Mrs Browne, please can you come to _____', - To request immediate support: 'I need help now in _____',	- Fixed term exclusion (HT) - Possible permanent exclusion (HT and Governors) - Acts relating to radicalisation, covered within the 'Prevent' agenda
NB – children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in a higher level. The safety of the children and staff is paramount in all situations.			

Behaviour Ladder 2 – Consequences (outside behaviour)

Level	Behaviour examples	Possible actions by staff	Possible consequences
1 Low <i>To be dealt with by LSS on the playground or staff on break duty</i>	• Pushing • Rough play • Unkind remarks • Bad language (one off) • Improper use of play equipment • Dropping litter • Inside when shouldn't be • Leaving an area without permission • Not playing in designated area Going into /running in the school without permission	Statement of reality: <i>"Charlie, you're not letting anyone else use the ball."</i> Never ask why they are doing it. Positive phrasing: ____ (name) ____ thank you. <i>"Charlie share the ball thank you."</i> Statement of limited choice: <i>"Charlie you can give the ball to me or put it down over there. Ball to me or over there. Charlie you can give the ball to me or put it down over there."</i> Praise a choice when it's made e.g. thank you, you gave the ball to me. Reminder about behaviour and value they are not following e.g. 'Can I just remind you that one of our rules is'	• Stand with an adult or sit on a bench for age appropriate time on the playground (e.g. FS might be 3 minutes, KS1 5 minutes and KS2 5-10 minutes) and have conversation with adult focusing on impact of their behaviour on others • Play items removed for safety • Restorative justice – put rubbish in the bin.
2 Moderate	• Repeated rough play • Misusing equipment • Not responding to adults • Continued answering back • Inappropriate language to peers	Statement of reality: <i>"Charlie, you're not letting anyone else use the ball."</i> Never ask why they are doing it. Positive phrasing: ____ (name) ____ thank you. <i>"Charlie share the ball thank you."</i> Statement of limited choice: <i>"Charlie you can give the ball to me or put it down over there. Ball to me or over there. Charlie you can give the ball to me or put it down over there."</i> Praise a choice when it's made e.g. thank you, you gave the ball to me.	• Stand with an adult or sit on a bench for age appropriate time on the playground (e.g. FS might be 3 minutes, KS1 5 minutes and KS2 5-10 minutes) and have conversation with adult focusing on impact of their behaviour on others • Play items removed for safety • Member of staff to record on Safeguard (tag class teacher) Restorative justice – put rubbish in the bin.

		Reminder about behaviour and value they are not following e.g. 'Can I just remind you that one of our rules is'	
3 Moderately Serious	Persistent and/or sustained in relation to behaviours listed under level 2 - Repeated rough play on different occasions - Speaking to staff or peers with disrespect - Damage to school property - Not following Level 2 Consequence	Statement of reality: <i>"Charlie, you're not letting anyone else use the ball."</i> Never ask why they are doing it. Positive phrasing: ___(name)___ thank you. <i>"Charlie share the ball thank you."</i> Statement of limited choice: <i>"Charlie you can give the ball to me or put it down over there. Ball to me or over there. Charlie you can give the ball to me or put it down over there."</i> Praise a choice when it's made e.g. thank you, you gave the ball to me. Reminder about behaviour and value they are not following e.g. 'Can I just remind you that one of our rules is'	- Reflection Time at Lunchtime with a Therapeutic Discussion - Staff member to inform class teacher and record on safeguard (tag class teacher/SMT Team Leader) - Class teacher/TA to go with child to Reflection, if behaviour occurs outside of lunchtime or is a follow-on consequence - Class teacher to inform parents
4 Serious	Persistent and/or sustained in relation to behaviours listed under level 3 - Inciting others to fight - Physical Fighting with peers - Damaging school property - High disrespect to staff - Significant damage to school property	Script: - To request help: 'Please could we have some help in _____', - To request a specific person: 'Mrs Browne, please can you come to _____', - To request immediate support: 'I need help now in _____', Attempt to de-escalate whilst waiting for support using: Statement of reality Positive phrasing Statement of limited choice Calmness - Appear calm and self-assured - Maintain neutral facial expression - Allow the child personal space - Control your breathing	Stage 1: - Reflection Time at Lunchtime with a Therapeutic Discussion for fixed amount of lunchtime with SMT on duty - Staff member to inform class teacher and record on safeguard (tag class teacher/SMT Team Leader) - Class teacher/TA to go with child to Reflection, if behaviour occurs outside of lunchtime or is a follow-on consequence - Class teacher to inform parents Stage 2: Continued Level 4 Serious Behaviour: - Internal exclusion (up to 1 day) for break and lunch - SMT member on duty to record on Safeguard - Parent meeting with Team Leader and class teacher - Behaviour Report started and monitored through regular meetings Stage 3:

