Clapgate Primary School

Inspiring Young Minds

Behaviour Policy

Approved by: T&L / Pupil Support Committee

Date: September 2025

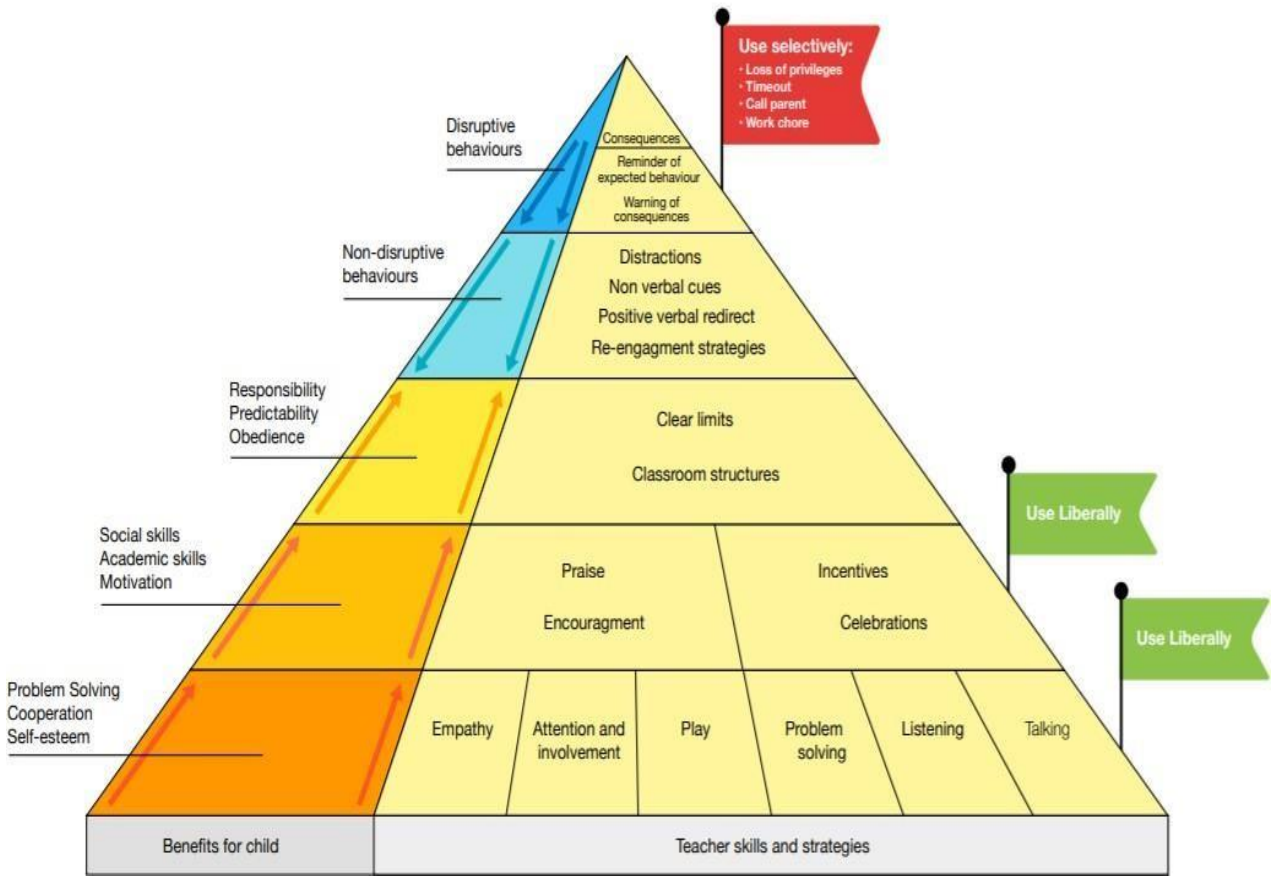
Review date: September 2026

Rationale

At Clapgate we recognise that good behaviour is central to a good education. We aim to manage behaviour well in order to provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. We expect high standards of work and behaviour, and we believe that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This policy is closely aligned to the recommendations in the Education Endowment Foundation's recommendations for improving behaviour in schools.

EEF Improving Behaviour in Schools - Guidance
EEF Improving Behaviour in Schools Full Report

We have a strong shared belief in focusing on relationships and positive strategies and using sanctions sparingly. The Incredible Years Teaching Pyramid is a useful visual reminder of this key point.



