Leigh Primary School

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Behaviour Policy

Approved by:	Dave Dorrell Stephen Hall	**Date: September 2026**
Last reviewed on:	September 2026	
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Values

Leigh Primary School is a school in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual, matter. We believe that everyone has the right to succeed and the entitlement to develop their full potential. We recognise pupils bring to school different experiences, interests and strengths, which will affect the way in which they learn.

As an inclusive school, we have a responsibility to provide a broad and balanced curriculum for all pupils, which meets the specific needs of individuals and groups of pupils. Educational experiences and opportunities will be provided to enable individuals to progress to the best of their ability.

Equal Opportunities Statement

We promote equality and the building of a democracy in which all members have rights and responsibilities, and the same opportunity to benefit from, and take part, in the education provided by the school – within and beyond its premises.
Diversity is valued as a rich resource that can contribute to the learning of all pupils and staff.

Disability Statement

Leigh Primary School is proud to be an inclusive school. We offer access to a broad and balanced curriculum for all pupils regardless of disability. We strive to ensure all pupils can access, educationally and physically, all learning opportunities within and beyond the school.

Within the confines of an old building, we aim to ensure that all users can access key learning areas and will ensure that no user experiences any discrimination or reduced entitlement to learning due to being unable to physically access areas of the school.

As with any additional needs, the school will work closely with parents and appropriate outside agencies to ensure equality of access for all.

Every Child Matters

This Effective Learning policy demonstrates how we aim also to meet the five outcomes outlined in the document ‘Every Child Matters-Change for Children 2004’ (DFES publication -1088-2004, version 1.0); namely:

1. Be healthy
2. Stay Safe
3. Enjoy and achieve through learning
4. Make a positive contribution to society
5. Achieve economic well-being

Introduction

This behaviour policy outlines the expectations of staff and pupils in terms of pupil and adult behaviour in the school. It contains the school's policy and approach to Anti-Bullying and should be read in conjunction with the Exclusion Policy and Home School Charter.

At Leigh Primary School, we believe that good behaviour, politeness and respectfulness are essential contributors to academic success, and also to wellbeing, community cohesion and maturity. By clearly laying out expectations of pupils' behaviour through the use of school and class rules, modelling and discussion, we aim to create a peaceful, safe and vibrant environment where pupils can be free to work and achieve, and staff can feel able to carry out the job without the distraction and stress of poor or disrespectful behaviour.

The school's approach to the reasonable use of force to control pupils follows current Department of Education guidance and the reference in this document replaces the previously separate Restraint Policy.

Leigh Primary School will not tolerate any form of bullying, physical, verbal or emotional. It is the responsibility of all members of the school community to prevent it happening, and to uphold the principles of the behaviour policy.

Leigh Primary School will not tolerate any form of racial harassment. It will ensure that the behaviour of all school members is inclusive and welcoming to all, irrespective of faith, race, gender, disability, sexual orientation or age.

Everyone within Leigh Primary School has the right to feel safe, to feel welcome and to be able to go about their business without impediment. Unkind actions, remarks and comments which make others feel hurt or upset, will not be tolerated, even if these are unintentional.

Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms. The 3 main types are:

- *Physical* hitting, kicking, taking belongings
- *Verbal* name calling, insulting remarks
- *Indirect* spreading unpleasant stories about someone, excluding someone from social groups undermining self esteem

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel, although of course this is still not acceptable behaviour.

A **Behaviour Code** accompanies this policy, and this is shared with pupils on a regular basis.

A **Code of Conduct** for adults visiting or working in the school also accompanies this policy and is shared with parents, staff and Governors and is available to view by all visitors to the school.

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Our Behaviour Policy lays out the expectations of pupils in school alongside the Home School Charter. Individual Class Rules will be created by pupils and teachers. A Code of Conduct for staff and adults in school runs alongside the Behaviour Code, and aims to ensure that all members of our school community know what is expected of them whilst in Leigh Primary School.

All members of staff are responsible for ensuring that the behaviour code is kept to. The designated members of staff for behaviour management is responsible for overseeing the effectiveness of the behaviour policy, and for managing and documenting behavioural incidents within school, in line with the code of conduct and behaviour code, and in partnership and liaison with the Head Teacher and School Leadership Team. The behaviour managers are Joanne Shobbrook and Jenna Halfhide.

1: Aims

Aim 1: we aim to provide a safe learning community for children and adults within our school, where children know and respect the school's high expectations of behaviour/

Aim 2: We aim to prepare children to make choices that keep themselves and others safe and healthy.

Aim 3: We aim to prepare children to function effectively in society during the course of their lives.

Aim 4: We aim to provide a learning environment in which each child can feel valued, safe, praised and supported through consistent positive behaviour management.

Aim 5: We aim to ensure all children are aware of the consequences of negative behaviour should it arise and are given the opportunity to develop restorative behaviours through a consistent approach that is applied equally.

Aim 6: To clearly define what we consider to be unacceptable behaviour, including bullying and discrimination.

Through these aims and a positive approach to behaviour management we aim to create a calm learning environment: where pupils can; learn and teachers can teach; operate with increasing independence; develop a sense of responsibility for their own behaviour and a greater sense of consideration for others; grow in self-esteem and confidence; feel safe and supported and develop a wide range of skills.

2: Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Roles and responsibilities

The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of SEND and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support
- Ensuring that the data from the behaviour log on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (e.g. attending reviews of specific behaviour interventions)
- Raise concerns about the behaviour management with the school directly, while continuing to work in partnership.
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents/carers by keeping them informed about their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting behaviour standards, and the consequences they will face if they don't
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

4. School positive behaviour strategies and curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move calmly and safely around the school.
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept reasonable and proportionate consequences when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Adhere to school rules and participate appropriately in lessons

Where appropriate and reasonable, adjustments will be made to routines, expectations and approaches to enable all pupils, including pupils with SEND, disabilities, medical needs or other vulnerabilities, to participate fully and meet behavioural expectations.

At Leigh Primary School, we recognise that behaviour can be influenced by a range of factors and that effective behaviour management begins with prevention, positive relationships, clear routines and high expectations. Staff will seek to understand factors that may contribute to behaviour while maintaining consistent expectations for safety, respect and learning.

Aim 1: We aim to provide a safe learning community for children and adults within our school, where children know and respect the school's high expectations of behaviour.

At Leigh Primary School we believe that:	**We work towards our aim through the following strategies:**
good behaviour enables pupils to make the best possible academic and personal progress; *all children have the right to learn in an environment that is safe and is not disrupted by others;* *all children have the right to be treated fairly, respectfully and with dignity;* *behaviour can be changed and improved and should not be regarded as an inherent characteristic of a child;* *the behaviour, communication and emotional regulation of adults can influence pupil behaviour;* *positive relationships, predictable routines and appropriate support reduce the likelihood of behaviour escalating;* *pupils may require different strategies or reasonable adjustments in order to achieve consistently high behavioural expectations.*	• Ensuring that adults and pupils communicate respectfully and appropriately, including through online communication. • Explicitly teaching, modelling and revisiting school rules, routines and behavioural expectations. • Challenging the behaviour rather than labelling or criticising the child. • Ensuring that children understand rules relating to health, safety, online conduct and the use of social media. • Displaying and explicitly teaching the school's behaviour non-negotiables. • Using older pupils appropriately as role models and mentors for younger pupils. • Developing trusting and respectful relationships while maintaining clear professional boundaries. • Providing structured routines, clear expectations and well-planned learning in order to reduce opportunities for low-level disruption. • Identifying known triggers, warning signs and environmental factors that may increase the likelihood of dysregulation or unsafe behaviour. • Making reasonable adjustments where appropriate for pupils with SEND, disabilities or other identified needs.

De-escalation

Prevention and de-escalation are the school's first-line approaches where behaviour begins to escalate. The purpose of de-escalation is to reduce distress and risk, restore calm and enable the pupil to regain self-regulation wherever possible.

Staff will use professional judgement and their knowledge of the individual pupil and situation. Appropriate strategies may include:

- remaining calm and regulating their own tone, facial expression and body language;
- using brief, clear and neutral language;
- reducing unnecessary verbal interaction and avoiding repeated instructions or lengthy discussion while a pupil is dysregulated;
- allowing appropriate processing time following an instruction;
- acknowledging the pupil's feelings without condoning unsafe or unacceptable behaviour;

- reminding the pupil of the behaviour that is expected rather than initially focusing on consequences;
- avoiding confrontation, public criticism and unnecessary power struggles;
- maintaining appropriate personal space and avoiding threatening or confrontational positioning;
- reducing environmental stimulation where practicable;
- removing an audience or moving other pupils away where this can be done safely;
- offering the pupil an appropriate quieter space, change of activity or regulation strategy;
- redirecting the pupil towards a familiar task, interest or agreed regulation activity;
- offering limited, clear and safe choices which allow the pupil an opportunity to correct their behaviour;
- using pre-agreed scripts, key phrases or visual communication where appropriate;
- involving a familiar adult where this is likely to assist regulation;
- giving the pupil appropriate time and space to recover where it is safe to do so;
- seeking additional adult support before risk increases wherever practicable.

Staff should not:

- take a child's behaviour personally;
- argue with or deliberately provoke a pupil;
- use sarcasm, humiliation or threatening language;
- unnecessarily discuss a pupil's behaviour in front of other children;
- repeatedly demand an explanation from a pupil who is not yet sufficiently regulated to provide one;
- use physical intervention as a punishment or simply to secure compliance where there is no justification for doing so.

Where consequences are required, they should normally be addressed once the immediate situation is calm and should be reasonable, proportionate and consistent with this policy.

Individual Regulation and Behaviour Support

Where a pupil regularly experiences difficulty regulating their behaviour or where there is a foreseeable risk of serious escalation, the school will consider an individual behaviour support plan, regulation plan and/or risk assessment.

Where appropriate, these will be developed with the pupil, parents/carers and relevant staff and professionals and may identify:

- known or likely triggers;
- early warning signs of distress or dysregulation;
- communication needs and preferred adult language;
- reasonable adjustments;
- environmental factors which may need to be changed;
- strategies that are known to help the pupil regulate;
- approaches which are known to increase distress and should therefore be avoided;
- agreed safe spaces or regulation activities;
- when additional adult support should be sought;
- how the pupil can communicate that they need help or a break;
- any foreseeable circumstances in which restrictive intervention may become necessary to manage an immediate risk of harm.

Plans will be reviewed following significant incidents, changes in need or where existing strategies are not proving effective.

Aim 2: We aim to prepare children to make choices that keep themselves and others safe and healthy.

At Leigh Primary School we believe that:	**We work towards our aim through the following strategies:**
… It is important the children acquire the skills to enable them assess the risk their actions pose to themselves and others. *… It is important that children are able to make choices to keep themselves and others safe or undertake actions that removes/minimises risk to all.* *… children should be able to assess the risk their environment may pose to themselves or others and make choices or take actions appropriately to reduce or remove risk entirely.*	• Relationships, Sex and Health Education, PSHE, Teamwork and development of skills such as empathy. • Votes for school debate topics to encourage critical thinking about themselves, their choices and consideration of others. • Timely adaptations/emphasis to routines and rules in response to new health and safety concerns E.g. Pandemics or outbreaks within the school population or wider population. • Exposure to a wide variety of different scenarios, in which the child can explore environments, situations that involve a health or safety risk. This could be through role play, social stories, multimedia and through discussion. • Children should be involved in activities whereby they discuss choices and possible actions to remove risk entirely or where minimising risk is appropriate. • Children are taught a progressive online safety curriculum (see Online Safety and Acceptable Use Policies) to support them in assessing: their and other online users conduct; appropriate contact online; critically reviewing content (including misinformation, disinformation, extreme ideas and conspiracy theories) and reducing commerce risk.

Aim 3: We aim to prepare children to function effectively in society during the course of their lives.

At Leigh Primary School we believe that:	**We work towards our aim through the following strategies:**
… It is important the children acquire the skills to enable them to work effectively with others; *… children should respect the health and safety of others in society including mental health;* *… children should consider their actions and how they impact on others in their own society as well as their global responsibility;* *… children should be given responsibility and the opportunity to act as a role model to others;* *… children should respect, value and accept the diversity in our society in all its forms and develop resilience to all forms of prejudice and discrimination.*	• RSHE/PSHE/RRR curriculum including mental health. • Collective worship and assembly practices • Teamwork and development of skills such as empathy. • To ensure diversity and inclusion is emphasised in our curriculum. • To explicitly teach and develop awareness of mental health in our curriculum. • To actively teach children computer literacy to enhance their access to opportunities including the responsible use of AI. • To ensure that British Values is embedded in our curriculum. • Exposure to a wide variety of different scenarios, in which the child learns the appropriate behaviour and the consequences of choices, through role play and social stories. • Developing child mentorship programmes where required. • Giving Year 5/6 children buddies/new entrants to support their induction into Leigh Primary School. • Providing opportunities for responsibility such as house captains and school councillors. • For all children to have class responsibilities and jobs to play a collective role in the running of their classrooms and being role models. • Encouraging strong attendance at school.

Aim 4: We aim to provide a learning environment in which each child can feel valued, safe, praised and supported through consistent positive behaviour management.

At Leigh Primary School we believe that:	We work towards our aim through the following strategies:
… good behaviour enables pupils to make the best progress academically; *…the recurrence of good behaviour is more likely if children are praised and rewarded;* *…good relationships and trust is important between student and teacher and plays a key role in motivating students;* *… that all behaviour has a trigger and that to improve said behaviour we must endeavour to understand and develop the child's self-awareness;* *… there should be an 'open door' policy for children to raise problems.* *… low level disruption should be managed positively to ensure that children are respectful or other pupil's right to learn.*	• Praising and rewarding behaviour • Consistently, congratulating the child on good behaviour, e.g. good sitting/listening, via visual and verbal reinforcement. • Consistently awarding house points for good behaviour and badges through Marvellous Me app • To involve parents in specific praise and understand what positive behaviour looks like at Leigh Primary. • Awarding stickers/badges for continuous or improved good behaviour such as star of the day/week based upon non-negotiables for behaviour. • Recognise children in through reward in weekly assembly. • Reward collective achievement through the house point competition. • Ensuring that each child is uniquely known by the class teacher and supporting adults • To discuss behaviour choices with children to ensure the child's actions are understood before deciding what and if a consequence is necessary • To provide individual support for children to work upon the root of the behaviour they are exhibiting through restorative practice, referral to an outside agency, safeguarding procedures, provision mapping, pastoral support or a behaviour plan co-ordinated by the behaviour manager in consultation with the headteacher and other professionals such as SENDCO/inclusion manager in a case where SEND is impacting behaviour standards. • Ensure children can raise concerns in school through every class having a worry box and children knowing they can go and talk to any adult and be listened to and supported.

Aim 5: We aim to ensure all children are aware of the consequences of negative behaviour should it arise and are given the opportunity to develop restorative behaviours through a consistent approach that is applied equally

At Leigh Primary School we believe that:	**We work towards our aim through the following strategies:**
… all children need to understand the consequences of certain behaviours and to know that all teachers and staff will respond in the same way; *… restorative justice is important to promote positive behaviour, resilience and responsibility taking. It engenders a greater mutual respect between teachers and students to have conversations about behaviour and develops trust, understanding, empathy and importantly an understanding of how makes wrongs right;* *… behaviour should be addressed with parents sooner rather than later and if possible face to face and on the same day or an agreed time.*	• Implementation of an agreed behaviour code as outlined below: • *We will show the child our **expectations** of how to behave, in the way we talk to them and treat them in class and at playtime by reminding them of our non-negotiables.* • *If a child is misbehaving, we will look at them or use our hands or face to show them that we are not happy with the way they are behaving thereby them a **visual warning;** we will always seek to understand the behaviour we are observing.* • *If the child continued to mis-behave, we will say their name and give you a simple direction of the behaviour we want to see. If required we will then state the behaviour that we do not like – **verbal warning.*** • *If after this the behaviour continues, give a **verbal warning as a choice** reminding them of the correct behaviour and consequences as outlines in school sanctions within this policy. Then we will then re-focus and re-direct the child/ren to a task.* • *The next step will be to issue a **time out** in a quiet area of the classroom to complete some **self-reflection –** this could be outside the classroom with an adult if more appropriate or repositioning to a concentration station in the event of disruptive behaviour during lessons. The adults will complete a restorative conversation - 5 Ws.* • *If more appropriate or if behaviour continues after an intervention, they should be sent to the **behaviour manager** who will ask the child questions to encourage **restorative behaviours- 5Ws;** this can be done in the child's own time/playtime. The parents will be notified of this.* • *The child should be asked:* 1. What happened? 2. Why did you do that? 3. Who has been affected? How? 4. How can you make this better? 5. What have you learnt from this experience? And How can you prevent it happening again? • *After this, arrange to **talk with the parents** if the behaviour does not improve. This may only be required once or possibly several meetings depending on if your behaviour carries on.* • *If this is not successful, the headteacher will meet with the parents and child to discuss the behaviour, expectations and ongoing actions. With the parents, the Head teacher, behaviour manager and class teacher will **write a behaviour plan** that will focus on rewards and sanctions for positive and negative behaviour.* • *If the behaviour is still not showing improvement **suspension** from school will be considered, for a time or sent home at lunchtimes if this is where the behaviour is constantly happening.* • *Finally, if all attempts to improve behaviour do not work, we will consider **permanent exclusion** in line with policy and processes (this is only for extreme situations.) Please see Exclusion Policy.* • *Certain behaviours will lead automatically to a suspension or exclusion. These include significant violence towards a pupil or member of staff; bringing offensive or dangerous weapons onto the school site; bringing illegal substances onto the school site; acting in a way which makes the child significantly dangerous towards others.* * *Where an individual or identifiable group of individuals are displaying negative behaviour, we do not issue whole class sanctions, and this does not form part of our strategy. However, where disruption is widespread on a specific occasion it is acceptable for the whole class to be present during a discussion of rules and expectations within class time. In addition, whole classes can be asked to repeat a routine class activity if it is not performed to standard. E.g. children do not line up quietly. The whole class could be asked to sit and line up again in line with standards. For an example such as this, role models should be used to highlight correct behaviour.*

Aim 6: To clearly define what we consider to be unacceptable behaviour, including bullying and discrimination.

At Leigh Primary School we believe that:	We work towards our aim through the following strategies:
… a zero tolerance approach to bullying and discrimination is essential. *… children need to be explicitly taught what bullying, discrimination and prejudice is.* *… children need to understand the impact of these negative attitudes on others to develop empathy and show mutual respect.* *… children need to have a clear picture what negative behaviour is as well as what positive behaviour looks like.*	• Teach and debate issues around bullying, discrimination and prejudice using Votes for Schools and our SRHE curriculum as well as discussing the negative impact on others. • We explicitly teach how to respond to this behaviour as a victim and a bystander/upstander. • We explicitly teach children about conduct online and the impacts of cyberbullying including the sharing of imagery and private information. • We conduct collective worship on these issues to encourage frequent reflection on behaviour as well as utilising storybook assembly to place these behaviours in context. Children are aware of what this behaviour looks like, sounds like and may feel like. • Our school rules and non-negotiables are phrased with the behaviour we want to see, not what we do not want to see. • We teach a diverse curriculum which celebrates difference and cultural diversity in all respects whether it be the celebrated authors, arts and crafts women, people from history as well as religious education. • By regularly updating our knowledge of diversity and appropriate vocabulary using legislation and guidance around protected characteristics.

Marvellous Me App for communicating positive behaviour

- Behaviour should be rewarded consistently using Marvellous Me as well as verbal praise to individuals, groups and classes.
- Marvellous Me should be placed on white boards each morning to ensure that children can visually see rewards and reference made to house points so that children understand the collective responsibility they have.
- 2 badges per week should be rewarded using class record sheets to monitor.
- Badges can be rewarded to individuals, groups and whole classes.
- A meaningful comment should be made alongside the badge so the child and parent are aware of the specific praise.
- A stamp can be given on work being marked and a badge rewarded so the child knows they received a badge for their efforts.
- Badges should be rewarded on Friday in accordance with school focus given in Monday's assembly.
- Badges should be rewarded in line with Respect, Responsibility and Resilience school principles.
- Use of Marvellous Me will be monitored by behaviour managers and be a standing item on the staff meeting agenda each week.
- Check list reminder of positive reinforcement below to be displayed by desk in every classroom.

5. Responding to behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, support the pupil to regulate their behaviour and reduce the likelihood of recurrence.
Staff will create a predictable environment by consistently addressing behaviour that falls below the school's expectations. Responses will be calm, fair and proportionate and will take account of the circumstances of the incident and the individual needs of the pupil.
The immediate priority during an escalating incident is **safety and de-escalation**. Discussion of consequences, restorative work or detailed questioning should normally take place once the pupil is sufficiently calm and emotionally regulated to engage meaningfully.
Staff will seek, where appropriate, to identify:

- what happened immediately before the behaviour;
- known or possible triggers;
- whether the pupil was experiencing distress, sensory overload, communication difficulties or another unmet need;
- whether appropriate reasonable adjustments were in place;
- what preventative or de-escalation strategies were used;
- what helped the pupil to regain regulation;
- what may reduce the likelihood of recurrence.

Understanding the reason for behaviour does not mean that unsafe or unacceptable behaviour is ignored. It enables staff to combine appropriate consequences with support and preventative action.
When deciding upon an appropriate response or sanction, staff will consider:

- the seriousness and impact of the behaviour;
- the pupil's age and developmental understanding;
- whether the behaviour was deliberate, impulsive or associated with dysregulation;
- any SEND, disability, medical condition or other vulnerability;
- any reasonable adjustments that may be required;
- previous incidents and support already provided;
- the safety and wellbeing of other pupils and staff;
- what support will help the pupil meet behavioural expectations in the future.

Consequences will be reasonable, proportionate and applied consistently while recognising that equitable treatment does not always mean identical treatment.

The 7 Cs of Behaviour Communication
Staff communication when responding to behaviour will reflect the following principles:
Consistent – Expectations, routines and boundaries are understood by pupils and applied consistently by adults.
Confident – Staff use calm, confident verbal and non-verbal communication and maintain appropriate professional authority.
Clear – Directions are brief, specific and describe the behaviour staff expect to see.
Calm – Adults regulate their own tone, body language and pace. Staff will avoid shouting, confrontation, sarcasm or unnecessary escalation.
Certain – Pupils understand that behaviour will be addressed and that adults will follow the school's agreed procedures consistently.
Considered – Staff take account of context, individual need, SEND, reasonable adjustments, known triggers and the likely impact of their response before acting.
Closure – Once the immediate behaviour has been addressed, staff bring the interaction to an appropriate close. Where further discussion is needed, this may be deliberately postponed until the pupil and adult are calm and able to reflect constructively.

Agreed De-escalation Approach
Where a pupil begins to become distressed, dysregulated or confrontational, staff should wherever appropriate:

1. **Observe and assess** – identify changes in behaviour, possible triggers and immediate risks.
2. **Regulate the adult response** – remain calm, reduce the volume and pace of speech and use non-threatening body language.
3. **Reduce demands and language** – give one clear instruction or message at a time and allow appropriate processing time.
4. **Acknowledge and redirect** – acknowledge emotion where appropriate and redirect towards the expected behaviour or a familiar task.
5. **Offer safe choices** – provide a small number of realistic options, for example completing a task in the classroom or in an agreed quieter area.
6. **Reduce stimulation and audience** – where practicable and safe, reduce noise, movement or the presence of other pupils.
7. **Allow regulation time** – provide appropriate space, sensory or regulation strategies and avoid repeatedly attempting to discuss the incident.
8. **Seek support** – involve a familiar adult, behaviour lead or senior leader if risk is increasing or agreed strategies are not working.
9. **Manage immediate risk** – if behaviour presents an immediate risk of harm and less restrictive strategies have been unsuccessful or would not be sufficient, staff may consider a restrictive intervention in accordance with Section 6 of this policy.

Restorative Follow-up
Restorative conversations are an important part of helping pupils understand the consequences of their actions, repair relationships and develop greater responsibility.

Many schools use restorative approaches also known as restorative practice to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and learning in both a primary and secondary setting. Restorative approaches are based on four key features:

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

A restorative conversation should take place **after the pupil has regained sufficient regulation to reflect effectively**. This may be later in the lesson, during a transition, at another appropriate point in the day or, where necessary, on a subsequent occasion.

The discussion may use the school's 5Ws:

1. What happened?
2. What were you thinking or feeling at the time?
3. Who has been affected and how?
4. What can you do to help make things better?
5. What have you learnt and what could help prevent this happening again?

Where appropriate, staff should also consider:

- what the pupil found difficult;
- whether anything could have been changed by the adults or within the environment;
- which regulation or de-escalation strategies were effective;
- whether additional support or reasonable adjustments are required;
- whether an existing behaviour support plan or risk assessment needs to be reviewed.

Restorative practice will not be used to require an immediate apology from a pupil who is still distressed or dysregulated. The emphasis will be on meaningful reflection, responsibility, repair and successful reintegration.

Behaviour Management Flow Chart – Negative Behaviour

Behaviour in classroom is positively commented upon and rewarded through Marvellous Me and by referring to school rules and how children are demonstrating the school's high expectations. Identifying triggers to avoid escalation.
Thumbs Up used for general good behaviour on Marvellous Me
Staff will use the de-escalation strategies outlined below where these are appropriate to the circumstances. The strategies are not intended as a mandatory sequence. Staff should follow the Behaviour Management Flow Chart and may move immediately to the appropriate level of response where the seriousness or level of risk requires this.

Is the behaviour Level 1 or 2?

Low level disruption, not following instructions, minor name calling, careless damage, telling lies, unsafe behaviour not intended to cause harm, untidy uniform, commenting on another person's appearance

Yes ← → **No**

Is the behaviour persistent level 2?

Level 2: Exiting class without permission, answering back and defiance, direct verbal abuse/bad language, minor vandalism, stealing, isolated violent acts, prevention of other children learning, threatening behaviour, refusal to take part in lessons, unintentional sexual comments or contact.

No ↓ **Yes** ↓

Is the behaviour Level 3?

Level 3: Persistence of level 2, dangerous refusal of instruction, deliberate or serious vandalism, bullying, sexual comments e.g. commenting on underwear
Level 4: Sexual harassment, Prejudicial/discriminatory behaviour/bullying, Sharing of non/semi-nude images, child-on-child abuse, intentional physical contact and up skirting, possession of prohibited items, theft

Yes ↓ **No** ↓

Level 1 Behaviour

Non-verbal look to ensure child knows their behaviour has been noticed.
Verbal reminder of school rules.
Refocus and direct to task Verbal reminder issued as a choice.

Does the behaviour continue?

Repositioning to concentration station or another seat.
Restorative conversation – 5 Ws, when the pupil is sufficiently regulated to engage meaningfully.
This must be away from other children e.g. separate room, during a transition time.
or
Issue a time out in the form of a restorative conversation.
Restorative conversation – 5 Ws
This must be away from other children e.g. separate room, during a transition time.

If regarding uniform give child reminder and inform office to notify parent (no consequence)

Reward corrective behaviour with verbal praise and thumbs up where appropriate.

Where a restorative conversation has been had the parent should be informally told after school away from other parents. If parents are informed, this should be recorded on CPOMs.

Level 2 Behaviour

Issue a time out in the form of a restorative conversation.
This must be away from other children e.g. separate room, during a transition time.

Consequence
Loss of class reward
Time out of playtime/lunchtime in a supervised space task can be given appropriate to the rule broken.
Taking work home to complete.
Involvement of SLT
Restorative conversation – 5 Ws, when the pupil is sufficiently regulated to engage meaningfully.

Discussion with parent to discuss how to reinforce expectations and positive behaviour.

Record on CPOMS as Level 2 specific behaviour or Persistence of Level 1.

Ensure positive behaviour and correction is rewarded when sustained for 5 days through Marvellous Me and thumbs up.

If behaviour continues parents to be invited for a conversation with headteacher and class teacher and a behaviour plan discussed.

Level 3 Behaviour

Headteachers involved immediately or DDSL if unavailable.
Restorative conversation – 5 Ws, when the pupil is sufficiently regulated to engage meaningfully.

Consequence given for behaviour.
Formal parent meeting organised with Headteacher.
Behaviour plan set up with parent if appropriate e.g. persistent behaviour rather than isolated incident.
or
Suspension issued and child collected. Meeting with parent is held to discuss incident.
Reintegration meeting with parent planned to discuss behaviour plan if not already in place or review and amendments to existing behaviour plan.

Behaviour plan is supervised by class teacher and reviewed at agreed intervals.
Involvements of agencies where appropriate in line with behaviour plan.

Exclusion policy followed where behaviour is persistent

Recorded on CPOMS and meeting with key adults to discuss implementation of behaviour plan or amendments. Scheduled headteacher/student check ins to discuss behaviour progress.

Ensure positive behaviour and correction is rewarded when sustained for 5 days through Marvellous Me and thumbs up.

Level 4 Behaviour

Headteachers involved immediately or DDSL if unavailable.
Restorative conversation – 5 Ws, when the pupil is sufficiently regulated to engage meaningfully.

Formal meeting with parent

Potential suspension/exclusion in line with policy

Modification/implementation of behaviour plan.

If appropriate a referral will be made following threshold guidance or the police contacted regarding any incident which is unlawful or indicates criminal activity within the family.

**** See footnote on Level 4 behaviour***

Recorded on CPOMS and meeting with key adults to discuss actions/outcomes.

*Where there is an immediate risk of harm, staff should prioritise safety and follow Section 6 – Restrictive Interventions, Positive Handling and the Use of Reasonable Force.

Classroom Management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - ✓ Greeting pupils in the morning/at the start of lessons
  - ✓ Establishing clear routines
  - ✓ Communicating expectations of behaviour in ways other than verbally
  - ✓ Highlighting and promoting good behaviour
  - ✓ Concluding the day positively and starting the next day afresh
  - ✓ Having a plan for dealing with low-level disruption
  - ✓ Using positive reinforcement
  - ✓ Maintaining lesson pace and clear concise instructions
  - ✓ Standing whilst teaching and locating teaching position so whole class can always be seen.

Low Level Dispruption

Low level disruption in schools is **a category of behaviour in the classroom which hinders the learning of the pupil and other children in the classroom**. These behaviours are not limited to, but may include: not being on task, chatting to other children, playing with objects that are distracting them from the task, not listening to instructions and moving around the classroom inappropriately.

At Leigh we use a variety of measure in classroom practice to reduce low level disruption and encourage focus and concentration.

Medium Impact	High Impact
• Smiling and warmth • Greeting children on entry to the classroom in the mornings and afternoon • Vocal expressiveness including calm and assertive intonation • Body language • Teacher movement around room during task and teaching • Silent signals to manage negative behaviour • Monitoring classroom volume • Clarity of speech from staff • Clear instructions • Well-organised and neutral decorated space • Morning snack and breakfast	• Promotion of School non-negotiables/rules • Being consistent with behaviour policy, rewards and sanctions • Modelling respect, including listening and responding • Developing relationships with individuals and developing trust and mutual respect • Structured routine including timetable of the day shared every morning • Secure teacher/student professional boundaries • Swift parent communication • Appropriately pitched, well-resourced lessons that are ready when children enter the classroom • Seating position (good role models and effective talk partners) • Giving responsibility and developing child ownership of choices

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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection for more information.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard or is always consistently good, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to children through Marvellous Me badges, thumbs up and stamps in books.
- Communicating praise to parents/carers via a phone call or written correspondence through Marvellous Me App.
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Unacceptable Behaviour and sanctions

The lists below provide information on levels of negative behaviour and potential sanctions that could be applied during behaviour management. This adds information to the behaviour flow chart on pg. 11.

Levels of behaviour			
Level 1	**Level 2**	**Level 3**	**Level 4**
Not on task and Low level disruption such as chatting and incomplete tasks due to lack of focus	Persistence of Level 1 behaviour	Persistence of Level 2 behaviour	Persistence of Level 2 and 3 behaviour
Unsafe/disruptive movement around the classroom.	Exiting class without permission	Leaving the school premised without permission	Sexual harassment
Not taking instructions	Answering back and defiance and general disrespect towards adults and peers	Dangerous refusal to obey instruction	Prejudicial-based and discriminatory bullying and cyberbullying
Minor bad language/name calling	Direct verbal abuse or more serious bad language (e.g. swearing)	Persistent bad language and abuse	Consensual and non-consensual sharing of nudes and semi-nude images/videos known as sexting or youth produced sexual imagery
Careless damage	Minor vandalism and destruction of another child's work	Deliberate vandalising of property or school building	Child-on-child abuse
Telling lies/getting others into trouble	Stealing or intent to steal for the first time (younger pupils)	Persistent stealing/intent to steal (from younger children or first time for older pupils)	Intentional physical contact of a sexual nature e.g. upskirting
Unsafe behaviour such as jumping on another child's back at playtime – not intended to cause harm	Isolated acts of violence – hitting/kicking Prevention of other children learning through behaviour and disruptive behaviour.	Persistent violent behaviour Aggressive violent behaviour causing deliberate injury	Bringing prohibited items to school such as weapons, alcohol, tobacco and fireworks or any other item that is likely to be used to commit an offence.
Untidy uniform	Threatening behaviour	Abuse/threatening behaviour towards adults	Theft
	Refusing to take part in lessons	Bullying/cyberbullying, persistence name calling and abuse by an individual or group	Extreme or exceptionally serious behaviour involving actual or threatened violence, deliberate injury, intimidation, or actions that place others at significant risk of harm. This includes sustained or isolated incidents of severe aggression towards adults or pupils where the seriousness, intent, or impact warrants consideration of permanent exclusion.
Commenting on underwear	Unintentional sexual comment, unintentional physical contact of a sexual nature	Repeated or intentional sexual comments, continued commenting on underwear for example	
	Dishonest use of AI to produce work that is not their own.		

*Level 4 – *Please note these are example of more serious forms of child-on-child abuse and is not an exhaustive list and reference should be made to the 'Leigh Child Protection Policy' for further detail.*

Sanctions and strategies		
Level 1	**Level 2**	**Level 3**
A non-verbal look to ensure child knows their behaviour has been noticed and that it is unacceptable	Loss of class reward	Head teacher informed immediately or behaviour lead
Repositioning of pupils	Stay in at lunchtime in a supervised area	Formal discussion with Head teacher
Verbal reminders	Time out in another classroom	Time Out with Head teacher
Reminder of school rules	Taking work home to complete	Parent invited to school for a formal meeting with Head teacher – recorded on CPOMS. This may include a sanction/consequence for the child agreed at the meeting. This could be for behaviour, as a safeguarding concern or both.
Discussion with member of staff – restorative practice	Involvement of a senior member of staff	Behaviour plan agreed with parents
Loss of class reward	Discussion with parents – informal to discuss how to promote and restore positive behaviour	Behaviour action plan/contract supervised by a member of staff and reviewed weekly or an intervals agreed
Stay in at playtime in a supervised area to complete a task	Informal involvement of head teacher	Involvement of outside agencies Being sent to another classroom
	CPOMS completed by member of staff for behaviour, safeguarding concern or both.	 Suspension Internal or external suspension
Restorative approaches such as discussion and apologising to those impacted by behaviour.	Restorative approaches/discussion with an alternative member of staff.	Formal exclusion – see separate policy
		Restorative approaches to be applied with child

Level 4

These forms of behaviour are reported to the DSL and Headteacher and dealt with in line with policies including our child protection policy, behaviour policy including bullying.

Learners who experience and perpetrate the abuse will be offered appropriate support regardless of where the abuse takes place. When responding to concerns Leigh will follow the guidance outlined in Part 5 of KCSIE 2021 and the DfE 'sexual violence and sexual harassment between children in schools and colleges.'
When reports of this nature are made the DSL will make an immediate risk and needs assessment which will be considered on a case=by-case basis which explores how best to support and protect the victim and the alleged perpetrator. This will be recorded and kept under review.
If at any stage the school is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

In response to sharing of nude/semi-nude imagery the DSL will refer to guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people and the local KSCMP guidance. Advice will be sought from the Education Safeguarding Service.

For further information on these specific peer-on-peer abuse examples, please refer to the Leigh Child Protection Policy 2021.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.
Our approaches include but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.
Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.
Removal is a serious sanction and will only be used in response to serious misbehaviour. 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
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space
- Allow other children to learn undisrupted

Pupils who have been removed from the classroom are supervised to the alternative space and will then be supervised by another member of the support, teaching or senior leadership team as appropriate. The member of staff who is taking responsibility for the student will receive a handover regarding what has happened so they can employ a restorative approach with the knowledge of the situation. This may be a class teacher or headteacher. Pupils will not be removed from classrooms for prolonged periods of time (longer than the end of a session (morning, before lunch or after lunch) without the explicit agreement of the headteacher. Pupils should not be sent to a different classroom and disrupt the learning of other classes unless it is a space they wish to go to regulate for a specific unique reason. Being sent to another classroom can lead to humiliation which is not appropriate in restoring behaviour.
Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
Parents/carers will be informed on the same day that their child is removed from the classroom.
The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Check ins from behaviour managers
- Use of teaching assistants
- Short-term behaviour plans
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
The decision to suspend or exclude will be made by the headteacher and only as a last resort.
Please refer to our exclusions policy for more information.

Off-site misbehaviour

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

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

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

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

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

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police and discuss with parents in appropriate in line with child protection policy.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken however at no time would any child be left alone with a police officer until a parent is present. At all times the safeguarding of the child would be paramount in any decision or action of school staff. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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 policy for more information.

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 consider whether to 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 consider whether to 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 (LADO), where relevant) will consider whether the pupil who made the allegation needs 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, complaints and grievance policies for more information on responding to allegations of abuse against staff or other pupils.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the behaviour manager or delegated appropriate adult
- A behaviour plan with personalised behaviour goals

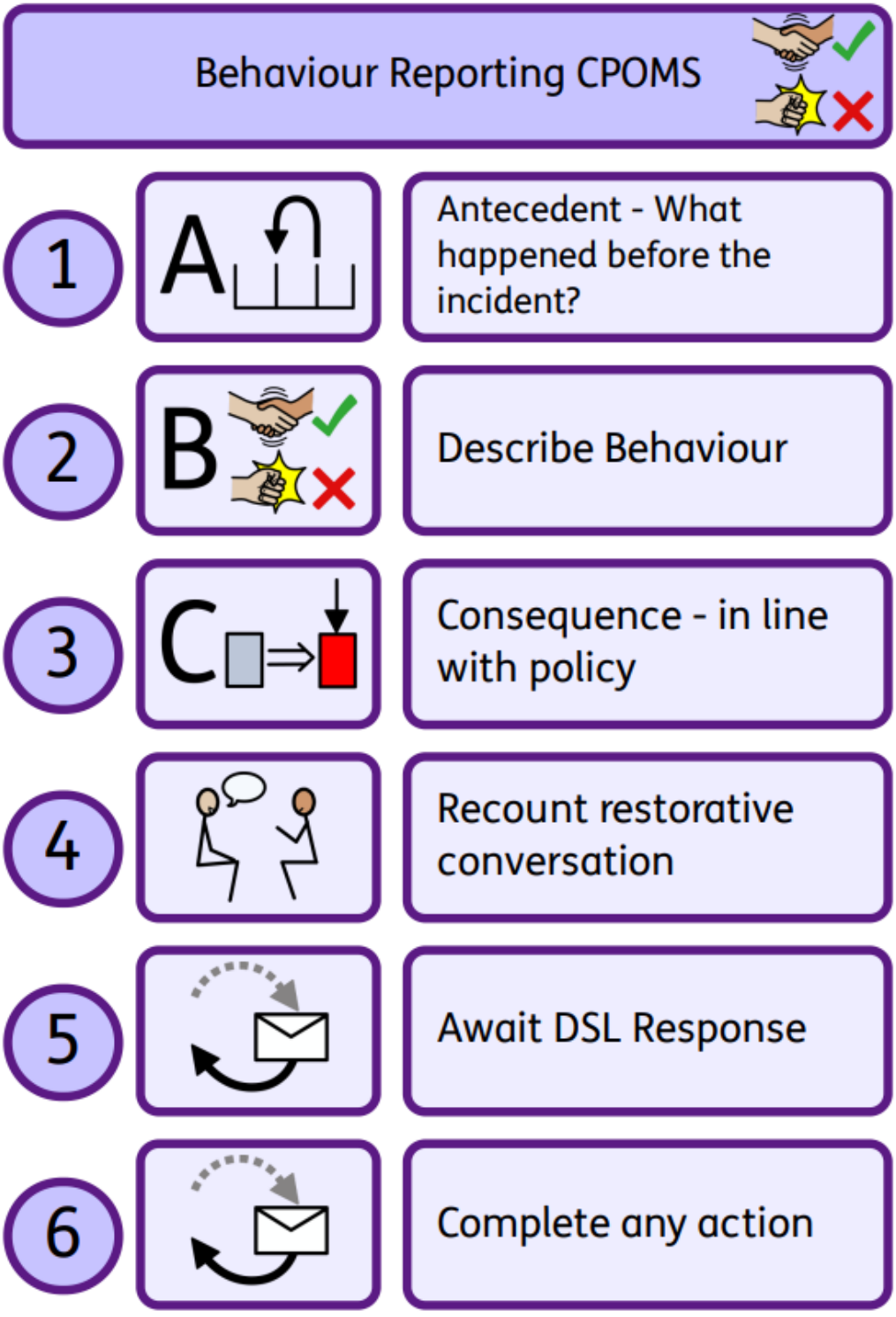
Recording behaviour incidents

Behaviour incidents are recorded on CPOMS if:

- They are Level 2 behaviours upwards
- If a discussion is had with parents regarding behaviour of a child

When recording behaviour incident:

- Incident should be tagged using options on CPOMs incident reporting to indicate type of behaviour
- Incident should be tagged with SEND options if the child's behaviour was linked to their Special Educational Need
- A, B, C notation should be used to describe incident in line with behaviour training
- Actions should be clearly recorded and include the restorative conversation in line with 5Ws within this policy
- Any behaviour plans and reviews will be recorded on CPOMs



6. Restrictive Interventions, Positive Handling and the Use of Reasonable Force– Aims & Strategies

Leigh Primary School is committed to providing a safe learning community for children and adults while proactively minimising the need for restrictive intervention.

The school follows current Department for Education guidance, Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026.

For the purposes of this policy, the term restrictive intervention describes an action used to prevent, restrict or subdue a pupil's movement. This may include the use of reasonable force and, in some circumstances, restraint or seclusion.

The term positive handling may be used within school to describe appropriately trained and lawful physical intervention. Positive handling does not create any additional power to use force and all physical intervention must meet the legal test of reasonable force.

At Leigh Primary School we believe that:

- restrictive intervention should be minimised through positive relationships, prevention, early intervention and effective de-escalation;
- reasonable force must never be used as a punishment;
- physical intervention should not be used simply to secure compliance where its use would not otherwise be lawful;
- where intervention is necessary, staff must use no more force or restriction than is reasonable and proportionate in the circumstances;
- the least restrictive intervention and least amount of force necessary should be used for the least amount of time required;
- staff must continually consider whether an intervention remains necessary and proportionate;
- if an intervention is escalating the situation or creating greater risk, staff should reconsider their approach and use an alternative strategy where this can be done safely;
- the pupil's dignity, safety and wellbeing should be protected throughout;
- the safety and wellbeing of other pupils and staff must also be considered;
- individual factors including age, size, SEND, disability, medical conditions, communication needs, trauma, vulnerabilities and equality considerations must be taken into account.

Prevention and De-escalation

Staff will seek wherever possible to prevent situations reaching the point where restrictive intervention is required.

Preventative approaches may include:

- strong and trusting staff-pupil relationships;
- clear routines and behavioural expectations;
- reasonable adjustments;
- identifying and reducing known triggers;
- environmental adaptations;
- appropriate communication strategies;
- use of visual supports or agreed scripts;
- access to regulation strategies or quieter spaces;
- involving staff who know the pupil well;
- moving other pupils away from a developing risk;
- giving appropriate time and space to regulate;
- individual behaviour support plans and risk assessments.

Where a pupil is becoming dysregulated, staff should use the de-escalation strategies outlined in Sections 4 and 5 of this policy before considering restrictive intervention, **unless the circumstances require immediate action to prevent harm and there is insufficient time to attempt other measures.**

When Reasonable Force May Be Used

All members of school staff have the legal power to use reasonable force in circumstances permitted by law.
The decision to use reasonable force will always depend on the circumstances of the individual incident. Before using force, and throughout any intervention, staff should consider:

- Is intervention necessary?

There must be a genuine need to intervene to manage the relevant risk.

- Is it likely to reduce the risk?

Staff should consider whether intervention is likely to make the situation safer or whether it may escalate the situation further.

- Is it proportionate?

The nature and degree of force used must be proportionate to the behaviour, the level of risk and the circumstances.

- Is there a less restrictive option?

Where a less restrictive approach can safely manage the risk, that approach should be used.
Reasonable force may, depending on the circumstances, be used to:

- prevent a pupil from causing injury to themselves;
- prevent a pupil from causing injury to another pupil or member of staff;
- prevent behaviour which creates a significant risk to safety;
- prevent serious damage to property;
- prevent a pupil committing an offence where the law permits staff to intervene;
- maintain safety and good order where use of reasonable force is legally justified.

These examples are not exhaustive and do not mean that reasonable force will automatically be used in any particular situation.

Least Restrictive Intervention

Where restrictive intervention is necessary, staff will:

- use the least restrictive intervention that can reasonably manage the immediate risk;
- use the least amount of force necessary;
- use the intervention for the shortest time necessary;
- continue communicating calmly with the pupil where appropriate;
- continually reassess the level of risk;
- reduce or end the intervention as soon as it is safe to do so;
- seek additional assistance where appropriate;
- protect the pupil's dignity as far as circumstances allow.

Force will never be used as a punishment.

Pupils with SEND, Disabilities or Additional Needs

The school recognises that restrictive intervention may pose additional risks for some pupils.
Staff must consider:

- the pupil's SEND or disability;
- medical conditions;
- sensory and communication needs;
- age, size and physical development;
- known trauma or vulnerabilities;
- reasonable adjustments required under the Equality Act 2010;
- any existing behaviour support plan, regulation plan, care plan or risk assessment.

Where there is an identified and foreseeable increased likelihood that reasonable force or another restrictive intervention may be required, the school will have an appropriate risk assessment in place. Where appropriate, behaviour support and risk-reduction plans will be co-produced with the pupil, parents/carers, relevant staff and other professionals.

Plans may identify:

- triggers and early warning signs;
- reasonable adjustments and preventative strategies;
- communication strategies;
- preferred approaches to co-regulation and de-escalation;
- circumstances in which increased physical contact may be appropriate;
- circumstances where restrictive intervention may reasonably be foreseeable;
- strategies or forms of physical contact which should be avoided because of individual risk;
- arrangements for post-incident support and review.

An individual plan does not provide blanket permission to use force. Staff must still make a reasonable, necessary and proportionate decision based on the circumstances at the time.

Training

The Headteacher will ensure that staff receive appropriate information, guidance and training according to their role and the needs of pupils.

Training will include, as appropriate:

- preventative behaviour management;
- de-escalation and co-regulation;
- effective communication;
- SEND, disability and reasonable adjustments;
- recognising signs of distress and escalation;
- dynamic risk assessment;
- the legal framework governing reasonable force and restrictive intervention;
- safe and appropriate physical intervention techniques where staff require this training;
- recording, reporting and post-incident review.

Staff should only use taught physical techniques where they have been appropriately trained to do so, except where an unforeseen emergency requires a reasonable response to prevent immediate harm.

Recording Restrictive Interventions and Use of Force

The school will maintain procedures which comply with current statutory requirements for recording significant incidents involving use of force and incidents involving seclusion or restraint.
A record will be completed as soon as practicable following the incident and staff should endeavour to complete this **no later than the same day.**
The member or members of staff directly involved should complete the record, which will be entered on the school's agreed recording system (CPOMs safeguarding system).
As a minimum, the record should include, where applicable:

- the name of the pupil;
- the names of staff directly involved;
- the date, time and location of the incident;
- the approximate duration of the intervention;
- relevant individual needs or circumstances, including SEND or disability where applicable;
- what occurred immediately before the incident;
- known or possible triggers;
- preventative and de-escalation strategies attempted;
- why restrictive intervention or force was considered necessary;
- the type of intervention or force used;
- the degree of force used where applicable;
- any injury sustained by the pupil or another person;
- first aid or medical attention provided;
- post-incident support provided;
- actions arising from subsequent review.

The school's safeguarding procedures will also be followed where the circumstances give rise to a safeguarding concern.

Informing Parents and Carers

Parents/carers will be informed of each significant use of force as soon as practicable after the incident and the school will endeavour to inform them no later than the same day, subject to the exceptions provided for within legislation and statutory guidance.

Information concerning a significant use of force should be communicated to parents/carers in writing and should include, as a minimum:

- the time, date and location of the intervention;
- its approximate duration;
- why the intervention was considered necessary;
- the type and degree of force used;
- details of any injury sustained, where applicable.

The statutory requirements for reporting seclusion and restraint will also be followed.

Where appropriate, parents/carers will be invited to participate in a follow-up discussion and review.

Post-Incident Support and Review

Following a restrictive intervention, the immediate priority will be the physical and emotional safety of the pupil and staff involved.

Staff will:

- check for injuries and provide first aid or medical support where necessary;
- allow the pupil time and support to regain emotional regulation;
- consider the wellbeing of staff and pupils who witnessed or were involved in the incident;
- ensure the incident is appropriately recorded and reported.

A restorative or reflective discussion with the pupil should take place only when the pupil is sufficiently regulated to participate meaningfully.

Following a significant incident, the school should review:

- what happened before the incident;
- known or newly identified triggers;
- whether preventative strategies and reasonable adjustments were in place;
- which de-escalation approaches were attempted and how effective they were;
- why restrictive intervention became necessary;
- whether the intervention used was reasonable and proportionate;
- whether it was reduced and ended as soon as possible;
- the pupil's perspective where they are able to provide it;
- the views of staff involved;
- whether anything could reasonably be done differently in future.

Where appropriate, the pupil's behaviour support plan, individual regulation plan, risk assessment or other relevant provision will be amended following the review.

Monitoring and Governance

The Headteacher and governing body will monitor the use of restrictive interventions to identify:

- repeated incidents involving individual pupils;
- patterns and common triggers;
- whether current support plans and reasonable adjustments are effective;
- staff training and development needs;
- whether particular groups of pupils, including pupils with SEND or protected characteristics, are disproportionately affected;
- opportunities to improve preventative and de-escalation practice.

The overall aim of this monitoring will be to reduce the need for restrictive intervention while maintaining the safety, dignity and wellbeing of all members of the school community.

7.Searching, screening and confiscation

This policy is based on the Department for Education advice for Headteachers, school staff and governing bodies 'Searching, screening and confiscation' DfE January 2018

Aims of this policy:

- To outline the legal powers the school has for screening and searching pupils.
- To explain the powers the school has to seize and then confiscate items found in a search.

Aim 1: To outline the legal powers the school has for screening and searching pupils.

At Leigh Primary School we understand that:	**We utilise our powers to search to ensure that prohibited items to not pose risk to our pupils and that data found in a screen search is managed appropriately. These items are:**
… the school staff can search any pupils for any item is the pupil agrees and formal written consent is not required from the child. If the child refuses a suitable behaviour sanction can be applied. *… the Headteacher, Deputy Headteacher or other member of staff have a statutory power to search pupils or their possessions without consent of the child or parent where there are reasonable grounds to suspecting that the pupil may have a prohibited item.* *…the member of staff must be of the same sex as the pupil being searched if this is possible and another member of staff should be present.* *…if it is suspected that a device has been or is likely to be used to commit an offence or cause personal injury or damage to property then data or files on the device can be examined. This can be done 'without consent' if it is reasonably suspected to be used to commit an offence or cause personal injury or damage to property.*	• Knives or weapons ⇒ For the purposes of this policy – the definition of 'knife' includes any bladed article including – craft knife, Stanley knife, Swiss army knife, fishing knife, razors, kitchen knives etc. or any other bladed item such as a sharpened stick, needle, shard of glass. ⇒ The term 'weapon' refers to any gun, including Air Rifles, BB gun, Toy Gun, Pellet Gun, Cross bow, Taser, Blowpipe, Knuckleduster or any similar item and includes any item made for the purposes of assault or defence. • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers • Fireworks, lighters, matches, sprays, gas canisters • Pornographic images • Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil). Such as: ⇒ Chains ⇒ Catapults ⇒ Tools (screwdriver, hammer nails etc.) ⇒ Laser pens ⇒ Mobile phones, when in contravention of school rules ⇒ Age inappropriate media in any form ⇒ Dangerous chemicals, solvents (acids, hair dyes, bleaches, nail varnish remover) ⇒ Stink Bombs ⇒ Needles (Syringes if required for medical grounds should be kept in accordance with the pupil's care plan and the school's drugs/medical policy) ⇒ Offensive material – pornography, racist, homophobic, extremist material (in any medium) ⇒ Rope and cable ties • The headteacher and authorised staff can also search for any item listed above, which has been identified as an item which may be searched for • If inappropriate material is found on a pupil's device, the Designated Safeguarding Lead will decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. • Any material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image must not be deleted and must be given to the police as soon as reasonably possible. • The school may delete files or data if they believe there is good reason (it could cause harm, disrupt teaching or break the school rules) to do so and they are not needed to be given to the police.

Aim 2: To explain the powers the school has to seize and then confiscate items found in a search.

At Leigh Primary School we understand that:	We utilise our powers to search but ensure that searches are conducted in line with the law:
… the school staff can search any pupils for any item is the pupil agrees and formal written consent is not required from the child. If the child refuses a suitable behaviour sanction can be applied. *… the Headteacher, Deputy Headteacher or other member of staff have a statutory power to search pupils or their possessions without consent of the child or parent where there are reasonable grounds to suspecting that the pupil may have a prohibited item.* *…the member of staff must be of the same sex as the pupil being searched if this is possible and another member of staff should be present.* *…if it is suspected that a device has been or is likely to be used to commit an offence or cause personal injury or damage to property then data or files on the device can be examined. This can be done 'without consent' if it is reasonably suspected to be used to commit an offence or cause personal injury or damage to property.*	• The person conducting the search may not request the pupils to remove clothing other than outer clothing. When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove 'outer clothing' such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods, over which he/she has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found, they can be confiscated if it is reasonable to do so and they are not allowed under school rules. Where any article is thought to be a weapon, illegal drug or stolen property it must be passed to the Police. • A pupil's possessions can only be searched in the presence of the pupil **and** another member of staff, except where there is a risk that serious harm will be cause to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. • It does NOT enable or allow an intimate search going further than that, which only a person with more extensive powers (e.g. police officer) can do. • Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for banned items that are not criminal or pose risk to others, e.g. items that are banned under school rules. • Senior leaders can use their discretion to confiscate, retain or to destroy any item found so long as it is reasonable in the circumstances. • Any offensive weapon, controlled drugs, stolen items (unless low value e.g. Pencil cases), pornographic images that are a specified offence (i.e. Extreme or child pornography) must be passed to the police. • The school will inform the individual pupil's parents or guardians where a search has taken place, though there is no legal requirement to do so. • The DSL will follow safeguarding procedures which could include a referral if appropriate in a given situation.

Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate. The powers of search in the Education Act 1996 are compatible with Article 8.

Screening

Screening Schools can require pupils to undergo screening by a walk-through or hand-held metal detector. We do not have such devices or the level of assessed risk to justify such actions.

Part 3 of this policy has been written in accordance with:

⇒ DfE Guidance, Searching, screening and confiscation (Advice for head teachers, school staff and governing bodies) January 2018
⇒ DfE Behaviour and Discipline in Schools: January 2016
⇒ DfE Use of reasonable force guidelines

8. Bullying definition, Anti-Bullying Aims & Strategies

Definition

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
Prejudice-based and discriminatory, including: • **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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Aims

Aim 1: We aim to prevent bullying at Leigh Primary School and identify/support those vulnerable to bullying.
Aim 2: We aim to raise awareness of bullying behaviour and the school's anti-bullying policy with parents, staff and pupils.
Aim 3: We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school
Aim 4: To ensure that parents/carers/staff and pupils know how to report bullying and to ensure how the school investigates allegations of bullying is transparent. How the school reacts to bullying that is off the school premises or online. How the school analyses and monitors incidents of bullying.
Aim 5: How sanctions and support are applied to perpetrator and how support is provided to the victim.

Strategies

Aim 1: We aim to prevent bullying at Leigh Primary School

At Leigh Primary School we believe that:	We work towards our aim through the following strategies:
… all members of the school community have the right to feel safe, welcome and able to go about their business without fear of bullying	• Ensuring staff are kept up to date with any concerns; • Educating all members of the school community as to what constitutes bullying and importantly what would not be considered bullying; • Training to ensure members of the school community can identify those at risk of bullying or experiencing the same; • Raising pupil awareness of the issue; • Votes for school collective worship routines and debate; • Use of RSHE/PSHE, collective worship and book assembly to help pupils develop strategies to deal with bullying behaviour • Promotion of, and celebration of, good and appropriate behaviour at all times; • Use of discussion and role play to explore issues around bullying or which may lead to pupils being vulnerable to bullying behaviour; • Awareness of children within school who may be vulnerable to becoming victims of bullying; • Rigorous teaching and awareness of cyber-bullying

Aim 2: We aim to raise awareness of bullying behaviour and the school's anti-bullying policy

At Leigh Primary School we believe that:	We work towards our aim through the following strategies:
… we should act through education to prevent occurrences of bullying;	• RSHE/PSHE and book assembly • Votes for school collective worship routines and debate • Posters and signs around school to remind children of being upstanders to bullying and not bystanders. • **Use of the school's ACT RIGHT programme to promote correct choices** • High profile of Behaviour code • Consistent approach to incidents of bullying • Use of restorative justice • Use of high-profile sanctions where bullying is persistent; • Visible supervision at play and lunch times in areas of risk (toilets, corridors etc) • Investigation of every alleged incident with follow up as necessary with victim; • Involvement of parents of both victim and perpetrator from an early stage • Use of outside agencies for support in the case of persistent problems

Aim 3: We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school

At Leigh Primary School we believe that:	We work towards our aim through the following strategies:
… any incidences of bullying are dealt with swiftly through robust policy ensuring that the perpetrator and victim has the support they need to move on positively.	• Having a zero-tolerance approach to bullying • Encouraging pupils to develop individual and group strategies for dealing with bullying behaviour through the use of PSHE, social stories, collective worship, ACT RIGHT etc; • Involving victims in the process of restorative justice • Providing the perpetrator with support to cease their behaviour as well as well as identifying the root cause • Encouraging openness and a comfortable environment for pupils to share concerns with an adult; • Vigilance for the signs of bullying and immediate action to deal with this • Teaching the children the importance of standing up to bullies appropriately with practical strategies as well as how to support the perpetrator and victim of bullying.

Aim 4: To ensure that parents/carers/staff and pupils know how to report bullying and to ensure how the school investigates allegations of bullying is transparent. How the school reacts to bullying that is off the school premises or online. How the school analyses and monitors incidents of bullying.

At Leigh Primary School we believe that:	We work towards our aim through the following strategies:
… children need to feel able to report bullying when it is identified to their parents and the school. *…children and parents/carers need to know their concerns will be taken seriously by school staff and investigated swiftly.* *…parents and pupils need to understand the process of investigating and responding to allegations of bullying so they can feel reassured that the issue will be resolved appropriately.* *…parents and school staff are a partnership and effective and respectful dialogue is essential to enable issues of bullying to be resolved.*	• Teaching the children the importance of standing up to bullies appropriately with practical strategies as well as how to support the perpetrator and victim of bullying. • Encouraging openness and a comfortable environment for pupils to share concerns with an adult; • Vigilance for the signs of bullying and immediate action to deal with this • Detailed and timely record keeping of all bullying incidents on CPOMS • Monitoring and review bullying incidents by SMT and Governing Body (sub committees) through termly headteacher reports. • Workshops for parents on child behaviour development and what bullying is and is not. How to support children with friendship issues and effective working with schools to resolve issues. • Training for staff on responding to bullying incidents effectively and elevating concerns. • Clear information on how to raise a concern with the school as well as timely meeting to discuss the issue, investigate and respond to concern with clear actions to resolve concern in the interests of the children involved. Follow up meeting with the parents and child as appropriate to ensure the issue has been resolved effectively.

Aim 5: How sanctions and support are applied to perpetrator and how support is provided to the victim.

At Leigh Primary School we believe that:	**We work towards our aim through the following strategies:**
… perpetrators require sanctions to discourage repeat behaviour and also to demonstrate an anti-bullying culture that responds to incidents seriously. *…all behaviour is an expression of emotional well-being and therefore the behaviour of the perpetrator and trigger must be understood and support provided.* *…the victim of bullying requires support as well as recognition for raising the concern and reaching out for support.*	• Providing the perpetrator with support to cease their behaviour as well as well as identifying the root cause. • Perpetrators of bullying will be offered support in an appropriate form dependent upon the circumstances this could be: catch up sessions with a trusted adult in school to discuss their day, counselling, social groups or stories. • Meetings with parents are crucial for creating shared understanding of the behaviour of the perpetrator and ways to support them to demonstrate more positive behaviour and encourage openness of discussion about feelings and how to express them without hurting others. • Provide support to the victim through an appropriate means such as check in sessions to ensure their emotional well-being or counselling. • To conduct restorative strategies to ensure that a positive relationship can be restored between perpetrator and victim. • Encouraging openness and a comfortable environment for pupils to share concerns with an adult; • Vigilance for the signs of bullying and immediate action to deal with this • Detailed and timely record keeping of all bullying incidents • Monitoring and review bullying incidents by SMT and Governing Body (sub committees).

9. Pupil Behavioural Code

KS1

KS2

Our Non-negotiables

We Show respect by:

- ✓ using polite communication with all
- ✓ caring and helping others
- ✓ following instructions from all staff
- ✓ looking after our school environment
- ✓ listening to others
- ✓ being honest
- ✓ behaving responsibly online

In school we:

- ✓ try our best to persevere and be resilient
- ✓ present our work neatly
- ✓ present ourselves smartly
- ✓ act responsibly as role models
- ✓ are upstanders not bystanders to bullying and discrimination

10. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have 2 transition sessions with their new teacher. In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- Preventing and responding to bullying incidents
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.
All training is recorded in our training log.

12. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed by SLT every term.
The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full governing body and headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

13. Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

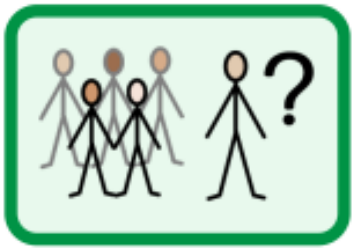
- Exclusions policy
- Child protection
- Attendance

Appendix 1: Restorative Conversation Checklist

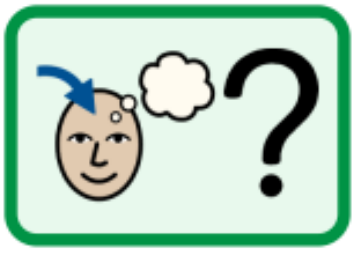
Restorative Conversation Checklist

1. What has happened?

2. Why did you do that?

3.  Who has been affected? How?

4. How can you make this better?

5.  What have you learnt from this experience?

6. How can you prevent this happening again?

Appendix 2: Written statement of behaviour principles

- ✓Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- ✓All pupils, staff and visitors are free from any form of discrimination
- ✓Staff and volunteers set an excellent example to pupils at all times
- ✓Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- ✓The behaviour policy is understood by pupils and staff
- ✓The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- ✓Pupils are supported to take responsibility for their actions
- ✓Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.