		• Lower your voice and keep your tone even Distraction and diversion Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground. <i>NB: Humour will only work if you have a very good relationship with the child and you are sure that it will work.</i>	• Internal exclusion (up to 5 days) • Parent meeting with DHT(KS1)/AHT (KS2) and class teacher • SMT member on duty to record on Safeguard • Therapeutic plan required
5 Very Serious	• Persistent Bullying • Behaviour that significantly compromises the safety of themselves or others • Serious misuse of school equipment • Vandalism • Persistently inciting other children to misbehave • Defiance/Swearing (intentionally) • Possession of inappropriate materials/object • Persistent and repeated disruption to other children's and own learning • Behaviour that seriously disrupts the school • Failure to comply with internal exclusion - Stealing	Script: • To request help: 'Please could we have some help in _____', • To request a specific person: 'Mrs Browne, please can you come to _____', • To request immediate support: 'I need help now in _____', Attempt to de-escalate whilst waiting for support using: Statement of reality Positive phrasing Statement of limited choice Calmness • Appear calm and self-assured • Maintain neutral facial expression • Allow the child personal space • Control your breathing • Lower your voice and keep your tone even Distraction and diversion Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground. <i>NB: Humour will only work if you have a very good relationship with the child and you are sure that it will work.</i>	• Extended external exclusion or suspension (HT) • HT to record on Safeguard (tag class teacher and SMT Team Leader) • If appropriate, restorative conversation with child • Phone call to parents (HT/DHT/AHT) • If suspension takes place, re-integration meeting with child, parent and HT. • Review provision HT and AHT (Inclusion Leader if relevant). • Individual Behaviour Plan

6 Very Serious	Persistent and/or sustained level 5 behaviour • Dangerous behaviour • Extreme defiance • Deliberate and persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching • Any form of repeated bullying • Serious injury to someone else with intent • Persistent verbal abuse to an adult • Incidents of a sexual nature	Script: • To request help: 'Please could we have some help in _____', • To request a specific person: 'Mrs Browne, please can you come to _____', • To request immediate support: 'I need help now in _____', Attempt to de-escalate whilst waiting for support using: Statement of reality Positive phrasing Statement of limited choice Calmness • Appear calm and self-assured • Maintain neutral facial expression • Allow the child personal space • Control your breathing • Lower your voice and keep your tone even Distraction and diversion Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground. <i>NB: Humour will only work if you have a very good relationship with the child and you are sure that it will work.</i>	• Suspension (HT) • If appropriate, restorative conversation with child • Phone call to parents (HT/DHT/AHT) • HT to record on Safeguard (tag class teacher and SMT Team Leader) • Re-integration meeting with child, parent and HT • Possible part-time timetable (off-site at lunchtime) • Review provision HT and AHT (Inclusion Leader if relevant). • Involve external support if repeated very serious behaviour and inform governors.
7 Extremely Serious	Persistent and/or sustained in relation to behaviours listed under level 6 • Possession of harmful substances or weapon • Extreme danger or violence • Very serious challenge to authority – persistent and dangerous	Script: • To request help: 'Please could we have some help in _____', • To request a specific person: 'Mrs Browne, please can you come to _____', • To request immediate support: 'I need help now in _____',	• Fixed term exclusion (HT) • Possible permanent exclusion (HT and Governors) • Acts relating to radicalisation, covered within the 'Prevent' agenda
NB – children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in a higher level. The safety of the children and staff is paramount in all situations.			

Appendix F: Behaviour Monitoring Form

ST MICHAEL'S PRIMARY SCHOOL BEHAVIOUR REPORT

Name:	Start Date:
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Aim (25 Max):		No. Achieved:		Target met?		Week:	
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Targets:

Shows respect for staff <i>e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back</i>
Seeks attention appropriately <i>e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.</i>
Shows respect for children <i>e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully or hurt others, uses kind words, listens, shares, takes turns etc.</i>

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Break Time					
Session 2					
Lunch Time					
Afternoon					

Comments and consequences:

Signed _____
Teacher Parent Child

Appendix I: Physical Intervention and Seclusion [Effective from: 1 April 2026]

1. Introduction and Purpose

This appendix sets out St Michael's Primary School's approach to the use of physical intervention and seclusion, in line with the Department for Education's guidance 'Use of restrictive interventions, including reasonable force, in schools' (effective from 1 April 2026).