Aims of the Policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

For children to show:

- Self confidence
- Self-control
- Sensitivity and consideration for others
- A pride in themselves and their school
- An interest in their activites

For children to develop:

- Responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- Non-sexist attitudes
- Non-racist attitudes
- A consistent approach to tasks
- An acceptable response to bullying and abuse
- The ability to work well with others and be able to resolve conflicts effectively
- The skills and attitudes that will allow them to participate fully in, and contribute positively to life in modern Britain as responsible, respectful and active citizens

Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010

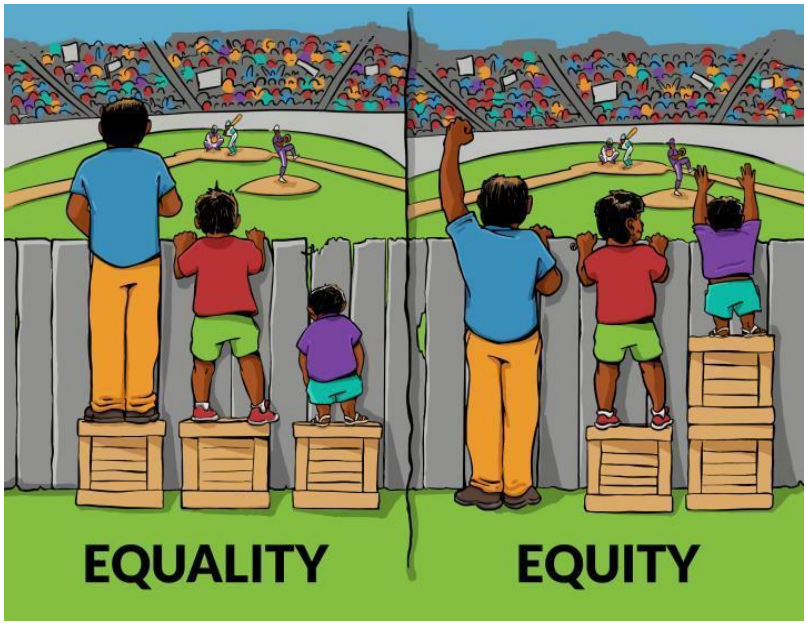
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 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 give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Our Core Beliefs

- Providing a safe and secure learning environment requires us to develop and cultivate strong relationships between staff, children and parents/carers
- Everything we do must be based on mutually respectful relationships
- Our educational environment must be high in both nurture and structure
- Children want to behave well
- Behaviour is a means of communication and adults must support children to communicate their needs safely and appropriately
- When a child's needs are understood and met, they are much more likely to be able to self-regulate and behave well
- Challenging behaviour is often due to gaps in emotional development; children who have a difficult start in life have often learned that the world is not a safe place and that adults cannot be trusted
- The stage of emotional development of a child will determine their ability to self-regulate and their readiness for learning
- Learning new behaviour is a task, just like learning to read and write, and we as adults must support them with this
- Making mistakes is part of the learning process and we should support and guide children to get it right
- Our response to unwanted behaviour must be based on finding a way to improve and correct the behaviour, not on 'punishing' a child for their behaviour
- We should help children to reflect upon their behaviour, understand the reasons for this and the impact/consequences of their actions
- Restorative practice must be at the heart of our approach
- Being 'fair' is not about everyone getting *the same* (treating everyone equally), but about everyone getting what they *need* (equity) so that everyone is able to be successful



Roles and Expectations

All staff will:

- Create a calm and safe environment for children
- Establish and maintain clear boundaries of acceptable behaviour
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Consider their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly
- Challenge pupils to meet the school's expectations
- Seek the support/involvement of the senior leadership team (SLT) in responding to behaviour incidents
- Will treat all children equally, irrespective of gender, race or religion
- Will speak respectfully to children and show good manners (for example saying please and thankyou when making requests)
- Will model the behaviour that we expect of children (for example picking up rubbish, putting equipment away carefully, engaging fully in all activities)
- Will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems
- Will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- Will get to the heart of why a child is behaving in a certain way and address any unmet needs the child may have
- Will use a restorative approach
- Will help all members of the school to understand the impact of their behaviour and develop empathy
- Will reflect on how they could have dealt with a situation or behaviour in a better way
- Will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

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
- Be contactable at all times and arrange to come into school at short notice if necessary
- Attend any meetings arranged by school
- 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 (for example: attending reviews of specific behaviour interventions)
- Support with sanctions (for example supporting a child to complete missed work at home/write letters of apology)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Sign and follow the home-school contract

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

Children:

Children 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 the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Children will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Children 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 children who are mid-phase arrivals.

