



Behaviour policy and statement of behaviour principles

Reviewed by:	S Renwick
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Approved by COG:	
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Introduction

At Wood Ley Community Primary School, we believe that positive behaviour is essential for creating a safe and nurturing learning environment. Our positive behaviour policy aims to promote a culture of respect, responsibility, and collaboration, encompassing our **core school values** where all members of our school community can thrive and achieve their full potential. This policy aligns with the expectations and guidance from the Department for Education (DfE) 2022, based on the 2014 National Curriculum.

See appendix 1 - Legislation and Statutory Requirements

Expectations of the Policy and Behaviour Principles

The aims and expectations of our behaviour policy and principles reflect the most recent Ofsted framework 2025 descriptors:

1. Clearly outlines the school's expectations for behaviour
2. Fosters a positive learning environment through a consistent approach to managing behaviour
3. Promote positive relationships and a sense of belonging within the school community
4. Addresses the needs of all pupils, including those with SEND and additional behavioural needs
5. Encourages pupil involvement, ownership and empowerment to improve behaviour
6. Provides appropriate support and guidance for staff in managing behaviour
7. Ensures consistency in the implementation of the policy across the school
8. Regularly review and evaluate the effectiveness of the policy and make necessary improvements

Code of Conduct

The agreed set of behaviours which are expected within the school are built around our core values.

School Values

1. **Kindness:** we are caring, supportive and considerate of others. We use polite language, help one another and act in ways that make everyone feel safe, valued and included in our school community.
2. **Resilience:** developing the ability to 'bounce back' from adversity and adapt positively in the face of challenging personal and situational circumstances. Promoting a growth mindset

3. **Respect:** We treat everyone with kindness, tolerance, and consideration. We understand and appreciate differences, celebrating diversity and developing positive nurturing relationships
4. **Co-operation:** we work together positively, listen to others and take turns. We understand that learning and success are strengthened when we share ideas, respect different viewpoints and support one another.
5. **Honesty:** we tell the truth, take responsibility for our actions and act with integrity. We understand that being honest helps to build trust, repair mistakes and strengthen relationships.
6. **Empathy:** we try to understand how others are feeling and show compassion and respect for their experiences. We recognise that everyone is different and we respond to others with care and understanding.

Expectations for Pupils – Code of Conduct

1. Attend school regularly and arrive on time.
2. Follow instructions from staff and show respect to all members of the school community.
3. Demonstrate good manners, including polite language and respectful behaviour.
4. Take care of the school environment and resources.
5. Complete homework and classwork to the best of their ability.
6. Cooperate and collaborate with others in group activities.
7. Show a positive attitude towards learning and persevere in overcoming challenges.
8. Resolve conflicts peacefully and seek help from a trusted adult when needed.
9. Demonstrate resilience and reflect on their behaviour to make positive changes.

Roles and responsibilities

The governing body

The governing body/curriculum and standards committee is responsible for reviewing and approving the behavior policy and statement of behaviour principles.

The governing board/curriculum and standards committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body/curriculum and standards committee giving due consideration to the school's behaviour principles. The headteacher will also approve this policy.

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

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a monthly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents - see *Appendix 2 Behaviour Log*

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

Parents

Parents are expected to:

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

Conduct within School

Attendance

- Pupils are expected to attend school every day and arrive from 8.40am. The school day starts at 8.50am. Punctuality is important.
- Parents are encouraged to walk to school, with their child/ren, whenever possible.
- Parents arriving by car, park at Mid Suffolk Leisure Centre, Chilton Fields or outside the school, away from the school entrance.
- Parents and pupils should use the pedestrian access and **not** cross the car park .

