CREETING ST MARY CofE PRIMARY SCHOOL

Positive Behaviour Policy

Date of Policy	October 2026
Review Date	October 2027
Head Teacher's signature	Mrs C Friar
Chair of Governors' signature	Mrs M Brame

General Aims:

- To help each child to feel happy, safe and secure in school.
- To encourage children/staff to celebrate their uniqueness and develop respect for each other.
- To help children to develop sense of their social responsibility within the community, as they increase their understanding of the world we live in, so they will be active, responsible citizens.
- To help children recognise their achievements and have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

Our moral code is learned through daily contact with each other, reinforced by Christian values, personal & social education, and by making clear our expectations of each other. The school rules and our code of conduct promote good relationships and are by each class having their own agreed class rules.

Code of Behaviour Principles:

- Behaviour is a form of communication.
- The emphases are on belonging and social responsibility.
- An appropriate curriculum and effective teaching engages learners and encourages positive behaviour.
- An environment of high challenge and low stress is most conducive to learning and good behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development.
- Behaviour may be learned and therefore amenable to change, depending on child's need.
- Some emotions can block learning, while others promote learning. So, learning to recognise and manage emotions can assist learning and help to improve standards.
- Assertiveness is essential, it involves confirming rights and responsibilities with respect to school rules.
- Consequences need to teach the children what to do instead. The focus is on repairing the harm done and using the incident primarily as a teachable moment. Not necessarily at the time of the incident.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

We agree to **accentuate the positive,** and though we expect good behaviour as the norm, we understand the uniqueness of each child's individual needs.

Our accepted Code of Conduct is that everyone will act with courtesy and consideration to each other at all times.

This means:

We listen to each other's point of view without interruption and try to understand it.

We treat children and adults fairly and apply our school policies in a consistent way.

We use appropriate language with each other.

We help each other.

Bullying will not be tolerated.

We speak quietly and do not shout or raise our voices in anger.

We raise our hand in class if we wish to comment or question.

We know we are all as important as each other.

We move quietly about the school.

We are silent when required to be so.

We keep the school clean and tidy, and value our environment.

We take pride in our work, our appearance and our school.

Promoting Positive Behaviour

To promote positive behaviour:

- Children are encouraged to think about how their behaviour affects other.
- Adult's model controlled. Respectful, verbal and non-verbal behaviours. This is the responsibility of all adults on the school site.
- Lessons are structured to be interesting and appropriately challenging.
- Children are made active partners in their learning and have opportunities to make choices.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught how to use thinking skills and feelings together to guide their behaviours using taught calming down strategies, problem solving and conflict management techniques.
- Appropriate behaviour is quickly noticed and celebrated.
- Systems for rewarding good behaviour are genuinely celebrated in all areas of the school community. Praise is warm, sounds like it is meant and is given with smiles and eye contact.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.

Rewards:

Positive recognition encourages children to continue their appropriate behaviour and increases their self-esteem. It creates a positive classroom environment and helps teachers to establish a good working relationship with pupils.

Rewards include:

- Verbal praise, smiles
- Individual and class reward systems
- Head teacher award

Achievements will be recorded by individual teachers and celebrated during assemblies.

Responding to inappropriate behaviour

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning and also on the basis of their knowledge of the individual child. What works for one child will not work for all, so adults need a range of interventions on which to draw.

Individual Support

There will always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour, early identification and intervention being essential.

If inappropriate behaviour continues

- Time out – The child is sent to a quiet area of the room to de-escalate and think about what they should do. This should always be used with firm calmness by the teacher. If the child continues to behave in an unsafe way, they will be told to go to the safe area out of the classroom. Time out must always involve adult supervision.
- 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.
- Keeping a child in at break or lunchtimes – teachers have a legal power to put pupils under 18 in detention. Parental consent is not required for keeping children in. (However best practice states we involved parents and keep them informed of their child's behaviour). Staff must act reasonably. When keeping a child in at break or lunchtimes, staff should allow reasonable time for the pupil to eat, drink and use the toilet. As a primary school we do not have after school detentions. Teachers should not issue such a sanction where they know that doing so would compromise a pupil's safety.

After School clubs

Attendance at after school clubs is not compulsory. In the event that a child's behaviour is deemed unacceptable by the adult running the activity then they will not be allowed to attend the club unless or until their behaviour is acceptable.

Monitoring

Unacceptable behaviour will be monitored. If a child fails to respond to the procedures above, the parents will be consulted to discuss the matter.