The school's primary commitment is to the safety, welfare and dignity of all pupils. Physical intervention is only used when absolutely necessary to keep children safe, and never as a form of punishment or discipline.

This appendix explains:

- What physical intervention and seclusion are
- When and why they may be used
- How the school ensures they are used safely and appropriately
- Parental rights and how to raise concerns
- The school's recording, reporting and review procedures

2. Legal and Safeguarding Context

2.1 Legal Framework

All members of school staff have the legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006. This power is exercised within the framework of:

- The Education and Inspections Act 2006
- Keeping Children Safe in Education (KCSIE) 2025
- The Equality Act 2010
- The Children Act 1989
- DfE guidance 'Use of restrictive interventions, including reasonable force, in schools' (April 2026)

2.2 Safeguarding Principles

Physical intervention is a safeguarding measure used to protect pupils from harm. All use of physical intervention at St Michael's Primary School is:

- Proportionate to the risk presented

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- The minimum necessary to achieve safety
 - Used for the shortest possible duration
 - Applied with respect for the pupil's dignity
 - Never used as punishment
 - Subject to monitoring, recording and review

3. Key Definitions

3.1 Restrictive Interventions

From April 2026, the term 'restrictive interventions' replaces 'reasonable force'. Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils' movement.

Reasonable force is the amount of force that staff members can (in certain circumstances) legally use to temporarily restrict a pupil's movement. It means using no more force than is necessary, for the least amount of time for the desired outcome.

Restrictive interventions are considered reasonable when they are:

- In proportion to the consequences they are intended to prevent
- Applied at the minimum level and duration necessary to achieve the desired result

3.2 Types of Physical Intervention

Control - Using physical contact to manage pupils, including:

- Passive physical contact (standing between pupils or blocking a pupil's path)
- Active physical contact (leading a pupil by the arm out of a classroom)

Restraint - Typically used in more extreme circumstances, such as:

- Holding a pupil back physically
- Bringing a pupil under control (for example, when two pupils are fighting and refuse to separate)

3.3 Planned and Emergency Interventions

Planned interventions are those anticipated through risk assessment for pupils whose behaviour patterns indicate physical intervention may be necessary. These are detailed in individual behaviour plans developed in partnership with parents.

Emergency interventions are unplanned responses to unexpected situations where immediate action is necessary to prevent harm.

3.4 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

Seclusion may only be used in exceptional circumstances and must meet all of the following conditions:

- It is necessary to prevent immediate risk of serious harm to the pupil or others
- All other de-escalation strategies have been attempted or considered
- The pupil is continuously monitored by a trained member of staff
- The duration is kept to an absolute minimum
- The space used is safe and appropriate
- A risk assessment has been completed
- It is never used as punishment or as a form of isolation
- It is recorded and reported to parents on the same day

Please note an internal suspension differs from a seclusion. An internal suspension is when a pupil is removed from their usual classroom for a short period, but stays in school to work in a separate, supervised space. This is when a pupil's behaviour is disruptive or escalating but it does not meet the threshold for a suspension.

3.5 Significant Incident

A 'significant incident' is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. The Key Leaders All significant incidents must be:

- Recorded on the same day
- Reported to parents/carers in writing on the same day by a senior leader
- Reviewed by senior leadership
- Subject to follow-up with the pupil and staff involved

3.6 Appropriate Contact

Appropriate contact might include:

- *Comforting a distressed child*
- *Congratulatory gestures (high-five)*
- *Assisting younger pupils with personal care*
- *Guiding pupils in PE or practical activities*

This type of contact does not constitute restrictive intervention and is part of normal professional practice.

4. When and Why Physical Intervention May Be Used

4.1 Circumstances for Use

Physical intervention may only be used to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

It can never be used as a form of punishment.