- The Headteacher/Senior Leadership Team will be on duty outside the main reception area of the school from 8.40am each day and will guide the pupils through the Key Stage Two side gate and into their classroom, via the outside door. Teachers will be available to greet pupils, in the classroom, from 8.40am.
- Pupils who have an identified need for additional support will be greeted at the gate area by an allocated teaching assistant.
- Parents/Carers should contact the school, by telephone, or use the online parent mail reporting service if pupils are absent and send a letter of explanation as the pupil returns to school. If a telephone message has not been received by the school, the school will contact Parents/Carers, at the earliest opportunity, to confirm a pupil's reason for absence. Any persistent absences will be followed up with the Educational Welfare Officer (EWO).
- If a pupil is late arriving at school, they should enter via the main entrance, so that they are met by a member of staff and their attendance is recorded.

In School

- Pupils should enter (and leave) the classroom areas in a quiet and safe manner.
- Pupils should walk around school at all times.
- Pupils are expected to work quietly and complete the tasks set and should not disturb others. Everyone has the right to learn and teachers have the right to teach.
- All staff should ensure that the standard of behaviour is high and discipline is consistently applied. If there are differences in what is considered to be acceptable behaviour, these should be discussed at a whole staff meeting, when a common approach can be adopted.
- Pupils should be courteous and polite to their peers, adults and visitors.
- At all times staff should ensure that the pupils are developing their self-esteem and confidence.
- Pupils should be given opportunities to develop a sense of responsibility by caring for the school, the community environment and their peers.
- Every member of staff should make it clear to the pupils how they should respond to questions, as this may vary according to the curriculum area.

Play times

- Children should refrain from being inside school at playtimes, unless they are supervised or have a responsible duty such as librarian.
- Pupils must ask permission to go to the toilet so staff.
- Children who have to stay in at playtime, for medical reasons, should stay in the Library.

Wet playtimes

- Each Class has a selection of quiet games or materials. Equipment should be labelled to show that it may be used at these times.
- Staff on duty share the responsibility of supervising the children in their classrooms.

On Leaving School

- The class teacher will escort pupils to the playground. Year 5 / 6 children leave school on their own through the green gate if parental permission has been given.
- Any pupil who has not been collected will be taken to the Library. If there is a long delay the parent, followed by the named person will be contacted.
- Parents and pupils are requested to leave by the footpaths.

Behaviour Management

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct which may be adapted in an age appropriate way and presented as classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Applying zones of regulation strategies and tools to support behaviour regulation

See Appendix 3 – Definitions of Behaviour

Classroom Strategies for Developing a Positive Approach

At the beginning of the school year and the onset of each new term, the class teacher will discuss with the class the school values and rules, which will be displayed clearly in the room. Discussion should include reasoned arguments, so the pupils understand and come to some consensus of opinion as to why certain rules are necessary.

The 'rules' should be written in a positive manner, avoiding 'do not' phrases and pupils should be reminded of 'the rule' as a form of positive reinforcement and see how this links with our core school values.

Early Years/Foundation classes display a reduced list of the school rules, which they may wish to reword to create the class rules, to suit their own classes, but follow the general whole school approach.

The rules will be discussed with pupils and staff on an annual basis, with the purpose of reviewing and revising them, where appropriate. Rules are based around the core school values and rules:

- We are kind and helpful
- We treat others with respect
- We work hard and try our best
- We look after property
- We listen to people and show respect
- We treat others how we would like to be treated.
- We are honest.

These are revisited regularly and reinforced through school and class and school assemblies, PSHE lessons and SMSC days.

It is important that the pupil's develop a sense of responsibility for their actions and that there will be consequences for unacceptable behaviours.

Each day is a new day for each pupil. As far as possible behaviours and consequences should relate to the day in which the incident occurred. Key Stage 1 and Foundation teachers will break the day into am and pm sessions. The teachers will take into account each pupils' needs, everyone should be able to value the system as being 'fair for all'.