Governors:

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- 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 this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- 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 special educational needs and disabilities (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 when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The therapeutic team

The therapeutic team supports teachers when the behaviour of a child is disrupting learning and the issue cannot be resolved easily by the teacher and teaching assistant.
The team also works with children who need to spend time in The Bridge (see Appendix B).

The therapeutic team also works preventatively with children who have a range of SEMH needs, including children who sometimes struggle to regulate their emotions, build positive relationships and meet behaviour expectations in school. We offer a range of interventions such as communication groups, nurture, zones of regulations groups, circle times and play therapies to support children and to address their difficulties. We also invite children to be positive behaviour ambassadors. Positive behaviour ambassador sessions are heavily child-led and provide children with regular opportunities to reflect on their behaviour choices, discuss strategies for making the right behaviour choices and discuss their emotional wellbeing and aims.
Members of the therapeutic team work together with the SENDCo/SLT/teachers/TAs to formulate individual behaviour plans. Our therapeutic team and other staff members are trained in Team Teach- see Restrictive Physical Intervention Policy

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe

Outside agencies
In extreme and challenging cases, we refer to outside agencies such as the SENIT team or Educational Psychologist through the Complex Needs Service. We may also use the support of the AIP or outside provision such as Reach Primary School. Occasionally reduced timetables will be used for a short period of time (in consultation with the AIP).

What We Mean by Good Behaviour

Good behaviour at Clapgate means that we expect everyone to try their best to:

- Be polite, friendly and helpful
- Show respect to others
- Work hard and do their best
- Behave sensibly
- Think of others
- In class, make it possible for other children to learn
- Treat the school buildings and school property with respect
- Behave in an orderly and self-controlled way
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Our higher order behaviour principles are that all children will be:

Ready
Responsible
Respectful

We also have “golden rules” that set out clearly how the children need to behave to be ready, respectful and responsible
The golden rules are:

- We are gentle (we don’t hurt others)
- We are kind and helpful (we don’t hurt anyone’s feelings)
- We listen (we don’t interrupt or ignore)
- We are honest (we don’t cover up the truth)
- We work hard (we don’t waste our own or others’ time)
- We look after property (we don’t waste or damage things)

Teachers refer to the golden rules daily and they are displayed around school.

Behaviour Consistencies and Non-Negotiables

We maintain a calm, respectful and consistent environment built on clear expectations and shared routines. All staff model and reinforce these behaviours at all times, ensuring children know what is expected of them and how to meet those expectations.

Visible Consistencies

All staff know and apply these consistent routines and expectations across the school. Children are reminded of them regularly.

- Lining up in register order in KS2 to come in from the playground or to move around school.
- Walking in single file on the left.
- Moving quietly and calmly around school and in and out of assemblies.
- Responding promptly to a hand signal to be ready to listen (with or without verbal counting 1 to 5 or 5 to 1).
- Holding up their own hand outside when a member of staff raises theirs to signal that everyone must listen.
- Engaging with the routine of *"The choice I want you to make today is…"*.
- Using good manners – saying *please* and *thank you*, and holding doors open for others.
- Knocking on doors or asking permission before entering shared spaces such as the hall.
- Showing good manners towards visitors (e.g., making eye contact, smiling, greeting politely, or offering help if appropriate).

Behaviour Non-Negotiables

Transition Times and Corridor Expectations – Supervised

- Line up in register order.
- Walk in single file on the left.
- Walk through school in silence.
- Always walk in the corridors.
- If these expectations are not followed, children will be asked to go back and try again.

Transition Times and Corridor Expectations – Non-supervised

(e.g., movement from hall to playground after lunch)

- Move quietly and sensibly to the destination.
- No running.
- All staff are responsible for reinforcing these expectations – even during lunch breaks or when passing by.

Lunchtime and Playtime Lining Up

EYFS and KS1

- One whistle – everyone stops.
- KS1 staff call to tidy up.
- Two whistles – everyone lines up immediately.

KS2

- One whistle – everyone stops.
- Two whistles – everyone lines up immediately.

