



Behaviour Policy

Adopted Date: **April 2025**

Review Date: **April 2026**

*This policy needs to be read in conjunction with the Safeguarding Policy.
The terms of the Safeguarding Policy are to take precedence over the
guidelines set down in any other policy.*



Introduction

Good behaviour and discipline are key foundations of good education. Only within a calm, purposeful and co-operative atmosphere can fully effective teaching and learning take place. It is the strong desire of this school to provide a safe, secure environment conducive to effective learning in order for children to achieve their best.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

This behaviour policy aims to set out measures to:

- Promote good conduct behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils

(Section 89 (1) of the Education and Inspections Act 2006)

Aims, Expectations and Principles Underpinning our Behaviour Policy

We aim for every member of our school community to feel happy, valued and respected and that each individual is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. We encourage pupils to develop self-discipline and to become positive, responsible and increasingly independent members of the school.

The school aims to promote good behaviour by:

- Fostering a sense of community
- Praising positive behaviour
- Providing a warm and supportive environment
- Ensuring the whole school understands rules and expectations
- Celebrating success
- Maintaining high expectations of all

In particular, praise is key to nurturing motivated, engaged pupils who make good choices. Throughout school, everyone should praise good behaviour – particularly to ensure that pupils who consistently make good choices do not become ‘invisible’. We should be specific in identifying the types of behaviour we are praising.

We promote the making of good choices in behaviour, supported by effective relationships, so that pupils can work, play and learn well. The use of the language of ‘choice’ promotes self-management and enables some reflection of what behaviour choices exist/ed – it is intended that pupils will see that there are always different behaviour options. As a school we use the Zones of Regulation to help children be aware of their own emotions and encourage the independent use of strategies to help regulate their behaviour.



As a school we do not tolerate:

- Bullying – see Anti-Bullying policy
- Fighting and/or hurting another pupil or member of staff deliberately
- Bad language /swearing
- Insolence/rudeness directed at an adult
- Leaving the classroom or school without permission
- Behaviour which disrupts the learning of others
- Stealing/ Interfering with other people's property
- Damage to our environment
- Racial, Gender or Disability Discrimination

Rights and Responsibilities

Within the school environment, in the pursuit of high standards of both learning and discipline all parties have rights and responsibilities.

Pupils have the right to learn in a safe, secure environment, conducive to learning. They have the right to learn in a school where adults set a good example and manage behaviour using a fair, consistent, clear and calm approach. Pupils have the right to, express their opinions, respond to allegations and to have support in managing their behaviour.

Pupils

It is the responsibility of pupils to make good choices at all times. Pupils should follow the rules, which are clearly displayed in all classrooms and round the school, to avoid making bad choices. Pupils are encouraged to use the Zones of Regulation to help them both identify their emotions and to use strategies to help regulate their behaviour. We expect them to follow the Hadleigh Behavioural Habits, which have been created in partnership with staff and pupils.



Hadleigh Behavioural Habits

In this school:

- **We are honest and treat everyone with respect and kindness**
- **We have kind hands, kind feet and kind words**
- **We always try to be the Best that we can Be**
- **Come into classrooms quietly**
- **Follow instructions from adults straight away**
- **In our learning we are curious, learn from our mistakes, stay resilient, take responsibility, work together and make links**
- **We SLANT when learning**
- **We work quietly and independently and let others do the same**
- **We walk down corridors on the left-hand side**
- **We hold doors open for adults to pass through first**
- **We line up quietly**
- **We always move around the school quietly**
- **We keep our classrooms and the school tidy and throw away our rubbish**
- **We hang our coats and bags on our pegs**
- **When using the toilets we are sensible and quiet**
- **We always walk bikes and scooters on the playground and leave them by the bike racks, not in front of the blue fire exit door**
- **We only use school play equipment during school hours**
- **We look after the school resources and when returning them to school we do so without damage or delay**
- **We recognise our emotions and can use different techniques to help us regulate them**

Behaviour at lunchtimes:

- Talk to people on your table and no-one else
- Come into the hall sensibly
- Keep uneaten food and rubbish in your lunch box or on your plate
- Pick up anything you drop and put it in the bin
- Queue sensibly
- Always be polite to others around you

Behaviour at all playtimes:

- Have fun and play safely in the correct areas
- Be respectful to everyone
- Use all equipment properly
- Put all litter in bins
- Ask to go into the building to go to the toilet or collect something that has been forgotten
- Follow all instructions given by adults and play leaders



- When the Foghorn or whistle sounds, stop and listen.