Behaviour Management Strategies

Rewards

Please refer to the school behaviour ladder Rewards in Appendix 4

- ❖ Verbal praise given
- ❖ Dojo points
- ❖ Rewards and stickers
- ❖ Class / group rewards to promote teamwork (pasta in a jar)
- ❖ Headteacher's Praise
- ❖ Golden Ticket – for demonstrating values
- ❖ Headteacher's Awards
- ❖ Y6 Citizen Award Trophy

Consequences

1. A progressive system of consequences is used to address unacceptable behaviour, with a focus on restorative approaches where appropriate.
2. Consequences may include discussions with pupils, reflection time, loss of privileges, and communication with parents/carers.
3. Behaviour logs are utilized to document ongoing or serious issues and record interventions implemented.

Please refer to School Behaviour Ladder Consequences in Appendix 4 /Appendix 5 Parents' Guide to the Behaviour Ladder.

- ❖ Verbal warning given
- ❖ Name written on the board
- ❖ Mark against name
- ❖ Second mark – miss minutes of break time (age appropriate)
- ❖ Reflection time
- ❖ Behaviour log
- ❖ Meeting with parents

- ❖ Behaviour monitoring chart
- ❖ Behaviour support plan in place.

Refer to *Appendix 6 Persistent Misbehaviour* and *Appendix 7 Sexual Harrassment and Sexual Violence* for further details.

Community service in school can be used as a restorative means of reinforcing school values and re building relationships. This will be sanctioned by a member of the senior leadership team following a meeting with the pupils involved.

Use should be made of the key restorative questions:

To the harmed

- What's happened?
- What were you thinking at the time?
- What have you thought about it since?
- How have you and others been affected?
- In what way?
- What do you think needs to be done to make things better/right to help you move on?

To the harmer

- What's happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who was affected?
- How were they affected?
- What do you think you need to do to make things right?

Tools such as Comic Strip Conversations may be helpful in this process.

The child/children should be reminded of the school rules and/or classroom and asked how they can put things right. Consequences should be appropriate; they should be natural or logical consequences to fit the act. We need to make it clear that it is something the child has done that is disapproved of and not the child themselves. Consequences must be followed through or we risk teaching children that what we say can be safely ignored. **Individual Education and Behaviour Plans** should include clear targets and self-evaluation. A contract can be drawn up between the pupil and the class teacher to enable the pupil to take ownership of their actions and assist in the development of a sense of responsibility. In the case of dealing with pupil's with

identified behaviour difficulties a personalised approach should be used to address their individual needs rather than trying to simply apply the universal system. Daily report card can be used for a limited time where behaviour is graded throughout the day and pupil work towards a positive outcome

Special Educational Needs and Disabilities (SEND)

1. Pupils with additional behavioral needs are provided with appropriate support through personalised behaviour plans.
2. Regular communication and collaboration between class teachers, SENCO, parents/carers, and external agencies ensure a holistic approach to meeting pupils' individual needs.
3. Reasonable adjustments, as outlined in pupils' Education, Health, and Care Plan (EHCP) or individualized support plans, are implemented consistently across the school.

Staff Development and Support

1. All staff members receive regular training and updates on behaviour management strategies, restorative approaches, and dealing with challenging behavior.
2. Supervision and support from senior leadership are provided to teachers dealing with challenging situations.
3. Staff are encouraged to share best practices and strategies through peer collaboration and staff meetings.

Implementation and Evaluation

Implementation

1. The positive behaviour policy will be communicated to all stakeholders, including staff, pupils, parents/carers, and governors. *See appendix 5 School Behaviour Ladder Parents' Guide.*
2. All members of the school community will be encouraged to familiarise themselves with the policy and actively support its implementation.

Evaluation

1. Regular reviews of the positive behaviour policy will be conducted annually and after significant incidents.
2. The policy will be evaluated against the expectations set by Ofsted framework 2025 descriptors and guidance from the Department for Education (DfE) 2022, based on the 2014 National Curriculum. Any necessary improvements will be identified and implemented in consultation with all stakeholders.