How we Encourage Good Behaviour

Teachers and adults who work at Clapgate all aim to provide an environment and curriculum which is conducive to good behaviour. They do this by:

- Providing a stimulating, creative and inclusive curriculum
- Ensuring that work is appropriately matched to the ability of the child
- Expecting high standards of work from the children
- Greeting children in the morning/at the start of lessons
- Concluding the day positively and starting the next day afresh
- Using the language of growth-mindset (including the message of "I can't do it yet" rather than "I can't do it")
- Ensuring children understand our expectations and the reasons for them
- Explicitly teaching desired learning behaviours and displaying rules and expectations
- Communicating expectations of behaviour in ways other than verbally
- Putting our golden threads of humanity, team, spark, knowledge and grit at the heart of our curriculum
- Grouping children in a way that minimises tension or conflict
- Regularly reinforcing good behaviour
- Establishing clear and consistent classroom routines
- Teaching children that they will be noticed for good behaviour
- Listening to children's concerns
- Treating children with respect
- Building strong relationships with children
- Adhering to the approach of 'connection before correction'
- Using emotion coaching ('I am wondering if', 'That was tricky. Can I talk to you about it?' 'I have noticed' 'You seem to be feeling x')
- Showing an interest in the children, noticing things about them
- Showing kindness
- Using circle times to address problems

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will always consider whether a child's behaviour could be linked to an issue in school (for example bullying) or whether it may be linked to them suffering, or being likely to suffer, significant harm out of school.

Where this may be the case, we will follow the relevant policy (child protection and safeguarding policy, anti-bullying policy), and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Reinforcement, praise and reward

Teachers across school will use the language of “The choice I want you to make today is...”. This will highlight the desired behaviour that each class needs to work on. Children will be praised for making that choice (“Good choice. You were doing x,”)

We constantly strive to create a positive environment and to notice, encourage, celebrate and reward good behaviour. All teachers have high and consistent expectations. We particularly focus our efforts on praising behaviour that is “above and beyond” and notice children who “always” meet our expectations. We celebrate good behaviour in the following ways, the most important one being the first.

- Verbal praise and highlighting of good behaviour
- Giving raffle tickets for children going over and above in work or behaviour or being ‘always’ children or demonstrating the behaviour the class is working on for that day or week (KS1 and KS2). Raffle to be drawn whenever the teacher chooses (the better the behaviour in class, the more often it gets drawn). The winner is given a voucher (agreed list of prizes such as helping with younger children, going to see the goats, helping Lee with a job).
- Being aware of the negative impact of criticism and always trying to balance negatives out with plenty of positive statements and gestures
- Ending lessons with positive reflection
- Focusing attention on effort over achievement
- Phone calls or emails home for going over and above the normal expectations of good behaviour
- Stickers
- Certificates from SLT
- “Star of the Week” certificates in assembly (one child from each class each week)
- Good Work of the Week” certificates in assembly (one child from each class each week)
- “PE star of the week” certificates in assembly (one per Key Stage)
- “Artist of the week” certificates in assembly (one per phase)
- “Star of the Half Term” certificates in assembly with a letter home to parents (one per class every half term)
- Children visiting an Assistant Head, Deputy, Headteacher or other key staff to celebrate excellent work or excellent behaviour
- Inviting an Assistant Head, Deputy, Headteacher or other key staff into the classroom to celebrate excellent work or excellent behaviour

How we encourage good behaviour at playtimes and lunchtimes

Members of our therapeutic team are always outside at playtimes and lunchtimes to support children, and all members of staff are trained in restorative practice and will aim to help children resolve problems and conflicts in a restorative manner. Our aim is for children to enjoy playtimes and lunchtimes and to have a wide range of activities available to them and we know that this will promote good behaviour. We have play leaders to encourage active play, as well as a range of calm activities available such as drawing, colouring and reading. In addition to this, we have restorative practitioners. Children apply for this role and receive training. Their role is to support other children to resolve conflict through discussion.
We reward positive behaviour at lunchtimes and playtimes in the following ways:

- Giving verbal praise
- Asking a child to do a special job
- Mentioning good behaviour to another member of staff in front of the child
- Sending children to SLT for praise if they have showed particularly positive behaviours and attitudes
- Raffle tickets to go into the class raffle

Discouraging Inappropriate Behaviour

We aim to be consistent in our expectations across school and we all refer to our golden rules and our higher order aims of "responsible, ready and respectful" and our golden rules when children are not behaving appropriately.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

Staff deal with unwanted behaviours by employing the following strategies:

- Noticing and commenting on the positive behaviours of others first before commenting on negative behaviours
- Avoiding negating positives (by adding negatives)
- Reframing sentences to end on a positive
- Reminding children of our expectations 'We don't do that at Clapgate. We do this at Clapgate.'
- Using clear, consistent scripts (see appendix A)
- Being calm and firm
- Giving children "take up" time
- Using the language of choice ("Are you going to complete your work here or do you need to find a quieter space to do it?")