Behaviour in Assembly:

- Assembly is a special time to sit quietly, listen and take part in worship or time for reflection as a school.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour with the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Hadleigh Habits and any other class rules
- Develop positive relationships with pupils
- Greeting pupils in the morning
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally, using the least disruptive strategy
- Highlight and promote good behaviour
- Concluding the day positively and starting the next day afresh
- Use positive reinforcement

The Governing Body

The Governing Body has:

- The duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school
- Responsibility to ensure that the school complies with this policy
- Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy
- Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour
- Responsibility for ensuring that the school complies with all equalities legislation
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents
- Responsibility for the effective implementation, monitoring and evaluation of this policy



Headteacher

The headteacher has the day-to-day authority to implement this policy and it is their responsibility to:

- Support the staff in implementing the policy, and by setting the standards of behaviour
- Monitor the implementation of the policy consistently throughout the school
- Ensure the health, safety and welfare of all pupils and adults in the school
- Maintain records of all reported serious incidents of misbehaviour using the Behaviour Incident Report form; see appendix 1 and onto CPOMs
- Issue fixed-term exclusions to individual pupils for serious and/or repeated acts of misbehaviour
- Use permanent exclusion when deemed appropriate

Lead liaison with other agencies to support behaviour improvement for challenging pupils

Teachers

It is the responsibility of teachers to maintain our high expectations of behaviour in line with the teaching standards and to follow our systems of rewards and consequences

Specific responsibilities of class teachers are to:

- Be a positive role model
- Model how to use the Zones of Regulation to help children identify their own emotions and identify strategies to help the regulation of these emotions.
- Promote and ensure that all stakeholders follow the Hadleigh Behavioural Habits
- Treat each pupil fairly, with respect and understanding
- Encourage respect between children and a proper regard for authority
- Apply these principles with all children around the school
- Consistently follow the agreed rewards system and sanctions/consequence system
- Seek, review and monitor any reasons which may be causing changes in a pupil's behaviour
- Log behavioural incidents using school on CPOMS under the heading 'Behaviour Log'
- Communicate behavioural incidents to parents/carers in person, or via Seesaw/Tapestry
- Seek help and advice from Phase Leaders, SLT or the SEND department, if necessary
- Liaise with external agencies as necessary to support and guide the progress of pupil

In addition, the SEND team have responsibility to support class teachers in the development of behaviour plans, risk assessments and referrals to other agencies, as well as supporting teachers and pupils with the implementation of the Zones of Regulation.

Teachers have the right to work in a safe, secure environment, to be supported by the Leadership Team and to access training and support in the management of challenging pupils. They have the right to expect parents/carers to support the school in the management of inappropriate behaviour.

In line with current legislation:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline pupils at any time the pupil is on school premises or elsewhere under the charge of a teacher



Support Staff

It is the responsibility of learning support assistants, admin staff, MDSAs and all other adults in school to support the Headteacher and teachers in maintaining our high expectations of behaviour and following our systems of rewards and consequences. They should promote the Hadleigh Behavioural Habits. They should encourage/support children to use the Zones of Regulation approach to help both identify their emotions and to support the use of different strategies to manage their emotions.

Support Staff have the same rights as teachers – to work in a safe, secure environment and to be supported. All paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)

Parents and or Carers

The school aims to work collaboratively with parents and/or carers so pupils receive consistent messages about behaviour. We aim to develop a supportive dialogue between home and school and to inform parents and/or carers immediately where there are concerns about their child's behaviour. We have provided information to parents/carers about how they can use the Zones of Regulation to help their children identify and manage their emotions.