4.2 Specific Examples

Staff may use physical intervention to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to leave
- Prevent a pupil behaving in a way that significantly disrupts a school event, trip or visit
- Prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that significantly disrupts or causes harm to others
- Prevent a pupil from assaulting a member of staff or another pupil
- Restrain a pupil at risk of harming themselves through physical outbursts
- Prevent a pupil from a dangerous hazard, such as a road.
- Conduct a search for prohibited items (knives, weapons, illegal drugs, etc.) by the headteacher or authorised staff

4.3 Professional Judgement

Before using a restrictive intervention with a pupil, staff should consider:

- If it's necessary: there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
- If it's proportionate: staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions

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- The pupil's welfare: staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity.

5. How Physical Intervention Is Used Safely

5.1 Safe Practice Procedures

When using physical intervention, staff will:

- Where possible, a senior member of staff will be present
- Where possible, warn the child of what they are going to do and offer them the chance to avoid the use of force by stopping the behaviour
- Carry out the physical intervention using no more force than necessary
- Stay calm and not react to any abusive or highly-emotional language from the pupil
- Monitor the pupil's dignity during any intervention
- Communicate clearly what is happening throughout
- Allow the pupil to calm down
- Release the hold once restraint is no longer necessary
- Discuss the behaviour that triggered the situation with the pupil
- Complete an incident report

5.2 Prohibited Techniques

The following restraint techniques are strictly prohibited as they present unacceptable risk:

- The 'seated double embrace' (two members of staff forcing a pupil into a sitting position and leaning them forward)
- The 'double basket-hold' (holding a pupil's arms across their chest)
- The 'nose distraction technique' (a sharp upward jab under the nose)
- Holding pupils on the ground
- Any restraint that in any way limits a pupil's airway, breathing, or circulation

If a pupil is unintentionally held on the ground, staff should release them, or re-position into a safer alternative or standing position as quickly as possible.

Staff will always try to avoid acting in a way that might cause injury.

5.3 Use of Least Restrictive Option

The school's approach prioritises prevention and de-escalation. Staff are trained to:

- Recognise early warning signs of distress or escalation
- Use verbal de-escalation techniques
- Remove triggers or distractions

-
- Provide space and time for pupils to self-regulate
 - Employ distraction and diversion strategies
 - Only use physical intervention when other strategies have been exhausted or are inappropriate given the immediate risk

6. Pupils with Special Educational Needs and Disabilities (SEND)

6.1 Understanding Individual Needs

Physical intervention can be used with pupils with SEND, but staff must know and understand the specific needs of the pupil concerned. The school recognises that some pupils with SEND may:

- Have difficulty understanding verbal instructions
- Experience sensory sensitivities
- Have communication challenges
- Require specific approaches based on their condition

6.2 Individual Behaviour Plans*

**Therapeutic Plans and Risk Reduction Plans*

Where a pupil's behaviour means that it's more likely that staff will need to use reasonable force or other restrictive interventions, the school must have a risk assessment in place. The school must also work to manage and reduce the risk – for example, by understanding the pupil's triggers and providing staff training.

Where a pupil displays a pattern of behaviour that may require physical intervention, the school will:

- Conduct a comprehensive risk assessment
- Work in partnership with parents/carers to develop an individual behaviour plan
- Set out the types of physical interventions that may be used in extreme circumstances
- Identify specific triggers and de-escalation strategies
- Review the plan regularly with parents and relevant professionals
- Ensure all staff working with the pupil are familiar with the plan

6.3 Reasonable Adjustments

The school acknowledges its legal duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities. This includes:

- Adapting the approach based on individual needs
- Providing additional support and resources
- Training staff in specific techniques appropriate for the pupil
- Involving specialist professionals where appropriate

7. Parental Notification and Involvement

7.1 Mandatory Notification

Parents must be given a report of the incident as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan. The report should be in writing, and given to the parents/carers on the same day.

The written notification will include:

- Date, time and location of the incident
- Names of staff and pupils involved
- Details of the child's behaviour and the level of risk presented
- The reason physical intervention was necessary
- The type, degree and duration of physical intervention used
- Any injuries, damage or distress sustained
- Action taken as a result
- Details of follow-up meetings with the child
- Information about the review process

7.2 Partnership Approach

The school is committed to working in partnership with parents. This includes:

- Consulting with parents when developing individual behaviour plans
- Seeking parental input on strategies that work well at home
- Keeping parents informed about their child's behaviour patterns
- Involving parents in reviews and planning meetings
- Responding promptly to parental questions or concerns

7.3 Parental Communication:

Parents will:

- Receive clear, factual information about any incident involving their child
- Have the opportunity to ask questions and seek clarification
- Be involved in developing behaviour plans for their child

8. Recording and Reporting Procedures

8.1 Mandatory Recording

From 1 April 2026, the school has a legal duty to record and report all significant incidents in which a member of staff uses force on a pupil or incidents where a member of staff uses seclusion or restraint on a pupil. The incident should be recorded as soon as possible after the event. This should be on the same day.