- Using a gradual build-up of warnings ("You need to stop x. You have been asked to do x so I am going to leave you to think about making the right choice. I have given you time to think but you still haven't done x so now y needs to happen.")
- Giving children some thinking time
- Moving a child away from a friend or closer to the teacher
- Using a short part of lunchtime to ensure children engage in restorative conversations
- Sending work home for children to complete (parents contacted for their support with this and children complete it the next day in playtime if they do not complete it at home)
- Explicitly delaying the discussion about behaviour ("I will be dealing with that when I am ready")
- Giving children time to become regulated before attempting to discuss behaviour (short walk, counting/deep breathing etc)
- Asking the therapeutic team to have a short reflective conversation with the child
- Holding restorative conversations (see appendix A) and reflecting on the reasons for the behaviours
- Speaking to parents
- Seeking support from SLT
- Issuing a sanction (see below)

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Dealing with unwanted behaviours at lunchtimes and playtimes

Staff deal with unwanted behaviours at lunchtime by employing the following strategies:

- Talking restoratively with children, encouraging them to listen to each other and resolve difficulties (see appendix)
- Using the ignore and distract method
- Giving children thinking time/time out (walking around with a member of staff or sitting in a particular place to think)
- Instructing a child to take a break from an activity that is causing difficulties (e.g. football)
- Issuing football bans (children not allowed to be in the football team or attend football club for a specified time)
- Benches may be used to separate children safely following an incident, giving everyone time and space to calm down. They also offer a place for reflection, where children can think about their choices and prepare for a restorative conversation with a member of staff.
- Letting children know that class teachers/parents are going to be informed
- Using the script (referring to the words respectful, ready and responsible, "we don't do x at Clapgate". See appendix)

- Asking a child to spend some of the next lunchtime resolving issues that have not yet been resolved
- Setting up end of lunchtime or playtime check-ins for a set period of time
- Seeking support from SLT if no progress is being made in resolving a conflict or if the same child is repeatedly not following behaviour expectations
- Seeking support from SLT if a child's behaviour has resulted in an injury to another child or the child is becoming a danger to themselves or others. This will be recorded as a physical or serious behaviour incident, reflecting the intent behind the behaviour.

Whenever possible, we aim to use children's own time to resolve issues arising at lunchtimes and breaktimes rather than taking children out of lessons.

Sanctions

The aim is always to keep a child in class, learning, but not at the expense of others in the class. If a child is becoming dysregulated, causing a disruption to others or repeatedly making the wrong choices, and none of the strategies above are working, the therapeutic team or SLT or the SENDCo will support.
When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.
When deciding any possible sanction, we will consider a range of factors:

- The severity of the behaviour
- The context of the behaviour
- How the sanction might improve the child's behaviour in the future
- How a sanction might compensate the party that has been harmed or wronged
- Whether this is a repeated behaviour
- Whether the chosen sanction is relevant to the behaviour

Examples of sanctions that we use depending on the above (and to happen alongside a restorative conversation):

- A verbal reprimand
- Giving a child a "stop and think"card
- A written task, such as an account of their behaviour
- Ensuring children "pay back" double the time in their own time if they fail to come straight inside after playtime or outside activities
- Loss of privileges (for example special jobs or activities)
- Missing part of break times or lunch times
- Expecting work to be completed at home, or at break or lunchtime
- Contributing to repairs to damaged property or other school-based community service such as tidying the classroom
- Time out
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the child from the classroom to The Bridge (KS2 only) (see Appendix B)

- Internal exclusion
- Suspension/fixed term exclusions (external)
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The chair of governors will always be made aware when school is imposing a fixed term exclusion.

Responding to repeated unacceptable behaviours or very challenging behaviours

Just as some children require extra support or different provision to meet their learning needs, we recognise that for some children, the whole school systems are not sufficient or appropriate to support them with their behaviour. For these children or for some children just at certain times, we create bespoke plans. In these situations, the following procedures apply:

- Discuss the problem with the leadership team/SENDCo/therapeutic team
- Together, devise an appropriate individual behaviour programme for the child
- Contact parents to explain the programme and their role within it
- Carry out the programme consistently
- Talk regularly with parents
- Involve the leadership team/SENDCo/therapeutic team in monitoring the programme

Some examples of bespoke plans that we use at Clapgate:

- Timetable adaptations (now and next boards, chunking of time to complete work and time to have brain breaks).
- Daily check-ins with a named adult to prepare for the day/support with transition times
- The 2:10 strategy The 2:10 strategy
- Star Charts to celebrate successes and raise self-esteem
- Reflection books to assist children in communicating their thoughts and feelings during a restorative conversation

Serious behaviour incidents and possible responses:

Serious behaviour incidents include aggressive or dangerous behaviours or behaviours that severely disrupt learning or the running of the school.