It is the responsibility of parents and/or carers to:

- Be aware of our Hadleigh Behavioural Habits and to support them
- Cooperate with the school
- Support their child's learning
- Support the school's decision when applying consequences for inappropriate behaviour in line with this policy.

Parents and/or carers have the right to expect that the school will maintain a safe and secure environment, conducive to learning and that the behaviour policy will be consistently followed. They have a right to early notification from school about any inappropriate behaviour and the opportunity to work with the school to address their child's behaviour. They have the right to have information regarding their child's behaviour – in line with the consequence system and through annual reports and parent consultation meetings. If their child requires an individual behavioural plan, they have the right to be consulted about contents of the plan.

The School Council

The School Council and all children were given the opportunity to work with the leadership team to develop the understanding of the behaviour expectations for their peers.

The School Council have been asked to promote the Hadleigh Behavioural Habits around the school.

Teaching Behaviour through Personal, Social and Health Education

The school has adopted the Zones of Regulation as an approach to managing behaviour. All stakeholders have received training in how to support children to identify their emotions and identify and use a range of strategies to manage them.

Personal, Social and Health Education is taught regularly and part of its curriculum deals with aspects of behaviour, rules, rights and responsibilities and citizenship. Children are supported in dealing with their own behaviour and that of others as learners in class and as playmates at playtimes. A range of techniques are



employed. At the beginning of a new year, and term, time is taken to teach the behaviour expectations and systems in place through role-play, circle time and discussion and this also forms part of assemblies.

When dealing with behavioural incidents children will have a quick 'restorative chat' with a member of staff. The adults will listen to all involved and will help them to illuminate the problem, reflect upon their actions, reflect upon the consequences of those actions and identify a way forward for all involved. The following questions can be used to guide the dialogue:

- What happened?
- What mistakes were made in the situation?
- What could have been done differently?
- What needs to be done now to remedy the problem?
- What will need to do in the future?

Rewards

We believe that intrinsic motivation plays a much greater role in the development of children's emotional intelligence. Staff encourage intrinsic motivation by making children feel good about doing the right thing, this might take the form of positive body language such as facial expressions or gestures; thumbs up, a smile or nod. All stakeholders should praise pupils for the good behaviour they demonstrate.

We hope that within an environment where achievement is recognized, pupils will also identify achievements in their peers and offer praise as well. It is important that children recognize the achievement of others.

More tangible forms of praise may include:

- Team points – awarded for learning or behaviour
- The awarding of a Class Dojo points linked to learning behaviours and school values
- Weekly Wonders– awarded in assembly for displaying and developing different approaches to learning and for Kindness, Respect and Honesty – our core values.
- Sharing with others - Good behaviour can be shared with other teachers and/or the Headteacher in school or by the teacher following up praise with a brief word/note to parents and/or carers
- Delighted Drop Ins from a member of the SLT to congratulate children for demonstrating specific behaviour as recommended by their class teacher

Behaviour at school clubs

It is expected that children attending school clubs behave in the same way as expected in school and a similar system will be used by the providers. If necessary, in extreme cases, children will be asked not to attend a school club.

Sanctions

All members of staff are responsible for promoting, modelling and praising good behaviour across the school. They must however, also take responsibility for not accepting inappropriate behaviour, including low level disruption. The Headteacher therefore authorises all paid members of staff to issue sanctions, in line with the clear progression of sanctions.

Sanctions should be applied consistently and fairly. Any lawful use of sanctions must be reasonable and proportionate to the circumstances of the case. In particular, account needs to be taken of the pupil's age, any special educational needs, any disability and any religious requirements affecting the pupil. (Section 91,



of the Education and Inspections Act 2006)

Where necessary, staff will investigate incidents after initial discussions with those involved. Our priority is to teach children to regulate and manage their own behaviour and we do this by referring to the Zones of Regulation.