3. Feedback from pupils, staff, parents/carers, and governors will be sought and incorporated into the policy review process.

By consistently implementing this positive behaviour policy, we aim to maintain a nurturing and inclusive learning environment where all pupils thrive personally, socially, and academically.

Anti-Bullying

(Replaces the standalone Anti-Bullying Policy)

1. Statement of Intent

Wood Ley Community Primary School is committed to providing a safe, caring and respectful environment where all pupils feel valued, protected and able to learn. Bullying of any kind is unacceptable and will not be tolerated.

We recognise that bullying is a safeguarding issue. We are committed to preventing bullying, responding promptly and effectively when it occurs, and supporting both the pupil who has been harmed and the pupil who has caused harm.

This section should be read alongside this Behaviour Policy, the Safeguarding and Child Protection Policy, the SEND Policy and the Equality Policy.

2. What is Bullying?

Bullying is defined as:

The repetitive, intentional harming of one person or group by another person or group, where there is an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over time
- Difficult for the victim to defend against

Bullying can be:

- **Physical** – hitting, kicking, pushing, damaging belongings
- **Verbal** – name calling, threats, teasing, insults
- **Emotional** – excluding, spreading rumours, humiliating

- **Cyber** – using technology to send or post hurtful messages, images or threats
- **Prejudice-based** – including bullying related to race, religion, disability, gender, sexual orientation, gender identity or family circumstances
- **Sexualised** – sexual comments, gestures, unwanted touching or online sexual harassment

All bullying, including child-on-child abuse, is treated as a safeguarding concern.

3. Preventing Bullying

We work proactively to reduce the risk of bullying by:

- Promoting our school values of **respect, kindness, responsibility and resilience**
- Teaching relationships, behaviour and online safety through PSHE, assemblies and Stormbreaks
- Using restorative approaches to build strong relationships
- Ensuring staff supervise pupils effectively during lessons, playtimes and transitions
- Encouraging pupils to speak out and report concerns

Pupils are taught that bullying is different from falling out, and that reporting concerns is the right thing to do.

4. Reporting Bullying

Bullying may be reported by:

- The pupil who is being harmed
- Another pupil
- A parent or carer
- A member of staff

All concerns must be taken seriously and passed to the class teacher or a member of the Senior Leadership Team.

5. Responding to Bullying

All reports of bullying will be investigated promptly and fairly.

The school will:

- Speak to the pupil who has been harmed
- Speak to the pupil who is alleged to have caused harm
- Gather information from witnesses if appropriate
- Record the incident on the school Behaviour Log

Where bullying is confirmed, staff will:

- Apply appropriate sanctions in line with the Behaviour Policy and Behaviour Ladder
- Use restorative approaches where safe and appropriate
- Put support in place for the pupil who has been harmed
- Put behaviour support in place for the pupil who has bullied

Parents of both pupils will be informed.

Where bullying involves prejudice, sexual harassment, online abuse or safeguarding concerns, the designated safeguarding lead (DSL) Mrs S Renwick will be informed and safeguarding procedures will be followed.

6. Supporting Pupils

Support may include:

- Check-ins with a trusted adult
- Peer or buddy support
- Behaviour support plans
- SENCO involvement
- External agency support

We recognise that behaviour is a form of communication and aim to address underlying needs.

7. Recording and Monitoring

All bullying incidents are recorded on the school Behaviour Log. Senior leaders review patterns of bullying to identify:

- Hotspots
- Repeat incidents
- Groups or vulnerabilities

Governors receive anonymised termly reports from the Headteacher.