The immediate response will be followed by one or more of the following:

- A restorative circle (with parents and members of staff present)
- Restorative actions (such as apologies)
- The formulation of an individual behaviour plan
- A risk assessment
- A return to school meeting with parents following any exclusion

If three serious incidents are recorded for a child in a 2-week period, we will consider an external exclusion depending on the severity of the events if there has not yet been an external exclusion. If multiple external exclusions are recorded for a child, we will seek advice from the SENIT team or the AIP. The school will consider the personal context and family circumstances in any such decision and consult with parents/carers in an open and partnership approach.

Behaviour (serious incidents)	**Response (depending on situation and child)**
Deliberately hurting an adult	SLT support and HT will consider a fixed term external exclusion.
Unprovoked attacks on other children	An internal exclusion
Sustained and repeated disruption to learning	Removal to The Bridge
Damage to property/throwing things causing danger to others	Therapeutic team support. Time to calm (courtyard, sensory room) followed by The Bridge and restorative conversation. Same day meeting with parents.
Refusing to move after therapeutic team or SLT have intervened	Child given 10 minutes take-up time. Parents contacted to talk to the child or team teach used to move the child to minimise disruption to others (depending on the child).
Causing distress (extreme verbal abuse/dangerous behaviour/damage to property/causing other children needing to be removed)	Therapeutic team ask for SLT support. External exclusion considered after 10 minutes if child cannot be taken safely to another space. Immediate or same day meeting with parents.
Racist incident (or other discrimination)	To be dealt with on an individual basis depending on the age/understanding of the child. May need to be treated as a serious incident.

Leaving the premises	Ring parents Ring police Staff keep eyes on the child from a distance
Running around the building/school grounds	If child cannot be brought back successfully after 10 minutes, parents contacted and asked to come in and talk to the child. Same day meeting.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff may use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Examples where school might use reasonable force:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts.

Confiscation, searches

Any prohibited items (knifes and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.
Searches of children and their possessions will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Parents will always be informed about any search and other appropriate action will be taken (for example support for the child, referral to CSWS).

Mobile phones
We do not allow children to use mobile phones during the school day. Mobile phones should be handed in to the teacher/TA at the beginning of the day and they will be kept in a safe place until the end of the day.

Possessions from home
We ask children not to bring in possessions such as toys, stationery, trading cards, figures, balls. This is to avoid distractions, conflict or upset over items going missing. If children bring something in for "show and tell", this will be looked after by the teacher of TA. If children do bring in items from home, we will have a conversation with them or their parents to explain why we do not do this.

Bullying
Please see our anti-bullying policy.

Uniform
If a child is not wearing uniform (including correct PE kit), we will remind them of our expectations, offer some spare uniform and contact parents (slip available for this) if the child continues to not wear uniform. We will consider any exceptional reasons for a child not wearing uniform and we will offer support if finances are the barrier

Misbehaviour out of school

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

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 or other member of the senior leadership team will make the report.

The school will not interfere with any police action taken. 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.

Children 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

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

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

Please refer to our child protection and safeguarding policy and our peer-on-peer abuse 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 is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Fixed term exclusions and permanent exclusions

The school can use fixed term exclusions (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. The Chair of Governors will be involved in any decisions about excluding children.

Responding to misbehaviour from pupils with SEND

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 causing any substantial disadvantage to a disabled pupil 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 take into account the specific circumstances and requirements of the pupil concerned.

Examples:

- 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:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. 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 coordinator (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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

Pupil transition

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

Monitoring arrangements

The school will collect data on the following:

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

The data will be analysed every half term by the headteacher.
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 it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the teaching and learning and pupil support committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).
The written statement of behaviour principles will be reviewed and approved by the teaching and learning and pupil support committee annually.

Links with other policies

- This behaviour policy is linked to the following policies:
- Child protection and safeguarding policy
- Restrictive Physical Intervention Policy
- Peer-on-peer abuse policy
- Anti-bullying policy
- Behaviour principles statement

Appendix A

Examples of questions for restorative conversations

For foundation stage and KS1 choose two or three pertinent questions from the following and for KS2 choose around five.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

If a child is finding it difficult to discuss the incident in question, try using the following:

- Imagine if there were (people affected, a way of putting it right, things you could differently). What would they be?
- On a scale of 1 to 10, how angry were you?
- Offer a postponement. I can see you aren't ready to talk yet. Do you need a couple of minutes or would you like to meet tomorrow/later to discuss? Or would you like to speak to... to help you answer the questions?

Scripted responses to unwanted behaviours

At this school, we do……
We don't do…… here at Clapgate. We do……
We know that you can do better than this. Just yesterday/earlier you did x (positive thing). I'm going to leave you to think about it now.
I will give you two choices. You either…… or……
You chose to…… so now the consequence is……
I have asked you to…… This needs to happen otherwise…… will happen

Appendix B The Bridge (removal) (KS2 only)

Removal to The Bridge will be considered as a serious sanction. The Bridge will only be used to remove a child from the classroom when other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. It will be used to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; to enable a child who is causing disruption to be taken to a place where education can be continued in a managed environment; and to allow the child to remain clam.

The aim is for a child to spend the minimum amount of time out of class before they are ready to continue learning in the classroom. The aim is not for a child to catch up on every bit of work they have missed through not getting on their work. As soon as the child has shown they are willing to do some work and engage in the restorative conversation, they should be returning to class.

The process for sending a child to The Bridge is as follows (unless the severity of the behaviour warrants immediate removal):

1. The child will be given a verbal warning (discretely) that if this continues, they will go to The Bridge (followed by praise for everyone else for doing the right thing)*.
2. The child will be given a written warning that they will need to go out to The Bridge (card) (followed by praise for everyone else).
3. The child is taken to The Bridge.

*All these steps will be preceded by teachers using other strategies before issuing a verbal warning. For example, teachers have “stop and think” cards that can be given to children without this being recorded on CPOMS.

The teacher completes a CPOMS (for removal) outlining each stage above, giving the reasons the child was removed to The Bridge (including some lunchtime or playtime if this is deemed appropriate). The CPOMS will then be sent home to parents at the end of the day via email.

Staff will use their discretion to decide whether to withdraw a warning (verbal) due to good behaviour. A short conversation will take place with the child to praise them for the improvements and to tell them they no longer have the warning in place.

What will happen in The Bridge?

1. The child will complete the work that is sent by the teacher, or the teacher can indicate they would like the child to do work from one of the work packs in The Bridge. This work should be done independently without conversation or support from the member of staff in The Bridge.
2. When the work is completed, a restorative conversation takes place.
3. The child can go back to class only when 1 and 2 have happened.

Where possible and appropriate, the teacher or teaching assistant will participate in the restorative conversation either at the time, or later in the day.

A meeting will be held with SLT if a child is sent to The Bridge twice in a week or in two consecutive weeks. A meeting will be held with parents if a child is sent to The Bridge again in a half term after a meeting with SLT.

Removal to The Bridge should be distinguished from the use of separation spaces (sensory or nurture rooms) for non-disciplinary reasons. For instance, where a child is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. Removal is also to be differentiated from circumstances in which a child is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

QUICK GUIDES TO BEHAVIOUR

In every classroom in Clapgate, we have *Behaviour Quick Guides* displayed on the walls for staff to refer to as prompts when following our behaviour procedures. These guides are visible to all staff (including cover and supply teachers) and are consistent in their appearance throughout the school.

EYFS

EYFS Quick Guide to Behaviour

Clapgate Primary School
Inspiring Young Minds

Adult

- Calm, consistent and fair
- Use a restorative approach
- High expectations
- Recognise "Over & Above Behaviour"

Over & Above

- Praise
- Communication Home
- Giving raffle tickets
- 'Star of the Week'
- 'Good Work of the Week'
- Certificates and stickers
- Children visiting SLT

Clapgate Values

- Be Ready
- Be Respectful
- Be Responsible

Step by Step Approach

1. **General Reminders** to the class/child emphasising on the correct behaviour. This could include eye contact, hand on desk, silently removing the object of distraction, reminder of kind hands.
2. **Warning of time out (CPOMS)** Teacher discretely tells the child that they are now being given a warning of time out.
3. **Time out (CPOMS)** 2-5 minutes thinking time in the classroom (Nursery or Reception) to reflect on the behaviour. In case of 3 or more 'time outs in a week', parents are informed and a discussion is held (teacher or behaviour team/SLT).
4. **Removal/Other staff called (CPOMS)** A member of SLT or the Behaviour Team removes the pupil from class for x amount of time.