Members of staff should record the following details:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

8.2 Individual Staff Reports

If more than one member of staff is involved, each completes an individual report rather than collaborating on a single report. This ensures the school captures different perspectives and maintains the integrity of the record.

8.3 Factual Recording

All records use factual, objective language free from judgement. Staff describe what they observed and the actions taken, without interpretation or opinion.

8.4 Secure Storage

All records are stored securely in accordance with data protection requirements and the school's retention schedule. Access is restricted to authorised personnel.

9. Post-Incident Support and Restorative Approaches

9.1 Follow-Up with Pupils

After any incident involving physical intervention, the school will:

- Conduct a follow-up conversation with the pupil to repair and rebuild relationships
- Provide emotional support and reassurance
- Help the pupil understand what happened and why
- Discuss alternative strategies for managing similar situations in future
- Ensure the pupil feels safe and supported

9.2 Follow-Up with Staff

Staff involved in incidents receive:

- Opportunity to debrief with senior leadership
- Emotional support and wellbeing check
- Reflection on the incident and learning points
- Confirmation of appropriate action taken

9.3 Restorative Approaches

Where appropriate, the school uses restorative approaches to:

- Repair relationships between pupils involved
- Help pupils understand the impact of their behaviour
- Seek solutions to prevent future incidents

10. Review and Oversight

10.1 Incident Review

Every significant incident is reviewed by senior leadership to:

- Ensure appropriate procedures were followed
- Identify any learning points or improvements needed
- Consider the provision required for the pupil
- Assess whether risk assessments need updating
- Determine if further staff training is necessary

10.2 Pattern Analysis

The school monitors and analyses patterns in the use of physical intervention to:

- Identify pupils who may need additional support
- Recognise environmental or situational triggers
- Evaluate the effectiveness of behaviour strategies
- Inform staff training needs
- Improve preventative approaches
- Identify any use of restraint used disproportionately with vulnerable pupils, including pupils with SEND

10.3 Governing Body Oversight

The governing body regularly reviews data on restrictive interventions to ensure the school:

- Identifies areas for improvement to policies and practices
- Identifies areas for training and development for staff
- Understands regular patterns or triggers of behaviour for key pupils
- Identifies any use of restraint was used disproportionately with vulnerable pupils

The governing body receives regular reports on the use of physical intervention, including:

- Number and nature of incidents
- Analysis of patterns and trends
- Staff training undertaken
- Policy compliance and effectiveness
- Any concerns or areas for improvement

10.4 Policy Review

This policy is reviewed annually, or sooner if:

- There are changes to legislation or guidance
- Significant concerns arise from incident reviews
- Best practice developments emerge
- Stakeholder feedback indicates the need for revision

11. Staff Training and Competence

11.1 Training Requirements

The DfE recommends that staff who are likely to need to use restrictive interventions (including reasonable force) should be adequately trained to do so safely and lawfully, and trained in strategies to prevent the need to use reasonable force.

Training covers:

- Legal framework and responsibilities
- Understanding behaviour and triggers
- De-escalation techniques
- Safe physical intervention techniques
- Prohibited practices
- Recording and reporting requirements
- Post-incident support and restorative approaches
- Understanding SEND and individual needs

11.2 Risk Assessment for Staff

The school carries out a risk assessment for anyone who regularly works with pupils where the use of restrictive interventions is likely. This ensures staff have appropriate training and support.

11.3 Ongoing Professional Development

Staff receive:

- Regular refresher training
- Updates on policy changes and best practice
- Opportunities to reflect on practice
- Access to specialist advice and support

12. Complaints Procedure

12.1 Right to Complain

If parents have concerns about the use of physical intervention with their child, they have the right to raise these concerns through the school's complaints procedure.

12.2 Informal Resolution

The school encourages parents to first discuss concerns informally with:

- Their child's class teacher
- The designated safeguarding lead
- The headteacher

Many concerns can be resolved quickly through open dialogue.