8. Links to Behaviour and Safeguarding

Bullying is treated as:

- A serious behaviour issue
- A safeguarding concern
- A potential form of child-on-child abuse

This section works alongside:

- Behaviour management systems
 - Restorative approaches
 - SEND reasonable adjustments
 - Safeguarding procedures
-

9. Review

This Anti-Bullying section is reviewed annually as part of the Behaviour Policy review by governors.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child protection Policy
- Physical Restraint Policy
- Exclusion Policy
- Equality Policy

Equality and Diversity

It is our policy, that all pupils will be treated fairly, consistently, and with respect in the implementation of the behaviour policy, regardless of race, gender, disability, special educational needs, background, religion, identity, or any other protected characteristic.



Appendix 1

Legislation and statutory requirements

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

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

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Appendix 2: Behaviour Log

Log number:

Wood Ley Community Primary School

Behaviour Log

Name:									
Date:	Time:								
Description of Incident: <i>Class, victims, witnesses</i>									
Behaviour log completed by:									
Behaviour Referred to:									
This section to be completed by SLT/ Headteacher	Pupil Statement:								
	Action Taken:								
	<table border="1"> <tr> <td>Reflection Time</td> <td></td> </tr> <tr> <td>Internal Exclusion</td> <td></td> </tr> <tr> <td>Exclusion</td> <td></td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Reflection Time		Internal Exclusion		Exclusion		Other	
	Reflection Time								
	Internal Exclusion								
Exclusion									
Other									
Other /Specify:									
Parents informed: Y / N									
Further Action Needed									



Appendix 3

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance with school values and rules
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the **repetitive, intentional harming** of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in the Behaviour Policy.



Appendix 4

Our School Behaviour Ladder

Good behaviour at school is very important to enable everyone to feel safe and be ready to learn. It is important to help us to thrive, enjoy ourselves and achieve the very best we can be.

Rewards
✓ Verbal Praise Given
✓ Dojo Points
✓ Reward Stickers
✓ Class / Group - rewards to promote teamwork
✓ Headteacher's Praise
✓ Golden Ticket – for demonstrating our values
✓ Headteacher's Awards
✓ Y6 Citizen Award Trophy



Appendix 4

Our School Behaviour Ladder

It is important that we learn to become responsible for our actions and that there will be consequences for unacceptable behaviours. We can always turn our behaviour around and start again, we learn from our mistakes and each day is a new day.

Consequences
❖ Verbal Warning Given
❖ Name Written on the Board
❖ Mark Against Name
❖ Second Mark - Miss Minutes at Break
❖ Reflection Time – for repeated or physical incidents
❖ Behaviour Log – for serious incidents.
❖ Meeting with Parents – Behaviour Monitoring Chart
❖ Behaviour Support Plan in Place



Appendix 5

Our School Behaviour Ladder

Parents' Guide

Good behaviour at school is very important to enable your child to learn and enjoy their time in school.

Just as parents do at home, we are teaching the children how to behave correctly in different situations and making sure that they respect each other and the adults in our school. We foster an understanding of our school values.

Each class has its class contract, which the children have drawn up together and agreed with their teacher. They are always based on our Whole School Rules.

It is very important that we have a whole school approach that is consistent for everyone to use —the teachers, teaching assistants and Midday Supervisors.

We have developed our 'Behaviour Ladder', which is based on a reward system for good behaviour and consequences for poor or inappropriate behaviour. This has been shared and explained to the children and is displayed in each classroom.

Praise

Everybody needs to be praised and feel a sense of achievement when they have done something well. In our school children receive verbal praise from adults, stickers and certificates, team points and in KS2 dojo points. We use special tickets awarded to children demonstrating our school values as well as achievement certificates, Headteacher awards, and postcards home.

It is important to remember that every child starts each day fresh, however a build - up of poor behaviour over a period of time will be closely monitored.