Sanctions will be issued in a calm and controlled manner and staff should attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour. Staff should discuss with the children the positive choices that they should have made in order to help them deal with the situation they found themselves in. The staff will also refer to the Zones of Regulation whilst having these discussions.

The school expects pupils to do their best in all activities. If they do not do so, they may be asked by their teacher to repeat or complete a task. Also, the safety of pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher may stop the activity/lesson, and prevent the pupil from taking part for the remainder of the lesson, or with the help of other staff remove the remaining children from the situation, if a child's behaviour is causing threat/distress to others.

In the event that a child makes the wrong behaviour choice and a sanction is required the following may happen;

Sanctions within the classroom may include and range in severity:

- Least invasive form – Reminders to adhere to the Hadleigh Behavioural Habits.
- Verbal warning
- Time Out - give opportunity to self-regulate using Zones of Regulation
- At any time, a teacher may keep a child back to discuss their behaviour missing a proportion of their playtime to make up for lost learning time. (All staff) – see Detentions
- The writing of a 'Sorry' letter
- Time Out; being sent to a phase leader to discuss and explain their actions (possibly at playtime)
- Repeated incidents escalated see table.

Teachers should inform parents via Seesaw/Tapestry or in person if a child has received a sanction that is more than a verbal warning and the staff will need to log the behaviour incident on CPOMs.



Support staff (LSA, MDSA, Wrap around Care sanctions	Teacher led sanctions	Referral to SLT	Referral to Headteacher or Deputy Headteacher
<ul style="list-style-type: none"> *Bickering or unkindness *Refusal to follow instructions *Shouting *Rudeness *Physical Contact *Damage to School Property <p>Sanctions</p> <ul style="list-style-type: none"> *Verbal Warning *Time Out <p>Always make the class teacher aware.</p> <p>Log the incident</p> <p>Escalate when appropriate</p>	<ul style="list-style-type: none"> *Low level disruption *Calling out *Off-task chatter *Talking over the teacher *Distracting others *Bickering and unkindness *Rudeness *Physical Contact *Refusal to follow instructions in the first instance *Leaving seat without permission *Swinging/swivelling round on a chair *Failing to follow SLANT *Not completing independent work in line with school expectation *Any behaviour which slows down learning *Damage to equipment *Fighting in first instance <p>Sanctions</p> <p>Verbal warning</p> <p>Time Out in class or being sent to a phase leader</p> <p>Missing a proportion of their play</p> <p>Log a Behaviour Incident on CPOMs.</p> <p>Escalate when appropriate</p> <p>Inform parents/carers</p>	<ul style="list-style-type: none"> *Arguing with, or undermining staff *Throwing objects *Continuing defiance *Fighting *Bullying *Continuing to be disruptive *Continuing to be unkind/bickering *Damage to property *Inappropriate use of a mobile phone (initial assessment) <p>Verbal warning</p> <p>Time Out in class or being sent to a phase leader</p> <p>Missing a proportion of their play</p> <p>Log a Behaviour Incident on CPOMs.</p> <p>Escalate when appropriate</p> <p>Inform parents/carers</p>	<ul style="list-style-type: none"> *Absconding *Fighting *Intimidating/obstructing/manhandling/swearing at staff *Violence/threats of violence/sexual harassment *Highly disruptive behaviour *Bullying including racist, homophobic or cyberbullying incidents *Damaging equipment or property *Vandalism *Persistent defiance *Being in possession of banned items, drugs, knives, alcohol, pornography and offensive literature <p>Any other 'extreme' behaviour as identified by the Headteacher or Safeguarding Team</p> <p>Verbal warning</p> <p>Time in isolation</p> <p>Red and Yellow Card system</p> <p>Phone call/meeting with parents/carers</p> <p>Headteacher only</p> <p>Fixed term or permanent exclusion</p>



Red and Yellow Card System

It is expected that the behaviour system supported by the Zones of Regulation will be effective in the majority of situations and with most children. However, there will be a very small minority of pupils who may need to receive more severe sanctions. When this happens, parents are informed of this decision.

The school operates a Red and Yellow Card system which is overseen by the Head Teacher or Deputy Head Teacher.