Micro script

I've noticed that… You know the school rules, be ready, be respectful, be responsible. Can you remember when you… (*time they did this really well*) … and how that made you feel? I expect you to…Thank you for listening.

Restorative Questions

1. **What has happened?**
2. **What were you feeling at the time?**
3. **Who has been affected by your actions?**
4. **How have they been affected?**
5. **What needs to be done to make things right?**
6. **How can we do things differently in the future?**

The number of questions to be used will depend on the age of the child.

Serious Behaviours

Physical incident (with intention of hurting), racism, homophobia.

Straight to Step 3 or 4 above, with an additional restorative conversation with SLT or Behaviour Team, and a phone call or conversation with parents.

KS1

KS1 Quick Guide to Behaviour

Clapgate Primary School
Inspiring Young Minds

Adult

- Calm, consistent and fair
- Use a restorative approach
- High expectations
- Recognise "Over & Above Behaviour"

Over & Above

- Praise
- Communication Home
- Giving raffle tickets
- 'Star of the Week'
- 'Good Work of the Week'
- Certificates and stickers
- Children visiting SLT

Clapgate Values

- Be Ready
- Be Respectful
- Be Responsible

Step by Step Approach

1. **General Reminders (Stop and Think cards etc)** to the class/child emphasising on the correct behaviour. This could include eye contact, hand on desk, silently removing the object of distraction.
2. **Warning of time out (CPOMS)** Teacher discretely tells the child that they are now being given a warning of time out.
3. **Time out (CPOMS)** 5 minutes time out in the classroom to reflect on the behaviour. In case of 3 or more 'time outs in a week', parents are informed and a discussion is held (teacher or behaviour team/SLT).
4. **Removal/Other staff called (CPOMS)** A member of SLT or the Behaviour Team removes the pupil from class for x amount of time.

Micro script

I've noticed that… You know the school rules, be ready, be respectful, be responsible. Can you remember when you… (*time they did this really well*)… and how that made you feel? I expect you to…Thank you for listening.

Restorative Questions

1. **What has happened?**
2. **What were you feeling at the time?**
3. **Who has been affected by your actions?**
4. **How have they been affected?**
5. **What needs to be done to make things right?**
6. **How can we do things differently in the future?**

The number of questions to be used will depend on the age of the child.

Serious Behaviours

Physical incident (with intention of hurting), racism, homophobia.

Straight to Step 3 or 4 above, with an additional restorative conversation with SLT or Behaviour Team, and a phone call or conversation with parents.

KS2

KS2 Quick Guide to Behaviour

Clapgate Primary School
Inspiring Young Minds

Adult

- Calm, consistent and fair
- Use a restorative approach
- High expectations
- Recognise "Over & Above Behaviour"

Over & Above

- Praise
- Communication Home
- Giving raffle tickets
- 'Star of the Week'
- 'Good Work of the Week'
- Certificates and stickers
- Children visiting SLT

Clapgate Values

- Be Ready
- Be Respectful
- Be Responsible

Step by Step Approach

1. **General Reminders (Stop and Think cards etc)** to the class/child emphasising on the correct behaviour. This could include eye contact, hand on desk, silently removing the object of distraction.
2. **Verbal Warning (CPOMS)** Teacher discretely tells the child that they are now being given a warning of time out.
3. **Written Warning (CPOMS)** A Written Warning card is placed on the child's desk as a clear sign that their behaviour needs to change. The teacher briefly explains that the next step will be removal to The Bridge if the behaviour continues.
4. **Removal/Other staff called (CPOMS)** A member of SLT or the Behaviour Team removes the pupil from class to The Bridge for x amount of time.

Micro script

I've noticed that… You know the school rules, be ready, be respectful, be responsible. Can you remember when you… (*time they did this really well)*… and how that made you feel? I expect you to…Thank you for listening.

Restorative Questions

1. **What has happened?**
2. **What were you feeling at the time?**
3. **Who has been affected by your actions?**
4. **How have they been affected?**
5. **What needs to be done to make things right?**
6. **How can we do things differently in the future?**

The number of questions to be used will depend on the age of the child.

Serious Behaviours

Physical incident (with intention of hurting), racism, homophobia.

Straight to Step 3 or 4 above, with an additional restorative conversation with SLT or Behaviour Team, and a phone call or conversation with parents.