Rewards

Expected Behaviour - **Get caught being good!**

- ✓ Children will receive verbal praise from teachers, teaching assistants or midday supervisor.
- ✓ Dojo point (KS2) or team point will be awarded.
- ✓ A special sticker or star will be given to show your achievement

- ✓ Good behaviour will be logged on the school assessment and monitoring system as **positive behaviour points**.
- ✓ Headteacher's praise – children will be given the opportunity to talk about their good behaviour with Mrs Renwick and receive recognition for this.
- ✓ A special school value ticket will be given, this is an invitation to the "Best Seats in the House," film celebration.
- ✓ The children who have demonstrated excellent understanding of the school value will be nominated by their teachers and will receive a school value certificate at the end of each half term
- ✓ The child from each year group who have received the most positive behaviour points will be awarded the Headteacher's Award and trophy at the end of the year.

Consequences

The behaviour ladder system is also used to help children when behaviour is not appropriate and is designed to give children choices to stop and make changes. The children realise that there will be consequences for poor behaviour.

- ❖ An initial verbal warning—time to think about making the right choices and changing the behaviour.
- ❖ If behaviour continues to be challenging then the child's name will be recorded on the board.
- ❖ If the inappropriate behaviour continues, a negative mark is recorded against the child's name.
- ❖ If the behaviour continues a final negative mark is recorded next to their name and they will lose minutes off their breaktime to reflect on their behaviour choices.
- ❖ There are always opportunities for children to turn their behaviour around and make a fresh start.
- ❖ If poor behaviour choices are made following a consequence such as minutes off breaktimes then the child will be taken to reflection time and supervised by the teacher on duty. Their name will be recorded in the reflection folder. If a pupil's name appears in the **Lunchtime Reflection Folder** on 3 or more occasions during a month parents will be contacted to arrange a meeting to discuss ways of working together to improve behaviour.
- ❖ On occasions when negative behaviour disturbs the learning for other children then a senior leader may be called to remove the child from the classroom. This may result in a school behaviour log being completed and recorded on the school system.
- ❖ The Headteacher and senior leaders will monitor behaviour logs and interventions to address behaviours will be put in place, such as behaviour ladders and an individual behaviour plan. Parents will be invited into school to talk about working together to improve behaviour choices. We recognise that behaviour is a way of communicating and we consistently use opportunities to support children to reflect on their behaviour choices.

Achievement Assembly

Every Friday we hold our 'Achievement Assembly'. This is our weekly celebration assembly when teachers award 'Star of the Week' certificates to a child in their class or set.

The child is invited to an achievement tea party in the meeting room with the headteacher. We discuss their achievements and they are given a special star of the week pencil or pen. Stars of the week are recorded in the monthly newsletters which are sent home to parents.

Other awards which children have achieved outside of school are celebrated at this time as well as birthdays.

We love to share the children's achievements with the whole school.



Appendix 6

Persistent Misbehaviour

Inform Headteacher/Senior Leadership Team

Instigation of a School Based Action Behaviour Plan or Pastoral Support Plan

Completion of a school behaviour log, sanction such as reflection time given where pupils are given time to consider and discuss their feelings and subsequent actions., complete a **feelings reflection log** or carries out **school-based community** service.

Continued involvement of parents/carers.

All behaviour logs must be completed by the teacher or teaching assistant witnessing the incident and passed to the headteacher. A record of the incident will be placed on the school welfare and behaviour log and the paperwork will be placed in the pupil's personal file in the secure filing cabinet in the HUB.

Serious Violent Misbehaviour

Seek advice from outside agencies and incorporate into above plan. A risk assessment form will be completed outlining hazards, triggers, risk rating and procedures in place to reduce risks.

Ultimately the sanction of exclusion may become necessary and the Headteacher will consult the Local Authority and Governing Body ensuring the appropriate guidelines have been adhered to. (Education Act 1997)

Exclusion

- Exclusion should be a last resort and it should be seen that intervention support measures have been tried before exclusion is considered. The exception to this is, if the behaviour is of such a severe nature, that exclusion is the only option. After the incident has been discussed with parents, a letter should be sent to them, clearly stating the reasons for the exclusion and the arrangements for the pupils return to school. The Headteacher should also observe the guidance given in the Social Inclusion document, referring to the 'Pastoral Support Programme' and 'Exclusion from School – Suffolk LA Guidance to Schools'.
- Before a pupil returns to school a Re-integration meeting will be held on the morning

of the planned return. This meeting will be held by the Headteacher or in her absence a member of the Senior Leadership Team, SEN Co-ordinator, the class teacher, the pupil and the parents/carers. This will ensure a smooth and positive re-integration back into school.