A Yellow Card is issued to any child who exhibits persistent unacceptable behaviour, or whose behaviour is deemed sufficiently serious. Their name is added to the yellow card held in the Headteacher's office for a fixed period and this information is added to their CPOMs record. Should another incident of poor behaviour occur during the fixed period, the child will automatically be added to the Red Card list. This would lead to some loss of playtimes. Children would be issued with a fixed term report the card.

A report card would be issued to monitor the behaviour of a specific child during the different sessions of the day. The child would be required to bring the report card to the Head or Deputy at the end of each day to discuss the contents of the card. Pupils who are subject to Individual Behavioural Plans may have reasonable adjustments whereby this section does not apply to them or is adapted.

A Red card is issued to any child who misbehaves when on the Yellow Card and/or whose behaviour is sufficiently serious to be 'Red Carded' immediately, (racist comments, violent behaviour etc), or any child who misbehaves persistently. Their name is added to the red card held in the Headteacher's office for a fixed period and this information is added to their CPOMs record. This fixed period will be determined by the head, deputy or a member of the leadership team. For the period of the fixed term Red Card the pupil must report to the Headteacher or Deputy Headteacher to be supervised in isolation, during playtime or lunchtime play, which they forfeit. Children are able to eat their lunch and access the toilet. They will also be issued with a report card which will be reviewed daily. Parents are informed.

Extreme Behaviour Incidents

More extreme behaviour will result in the child being immediately removed from the learning environment and sent to the Headteacher. These might include:

- Verbal abuse directed at adults in the school
- Physical abuse directed at adults in the school
- Serious physical attack on another child
- Intentional damage to property
- Exhibits behaviour that is putting themselves or others at risk of serious harm
- Is persistently bullying
- Is found to be in possession of banned items such as drugs, knives, alcohol, stolen property, pornography

A period of isolation from the class will follow and parents and/or carers will be informed. A Behaviour Incident will be logged on CPOMs and will be reviewed by the Safeguarding Team. Further incidents will be carefully monitored. At this point a review may be completed to decide upon whether an Individual Behaviour Plan may need to be created/reviewed.

Individual Behaviour Plans



Behaviour for learning across the school is strong and children show positive behaviours in lessons and at playtimes. As an inclusive school there are times when individual children will need extra support as they develop positive behaviours and shape their responses to difficult situations.

If needed, teachers with the support of SLT or SENDCo will write an individual behaviour plan that explains the extra support that children will receive to support them. These plans will be shared with parents and they are dynamic documents and will be reviewed and updated as appropriate.

Safeguarding

The behaviour log is viewed daily by members of the Safeguarding Team and depending upon the nature of the incident the team will consider whether there is a need to seek advice from the multi-agency team; see the Safeguarding Policy for more information.

Fixed-term and Permanent Exclusions

Fixed-term and permanent exclusions will always remain the most serious sanction in the school. These sanctions will usually follow a lengthy period of consultation with parents and/or carers where a child's behaviour has caused concern over a period of time prior to a fixed or permanent exclusion. This is to allow both the school and the parents time to determine a course of action that will prevent a fixed or permanent exclusion taking place. This is necessarily a lengthy process as modifying or changing a child's behaviour is a complex situation.

For any pupil at risk of this sanction the school will work closely with parents and other local agencies to support the child with their behaviour. This will include assessing their needs to ensure school is doing everything it can to meet them and the behaviour that is being displayed doesn't stem from this.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher informs the parents that they can, if they wish, appeal against the decision to the Governing Body. A letter outlining the reason and length of exclusion, is provided along with work for the duration of the exclusion.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Following any exclusion, the school works closely with the LA and will initiate a Pupil Support Framework for those pupils whose continued inclusion is vulnerable.



Pupils' conduct outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' (section 90 of the Education and Inspection Act 2006). Pupils may be disciplined for:

Misbehaviour, when the pupil is:

- Taking part in any school-organized or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

Detentions

The Education Act of 2011 allows schools to use a detention as a sanction, without parental consent. However, at our school detentions will only be used within the school day at break times and lunch times. In these instances, time will be allowed for the pupil to eat, drink and use the toilet.

Confiscation of inappropriate items

To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case and applied in a reasonable and proportionate way. Generally, the aim pursued in confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated – therefore any item may be seized which is considered harmful or detrimental to school discipline. It is recognized that pupils may have attachments to particular items and that their removal may cause further distress. Therefore, the following procedures are followed when using this sanction:

- Pupils are informed that their property will be confiscated and why, for example distraction to learning or posing a threat to safety.
- Pupils are informed that the confiscated item will be kept safely and when it will be returned – normally on the same day to their parent/carer.

Note, mobile phones are to be handed into the office each day as they are not permitted to be used in school, or on trips and will be confiscated until the end of each day if they are not handed in; unless they are used to monitor a medical device. See the Safeguarding Policy for more information.

Power to search

School staff can search pupils with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out their pockets, or if the teacher can look in the pupil's bag and for the pupil to agree.



Headteachers and staff authorised by them, in our case all paid staff, 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. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes
- 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, or damage to the property of, any person (including the pupil).

The person conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. If a child refuses, then they will be sent straight to the headteacher or deputy headteacher.

Items confiscated, following a search, are dealt with as above with the exception of any items which should be handed to the police.

Note, additional guidance on screening and confiscation can be found in 'Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies' DFE and this should be referred to if the power to search is being used.

Power to use reasonable force

All paid members of staff in our school are given the authority by the Headteacher to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom, or playground. If force is used, it must be reasonable, necessary, proportionate and as a last resort. Minimum force should be used and force should never be used as a punishment. It is unlawful to use any degree of physical contact which is deliberately intended to punish pupils or primarily intended to cause pain, injury or humiliation.

If a child with a specific behaviour plan requires 'physical de-escalation techniques and risk assessment, then appropriate training will be given.

Following any incident whereby force has been applied, a behaviour incident is completed on CPOMS and will be reviewed by the Safeguarding Team. This ensures systematic recording of every significant incident where restraint or physical intervention has been used.

Use of Isolation

Disruptive pupils can be placed in isolation away from other pupils for a limited period – this is only used when it is in the best interests of the child, other pupils and/or staff. In the most exceptional circumstances, a pupil may be prevented from leaving a room if it reduces the risk presented by the child to themselves and others. In these cases, every effort is made to ensure the health and safety of pupils and their welfare.



Rewards and Sanctions for pupils with SEND

Children with Special Educational Needs and Disabilities, particularly those of a behaviour nature will need a behaviour plan that is especially tailored to their needs. These need to focus upon improving one aspect of a pupil's behaviour and need to be reviewed regularly as and when appropriate or following a behaviour incident which means that a change is needed. Clear reward systems and sanctions play an important part in these. Members of the Leadership Team, including the SENDCo support teachers in developing these plans.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any pupil and it helps to promote equality at this school.

Monitoring of Behaviour

The school maintains records of behaviour incidents. Staff record all incidents of unacceptable behaviour in the behaviour log on CPOMs. These records are viewed daily and analysed termly. Exclusion rates are reported to the Governing Body via the Headteacher's termly report. Plans need to be reviewed after an incident or event.

Staff behaviour

All staff are expected to follow the code of conduct and display professional behaviour at all times. If any staff are displaying behaviour that breaks the rules and regulations set out by the school then the headteacher must be made aware. It is the headteacher's duty to make sure that incidents are monitored and sanctions applied if deemed to be required.

If a member of the school community makes allegations against a member of staff regarding their behaviour, then these must be investigated by the headteacher and if appropriate, in collaboration with the Local Authority Designated Officer (LADO); see the Safeguarding policy. If the resulting behaviour leads to a misconduct charge, then the school must consider the pastoral needs of all those involved.

Reviewing this Policy

The Governing Body are required to review this policy annually and to publish it on the school website. This policy is linked to: Anti-Bullying policy, Health and Safety policy, Safeguarding Policy.