Ultimately the Head Teacher has sole responsibility for exclusion, which will be used in response to serious breaches of school policy or the law and will not be undertaken lightly.

We aim to carefully examine any problem in case of discrimination and will not tolerate racial or sexual harassment.

Inclusion

The school has a legal duty under the Equality Act 2010 in respect of safeguarding children and respecting pupils with special educational needs, disabilities and vulnerabilities. Relationships between all community members should be fair, honest, polite, respectful and considerate. We believe behavioural management should be a positive experience. Our Behaviour Policy aims to support our inclusion policy. Where possible the response to a child's behaviour should not prevent the child from accessing learning nor should the child's behaviour prevent others from learning. Where appropriate "reasonable adjustments", to the implementation of this policy will be made to allow for the specific individual needs.

Exclusions

Exclusions may be either a fixed term or permanent. It is the Head teacher's responsibility to decide whether a child should be excluded. Exclusions will only happen in response to a very serious breach or a series of breaches of the school's code of conduct or where the alternative forms of behaviour management have been shown to have failed. Any exclusions (fixed or permanent) will follow the County guidance. The Head teacher can exclude a child for a fixed period of up to 3 days where behaviour has been very disruptive, and measures put in place have failed to have an impact. Parents must be informed of this measure. Only a Head teacher may exclude. As well as fixed term exclusions, the Head teacher may, in very extreme cases, exclude permanently. Parents may appeal against permanent exclusions and must be told of this right to appeal to Governing bodies. The LA must be told straightaway about permanent exclusions or any fixed term exclusions that go beyond 5 days. The GB cannot exclude a pupil or extend an exclusion period. Any exclusion appeals will be heard by the governor's pupil discipline committee. In these meetings the circumstances will be reviewed, representations from the LA and/or parents will be heard and governors will consider whether to reinstate a pupil. Head teachers are bound by this ruling. In extreme incidents we will follow the advice in 'Positively Tackling Incidents': police and school liaison.

Confiscation & Searching

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of prohibited items.
- School staff do have the power to search a child without consent for prohibited items including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; e.g. if the staff suspect a knife or other weapon may have been brought onto the premises or may be carried on an off-site educational visit.

- Banned items will be determined by the Head Teacher; e.g. electronic devices, latest crazes toys. These may be confiscated, kept safe and given back to the child or parents at the end of the day. (screening, searching and confiscation DfE guidance February 2014).

Physical contact

At Creeting St Mary CofE Primary School we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment, to ensure that the pupils thrive. For example: - comforting a distressed child (see DfE Guidance 2013).

Use of reasonable force

As a school we have, under the DfE guidance, the statutory power to use reasonable force.

The term "reasonable force" covers the broad range of actions used by most teachers 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/physical prompts, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Under some circumstances, and as a last resort a pupil may be restrained to prevent them committing any offence, injuring themselves or others, damaging property or to maintain the good order and discipline in the classroom (DfE guidance). The Head Teacher will be informed immediately, or in their absence a member of the senior management team. A report of the incident will be recorded & the physical restraint book will be completed.

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 pupils on a school organised visit.

When can reasonable force be used

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 children with SEND and vulnerabilities.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground:
- Restrain a pupil at risk of harming themselves through physical outburst.

SCHOOLS CANNOT USE FORCE AS A PUNISHMENT – IT IS UNLAWFUL.

Telling parents when force has been used on their child

A member of the SLT will speak to parents about serious incidents involving the use of force. In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

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

Liaison with parents

We aim to keep parents informed of any serious incidents in school and their outcomes. Minor breaches of behaviour are usually dealt with in school. Teachers will have informal conversations with parents before or after school if either parents or teachers need to make each other aware of minor issues.

If a parent has concerns over the way a child has been treated they should speak with their class teacher in the first instance. If there are further concerns, the Head teacher will become involved.

Parents have a powerful effect on children's behaviour. They should ensure that children arrive at school on time and have suitable clothing and any necessary books or equipment. We believe that it is vital for children to see the school and their parents working in harmony.

We encourage parents to share any concerns, however minor they feel they may be. If a child is worried, then the concern is important.

Teachers have a statutory power to discipline pupils outside of the school premises where: -

- Witnessed by a staff member
- Reported to the school
- The pupil is identifiable as a pupil at the school

Or behaviour that:

- Has 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

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Bullying

Bullying can be physical or emotional and it can take many forms (for example, cyberbullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example because of Special Education Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties).

Consequences will be applied fairly, consistently and reasonably. School will involve parents to ensure that they are clear that that school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Please see the schools Anti-Bullying Policy for more information.

Role of Governors

The governing body has the responsibility for setting down these guidelines and for reviewing their effectiveness. The Head Teacher has day to day authority to implement the school behaviour and discipline policy but governors may support the Head Teacher about particular disciplinary issues.

Appendix:

Behaviour strategies

- Non-verbal messages – the Look, moving closer to the child and using visual/physical prompts
- Tactical or planned to ignore – temporarily not to notice specific behaviour.
- Positive reinforcement – catch and praise the behaviour you want to see. Affirm when the child has made the right choice.
- Simple direction – clear statement of required behaviour. The use of "thankyou" rather than please is a subtle way of showing that you expect children to do as you have asked.
- Rule reminder – Restate the relevant rule. Broken record technique.
- Questions & feedback - asking a prompt question to show that you have noticed the behaviour. "What's happening here children?"
- Expressing disappointment or disapproval or using humour. If appropriate.
- Blocking or assertive statements – Broken record technique, "Jaden, put your pen down…put the pen down…put the pen down…thank you." If there is resistance to argument, acknowledge the child's point of view but reiterating your instruction. "I understand you have not finished, but I need you to put the pen down and listen then we can talk".
- Choices & consequences – remember give two choices which are both right. Enabling a child to take responsibility for his/her actions. "if you continue to do that behaviour you are choosing to stay in at playtime." Adult moved away to give the child thinking or take up time. Consequence may come later.

Remember

- Allow take up time.
- Affirm when the pupil has made the right choice throughout.
- Notice as soon as the child begins to behave appropriately and give positive feedback. "You are listening really well" or non-verbal sign.
- Speak in a calm controlled voice, not raising the volume, and refuse to be drawn into an argument.
- Decide on an outcome you can live with. "I'd like to see three sentences by lunchtime."
- Have a quiet word with the child, rather than publicly.
- Refer to behaviour you require rather than what you don't want.
- Use gentle humour but not sarcasm.

ANNEX – RESTRICTIVE INTERVENTION POLICY

This policy should clearly set out the circumstances in which staff may use reasonable force and seclusion and the procedures for recording and reporting such incidents. The policy emphasises the importance of

All school staff will receive bi-annual training to help them to consider minimising the need to use restrictive interventions, such as through prevention and de-escalation. Whist there will be whole-school measures to encourage positive behaviours, staff will be mindful that tailored approaches for individual pupils may be necessary.

Whole-school measures include:

• consideration of how the school and classroom environment can support all pupils to achieve and thrive

• sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds

• training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation

• development of working staff-pupil relationships and trust

• recording and analysing data on the use of restrictive interventions to inform improvement planning Individual approaches can include:

• working closely with parents to support individual pupils

• strategies to support individual pupils based on their identified needs, including the development of behaviour support plans.

• giving pupils time, space and strategies to calm down before their behaviour escalates

Where a pupil has a disability, the school has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers

Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they are aware this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following: Is it necessary?

• Staff should consider whether there are other more effective, less restrictive ways to manage a situation.

• Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

• Where possible, staff should communicate with other staff members to understand any broader risks in the environment. Is it proportionate?

• Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

• If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

• Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Consideration of the pupil's welfare?

• Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

• Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.

• Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

• For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

• Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Training on the use of restrictive interventions will equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure.

Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

Staff should seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, schools should consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

Staff who know individual pupils well should help to identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. They should also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

• removing stimuli that may be causing distress

• changing body language, facial expression, and/or tone of voice

• supporting the pupil to express their emotions before getting overwhelmed

• engaging the pupil in an activity which can help them manage their feelings of anxiety

• distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies.

Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan. Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Where a pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Recording Use of Restrictive Interventions

Whenever a member of staff has had to use restrictive intervention strategies this must be recorded as soon as is practicable.

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 duration of the intervention

• 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, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained

• 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

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

• time, date, location and approximate duration of the intervention

• brief account of why the intervention was assessed as necessary in that instance

• brief account of what type of force was applied, and the degree of force

• details of any physical injuries sustained, if applicable

Monitoring of Records of Reports of Incidents requiring Restrictive Intervention

Senior leaders should record all reports of restrictive interventions and monitor these to see if de-escalation strategies, behaviour plans and risk assessments need reviewing.