See Exclusion policy

Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum of 1 lesson.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as :

- Meetings with class teacher / headteacher
- Use of teaching assistants

Physical restraint

Physical restraint may be necessary where pupil/s are engaged in behaviour which may cause harm to themselves, others or property. The staff may use physical restraint to protect the child and or others. Staff will always consider the **least restrictive option** and whether a non-physical approach could safely manage the situation before using force.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (**see appendix 2** for a behaviour log) Where physical intervention is used, this will also be recorded using the school's Restrictive Physical Intervention Record (Appendix 9) and cross-referenced with the Behaviour Log where appropriate

- All incidents will be reviewed by senior leaders to identify triggers, evaluate staff responses and reduce the likelihood of recurrence.

Use of Physical Restraint

Physical restraint may be necessary where pupil/s are engaged in behaviour which may cause harm to themselves, others or property. The staff may use physical restraint to protect the child and or others.

Planned interventions: used as part of an agreed Positive Handling Plan for identified pupils. Planned physical interventions, as set out in Positive Handling Plans, should only be carried out by staff who have received appropriate accredited training (e.g. Ikon).

Unplanned (emergency) interventions: used in response to an immediate risk

In all cases, staff will act in accordance with the school's Physical Restraint / Restrictive Intervention Policy.

The following points should be considered: -

- No more than minimum necessary force should be used, considering all circumstances.
- Such interventions should only be used if they are likely to succeed.
- If possible one or more adult should be present (Red card system).
- The purpose of the intervention is to restore safety and restraint should not continue for longer than is necessary.
- Seek to avoid injury and do not put yourself at risk.
- Withdraw to a quiet area in school, for example the library or HUB.
- Parents should be informed immediately of the reasons as to how and why restraint was necessary and the incident should be recorded by all those involved in the situation and the reports handed to the Headteacher.
- If a pupil is known to have behaviour problems a risk assessment should be discussed, agreed upon and shared with all staff. Action plans such as class evacuation etc. should be planned for.
- Any pupil who requires complex or repeated physical management should have a prescribed written policy that should be included in the Individual Education Plan and is agreed by the pupil, where understanding permits, parent/carer and staff. Under such circumstances all staff should be informed as to the correct procedure for managing the pupil.
- Any injuries to adults or pupils should be recorded on the non-accidental injuries form.

Where physical intervention is planned, it should only be carried out by staff who have received appropriate, up-to-date training in safe physical intervention techniques.

The Use of Reasonable Force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/elbow through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the upper arm/elbow out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for disabled children and children with SEN.

Telling parents when force has been used on their child.

A member of the Senior Leadership Team should speak to parents about serious incidents involving the use of force and consider how best to record the incidents. In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her

allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:

➤ **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.
- The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.



Appendix 7

Sexual Harassment and Sexual Violence

Zero-tolerance approach to sexual harassment and sexual violence

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

Please refer to child protection and safeguarding policy and child-on-child sexual abuse procedure documents.

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

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Fixed term suspension
- Permanent Exclusion

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

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

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



Appendix 8

Off-site Behaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

Malicious Allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils

Confiscation

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

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

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

Safeguarding

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



Appendix 9

Positive Handling Plan

Pupil Details

- Name:
- Date of Birth:
- Year Group:
- SEN Status / EHCP:
- Primary Need:
- Class Teacher:
- Key Adult(s):
- Plan Start Date:
- Review Date:

1. Pupil Overview

This plan reflects our school values of **kindness, respect, resilience, cooperation, honesty and empathy**.

We recognise that behaviour is a form of communication. This plan supports the pupil to:

- Feel safe and understood
- Develop self-regulation
- Make positive behaviour choices in line with our Behaviour Policy

2. Known Triggers

(Linked to behaviour log patterns / Behaviour Ladder)

-
-

3. Early Warning Signs

(What staff may notice as behaviour escalates)

-

4. De-escalation Strategies (First Response)

In line with our Behaviour Policy and restorative approach:

- Calm, consistent adult responses
- Use of school values language (“kind”, “respectful choices”)
- Reminder of expectations and Behaviour Ladder
- Zones of Regulation strategies
- Time/space for regulation
- Support from a trusted adult

5. Reasonable Adjustments (SEND Support)

(As outlined in Behaviour Policy and SEND provision)

- Adapted instructions / environment
- Use of visual supports
- Reduced demands during escalation
- Access to safe space (e.g. classroom quiet area / HUB)

6. Risk Assessment

Risks to pupil:

Risks to others:

Risks to staff:

7. When Physical Intervention May Be Required

(Only in line with Behaviour Policy – last resort)

Physical intervention may be used to:

- Prevent harm to self or others
- Prevent serious damage to property
- Prevent unsafe absconding

8. Agreed Physical Interventions

(To be used by trained staff only)

- Type of intervention:
- Staff authorised:
- Key safety considerations:

All interventions must:

- Use minimum force
- Be proportionate
- Maintain dignity and safety
- Never be used as punishment

9. Post-Incident Support (Restorative Approach)

In line with Behaviour Policy:

- Opportunity for pupil reflection
- Use of restorative questions
- Support to repair relationships
- Emotional regulation support
- Staff debrief

10. Recording and Behaviour Log

All incidents must be:

- Recorded using the school **Restrictive Intervention Record**
- Logged in line with **Behaviour Log procedures**

11. Parent/Carer Partnership

We will work in partnership with parents/carers to:

- Share strategies
- Review progress
- Support consistency between home and school

Date discussed:

Parent views:

12. Review and Success Criteria

This plan will be reviewed regularly in line with Behaviour Policy monitoring.

Success indicators may include:

- Reduction in incidents
- Improved self-regulation
- Increased positive behaviour points

Signatures

- Class Teacher: _____
- Senior Leader: _____
- Parent/Carer: _____

Date: _____



Appendix 10

Restrictive Intervention Record

Pupil Details

- Name:
- Year Group:
- SEN Status / EHCP:

2. Incident Details

- Date:
- Time:
- Location:
- Duration:

3. Staff Involved

- Staff directly involved:
- Other staff present:

4. Antecedents

(What happened before the incident?)

5. Behaviour Presented

(Describe behaviour in relation to school expectations and values)

6. De-escalation Strategies Used

- Verbal reminder
- Use of school values language
- Zones of Regulation
- Time/space
- Change of adult
- Removal of audience
- Other:

7. Reason for Intervention

- Risk of harm to pupil
- Risk of harm to others
- Risk of property damage
- Prevent unsafe absconding

Details:

8. Physical Intervention Used

(Describe clearly)

9. Duration

Start time:

End time:

10. Outcome

How did the incident resolve?

11. Injuries

Pupil:

Staff:

Action taken:

12. Post-Incident Support

Reflection completed

Restorative conversation held

Details:

13. Parent/Carer Communication

Date/time:

Method:

Summary:

14. Follow-Up Actions

Behaviour Log completed

Behaviour Plan reviewed

Positive Handling Plan updated

SENCO informed

Safeguarding considered

15. Safeguarding Check

Any safeguarding concerns?

Yes No

Details:

16. Completed By

Name:

Role:

Signature:

Date:

17. SLT Review

Reviewed by:

Date:

Actions:

18. Monitoring

One-off

Pattern identified

Further action required

Details: