

Claycots Primary School



2025-2026

Positive Behaviour Policy

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Positive Behaviour Policy

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The aim of Claycots School is to be a high achieving school at the heart of the community where children and staff learn effectively and everyone is valued as an individual, treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to embed our school values in all that we do at Claycots. The Positive Behaviour policy has been written with these values in mind:

- Integrity
- Kindness
- Respect
- Curiosity

Introduction

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

***Ready to learn;
Respectful of themselves and others;
Safe in school***

We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.

1. Aims

At Claycots school, we wish to provide a school environment that is safe and stimulating for all pupils. Our expectations are always shared with the children at the beginning of each school year and at regular intervals throughout the year to maintain a calm, secure and happy environment for all. As well as this, we have a Behaviour and Wellbeing Curriculum which links closely to the school behaviour policy, our school values, British Values and the teaching of protected characteristics. These areas are discussed explicitly with the children. We also use these lessons to address any behaviour incidents or common behaviour trends that occur in our school.

Aim of the policy:

- To create a culture of exceptionally good behaviour from all stakeholders, where excellence is a minimum expectation for all



- To develop a behaviour policy, supported and followed by the whole school community – parents, staff, children and the governing body (LGB) – based on a sense of community and shared values
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills
- To support learners to **self-regulate** to take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, respect, honesty, strong relationships and empathy for others
- Provide a **consistent approach** to behaviour management
- Outline our system of **consequences for positive and negative behaviours**, reinforcing good behaviour by providing a range of rewards for children of all ages and abilities
- To resolve behavioural issues in a caring and sympathetic manner as they occur, with the expectation of achieving an improvement in behaviour
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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



3. Definitions

Misbehaviour (low level) is defined as:

- Disruption to learning of others
- Talking during lesson time
- Calling out
- Playground incidents, including rough play
- Hesitant to start or complete classwork
- Name calling or teasing
- Defiance, failure to follow instructions
- Lack of respect to others/staff
- Poor attitude
- Rough Behaviour
- Swearing

Serious misbehaviour (High Level) is defined as:

- Any form of bullying
- Fighting, physical assault against peer or staff member
- Direct verbal abuse against a peer or staff member
- Threat of harm
- Inappropriate Sexualised behaviour
- Vandalism/ damage to school/others property
- Theft
- Dangerous behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of behaviour that is dangerous or which has the potential to be dangerous
- Possession of any prohibited items or those that are not age appropriate
 - Prohibited items include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



It is important to note that the above types of behaviours are not an exhaustive list of what behaviours may constitute a breach of Ready, Respectful, Safe.

If a child's behaviour is seriously disruptive, dangerous or one of the above definitions of 'serious behaviour' is observed, parents will be informed, and a formal meeting will be arranged with either the Year Leader or a member of SLT depending on the severity of the behaviour.

4. Bullying

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

- Deliberately hurtful (physically or emotionally)
- Repeated, often over a period of time
- Difficult to defend against

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done repeatedly over a period of time and on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and disagreements. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Details of our schools' approach to preventing and addressing bullying is set out in our [anti-bully policy](#).

5. Roles and Responsibilities

The behaviour of all stakeholders in school is expected to promote the key rules of:

- Ready
- Respectful
- Safe

See page 11 for specific behaviours related to Ready, Respectful, Safe for children.

The Governing Body and the Headteacher:

The Governing Body/Headteacher is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with The Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.



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

SLT will:

All Senior Leaders (including anyone paid on the Leadership scale) have ultimate responsibility for the behaviour and safety of the children in the school. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.
- Be a daily visible presence around the school, particularly at times of mass movement
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Share good practice relating to behaviour management
- Support Year Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Communicate with parents when required
- Support, monitor, analyze and work with staff to implement solutions for pupil's attendance
- Support, monitor, analyze and work with staff to implement solutions for behavioural incidents

Year Leaders will:

Year Leaders (including anyone paid on the Middle Leadership scale) are responsible for the behaviour and safety of the children in their Year Group and across the school.

They are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a visible presence in the Year Group and around the school to encourage appropriate conduct
- Support staff in dealing with high level incidents of behaviour including communicating with parents
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- With support from the SENCO, ensure that children who require individual intervention or support have the relevant plans in place (PHP/CAP) and that these are shared with the appropriate bodies. (Electronic copies of plans will be recorded in their pupil files and, if appropriate, CPOMS).
- Support and monitor pupil's attendance and raise any concerns with the Attendance Manager
- Record behaviour incidents accurately using our school behaviour reporting system and support year group staff to do so where required
- Support, monitor and analyse any trends in the year group and implement solutions to address behavioural incidents



- Ensure staff training needs are identified and targeted regarding behaviour management and modelling the consistent implementation of the behaviour policy
- Provide a personalised approach for pupils with additional needs
- Ensure that all paperwork in place for pupils is read and understood by all members of the year group team and that it is updated in line with any behavioural changes.
- To lead on ensuring that paperwork for pupils is shared with any staff members that may interact with the child

All Teachers will:

- Reinforce the school rules in their classrooms and ensure children uphold the class pledge
- Be responsible for the behaviour of their class at all times
- Model and implement the behaviour policy consistently at all times
- Be a visible presence in their class and around the school to encourage appropriate conduct
- Plan lessons that engage, challenge and meet the needs of all learners
- To use the recognition board consistently to reinforce whole class expectations and to update the target weekly
- Display and use the Zones of Regulation and give children the opportunity to access this throughout the day
- Share and focus on positive behaviours in and outside of the classroom
- Ensure use of preventative strategies and always attempt to de-escalate, before issuing consequences
- Record behaviour incidents accurately using our school behaviour reporting system
- Implement suggested solutions to address behavioural incidents
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Provide a personalised approach for pupils with additional needs
- Communicate with parents thoroughly regarding both positive and negative behaviours
- Read and understand all documentation in place for pupils in their class and that it is updated in line with any behavioural changes
- Ensuring that paperwork for pupils is shared with any staff members that may interact with the child
-

All Staff will:

- Meet and greet children in the morning
- Implement the behaviour policy consistently
- Model positive behaviours and build relationships
- Show kindness and treat all stakeholders fairly and with respect
- High expectations of pupils' presentation and appearance throughout the day
- Separate the behaviour from the child. Never shout or humiliate and deal with poor behaviour privately
- Recognise that each child is an individual and be aware of their needs
- Provide a personalised approach to the specific behavioural needs of particular pupils



- Challenge negative behaviour in and around the school
- Positively reinforce positive behaviours seen in and around school
- Record behaviour incidents accurately using our school behaviour reporting system
- Read and understand all documentation in place for pupils as required
- Follow up on all behaviours observed and ensure actions taken are in line with our school behaviour policy (Appendix 1). Where staff are unsure of actions refer to reporting behaviour flowchart (Appendix 4)

Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules Ready, Respectful & Safe in their own classroom
- Develop a positive relationship with pupils, which will include:
 - Meet and greets
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Parents will:

- Reinforce and support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance and punctuality
- Inform staff of any medical or other needs that may hinder their child's behaviour
- Ensure that their child attends school in full uniform

Good behaviour requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending parents' evenings, parent workshops and developing positive relationships with school, helps to reinforce good behaviour. Teaching and learning cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.



6. Pupil code of conduct

Pupils are expected to:

- Show our school rules, **Ready, Respectful & Safe**, at all times
- Be punctual
- Treat all staff and pupils with respect and show good manners
- Ensure that interactions with staff and their peers are positive
- Follow instructions of school staff
- Respect their own and other people's property and take care of books and equipment
- Walk within the school buildings
- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action
- Physical violence is not acceptable, neither is retaliation
- Foul, abusive, racist or homophobic language should never be used
- Children should wear the correct school uniform
- Children are expected to attend school and be punctual

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

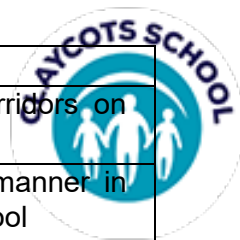
7. Rules and Expectations

Clear and consistent management both within the context of the classroom and outside of the classroom are of paramount importance in establishing effective practice of promoting positive behaviour and self-discipline within the school.

Claycots principles for promoting positive, values-based behaviour is built on the notion of **Ready, Respectful, Safe** developed by the behaviour expert Paul Dix.

Ready, Respectful and Safe are the three rules that underpin the behaviour we expect to see in school from all staff and children. When discussing behaviour, we expect to hear the language of Ready, Respectful, Safe being used by children and staff.

Alongside the pupil code of conduct the following table is shared with pupils to further highlight expectations, with regards to our school rules.



Ready	Respectful	Safe
We arrive to school on time	We hold doors open for adults	We walk in the corridors on the left-hand side
We have resources we need for lessons	We use polite language at all times	We act in a calm manner in and around the school
We look and listen to the person talking	We take pride in our school environment <ul style="list-style-type: none"> To pick up litter To look after displays To respect all school equipment 	We only leave the class with permission, and we wear the appropriate band Blue band – permission granted by adult to leave classroom Yellow band – permission granted by adult to go to the toilet
We follow instructions the first time	We look after the toileting areas	We stay on the playground at lunchtime and playtime
We start work straight away	We work hard in lessons	We tell an adult if something is wrong
We wear the correct uniform	We notice and thank others for their help	We take care of one another with our words and our actions
We line up sensibly	We use people's name	We use kind hands and feet

Zones of Regulation

Each classroom will display and utilise the **Zones of Regulation**. This teaches the pupils:

- To identify their feelings and learning behaviours
- Understand their feelings in context
- Effective regulation tools
- When and how to use the tools
- Problem solve, with a focus on positive solutions
- Understand how their behaviours influence others' thoughts and feelings

8. Behaviour Routines

Morning, on entry to school:

- TAs on the playground and in corridors to complete meet and greet
- Classroom teachers at classroom door completing meet and greet & morning check in
- All staff encouraging the children to walk sensibly to their classroom, continue morning greet
- Pupils should be set a focused soft start activity to complete up until the end of registration
- Registers to be completed by 9am and morning greetings (i.e. 'good morning Mr/Ms/Miss/Mrs {class teacher's name}) are used when completing the register

Break and Lunchtime Play

- Class teachers lead classes to the playground at the start of break and lunchtime play
- Class teachers to collect from the playground at the end of break and lunchtime play
- All staff on break duty to support in end of breaktime routines:
 1. All adults to raise hand to signify end of break is approaching – 5 minutes left
 2. Blow first whistle – children to stop
 3. All adults to verbalise expectations to children -to stand still and walk to their lines on the second whistle
 4. All adults to blow second whistle – children to line up
- Playground equipment monitors are responsible for tidying away any equipment



- Staff collecting children at the end of break to be on the playground in a timely manner to support with lining up

Dining Hall

- All bands should be collected from corridor by 10:30am by year group TA
- Please ensure that you are aware of the dining hall seating plan
- All classes to be walked to the dining hall by class teacher
- Children to line up at relevant servery
- Class to be seated first and once settled, table by table to get lunch from the servery
- Children with packed lunch can begin eating straight away
- Once the children have finished eating (majority), year group TA to lead children outside sensibly
- Children to focus on eating and keep noise to a minimum- staff to support with this
- Staff carrying out a lunch duty to support with supervision in the dinner hall and reinforcing expectations

Transitions

- Clear routines in place to manage classroom transitions e.g. countdowns, timers
- Children to walk around the school in a sensible manner with the expectations to walk on the left
- Children to line up in register order. Adjustments only to be made to this if necessary

Home time

- Pupils to collect personal belongings in small groups, TAs to support in monitoring the corridor
- Encouraging the children to walk sensibly through the school corridors as pupils exit the building

Home time collection

- KS1 (where applicable), all children remain seated until called by class teacher
- KS2, class teacher to walk children to designated area on playground to be dismissed. Children raise their hand when they see the person collecting them and class teacher to acknowledge the adult.
- Year group adults to support one another at dismissal when needed
- Children that have not been collected to be taken to the office from 3:30pm onwards
- Pupils attending club to be managed by year group adults and taken to the main hall to meet the PE staff. Pupils should not be left unaccompanied.
- Pupils taken to the office must be accompanied by class teacher and stay with the child until they are dismissed to parent/carer

9. Positive Reinforcement

At Claycots we want children to understand that all behaviour has consequences and that some of these are positive and some are sanctions for inappropriate behaviour.

It is our intention to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children and all abilities. In order to achieve this, we understand that consequences must be consistently applied by all adults.

At Claycots we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with all children.



<u>Description of Behaviour</u>	<u>Reward</u>
Demonstrating the target on the recognition board	Name on recognition board and verbal praise
Excellent achievement or effort in a lesson	One house point and verbal praise
High level of positive engagement in lesson	One house point and verbal praise
100% attendance for one week	Five house points and verbal praise
Completing homework set	Weekly homework – one house point and verbal praise Homework certificate, termly Homework grid - one house point for each task completed
Most improved effort/engagement/behaviour	Verbal praise & Headteacher award
Following the school rules consistently	Verbal praise & text message home
Consistently demonstrating the school values	Values badge
Consistently demonstrating with school rules	Postcard home
Excellent role model for behaviour (no incidents throughout the term)	Behaviour achievement certificate

Positive behaviours are rewarded through whole school systems which include:

- A House Point system (N.B. adults will award pupils House Points in accordance with the agreed criteria so that pupils are awarded consistently and fairly)

Our four houses are Claycots school are:

- Yousafzai - Respect
- Rashford - Kindness
- Cox - Integrity
- Attenborough – Curiosity

Our house names were chosen via pupil voice and are based around role models and our school values. Throughout the year, the children will learn about our chosen role models and understand how they represent our school values.

- House point achievement badges
- A position on class recognition board
- Value badges
- Postcards, text messages or phone calls home and stickers
- Headteacher awards
- Positive behaviour recognition in phase assembly
- Behaviour achievement certificate
- Year 6 pupils can become school prefect



When children are not following the rules of **Ready, Respectful, Safe** consequences could include:

- Reminder of expectations
- Expecting work to be completed at home, or at break or lunchtime
- Letters or phone calls home to parents
- Parent meeting
- Restorative work to be completed alongside parent if required
- Agreeing a behaviour contract
- Loss of privilege with reflection time
- Time out of class with a supporting adult
- Internal Isolation
- Suspension
- Exclusion

See appendix 1 for more information regarding consequences

When children are not following the rules of Ready, Respectful, Safe, we want them to be able to reflect on their actions and to find resolutions to conflict. To help them do this we will:

- Always remain calm and objective
- Use scripted responses to deescalate a situation if required
- Explain the consequence of their actions including the impact on themselves and others

Off-site Behaviour

Claycots pupils are expected to exemplify high standards of behaviour and attitude when representing the school off-site in any event or trip. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Sanctions will be aligned to the severity of the pupil's misbehaviour and the school will maintain a level of flexibility when deciding on the sanction. If a pupil shows any serious misbehaviour, they would be likely to be removed from the trip. A member of the SLT will make this decision by communicating with the trip/event leader and parents will be informed immediately.

Undesirable behaviour whilst on residential trips could result in a parent/carer needing to collect their children from the visit.

10. Recording and Reporting Behaviour

Claycots school recognises the importance of recording children's achievements and positive choices.

Class teachers record the number of House Points that individual children achieve each week, these are accumulated towards children receiving their achievement badges.



Incidents of misbehaviour are recorded in our school behaviour system and in cases where there is a safeguarding concern, incidents are also recorded on CPOMS. Frequent reports are run in order to allow Leaders to monitor and analyse trends in behaviour across the school.

Positive behaviour is reported to parents in a variety of ways (page 13).

In the first instance, incidents of poor behaviour are communicated to parents informally either by the class teacher or the Year Leader. Where more formal parent meetings are held, these are logged on our behaviour system.

If the behaviour is extreme or incidents of poor behaviour are frequent or persistent a formal meeting will be arranged to discuss this either with the Year Group Leader or a member of SLT.

11. Positive Handling (Physical Restraint)

Claycots adopts the Team Teach approach to de-escalation and the positive and safe handling of pupils.

Staff will not handle a pupil unless there is an exceptional circumstance whereby they may need to intervene physically to hold a child/ren to keep them safe, prevent a child/ren injuring himself/herself, or to prevent them injuring another child/ren or member of staff. The use of such physical contact or restraint will only be used if it is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the safe and positive handling of children.

Incidents of physical restraint must:

- Always be used as a last resort when de-escalation strategies have been unsuccessful
- 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 in a Numbered and Bound book, on our school behaviour system and reported to parents
- Be discussed with the pupil after the event

If a child requires positive handling as an intervention, parents/carers will be informed and the school will implement a bespoke Positive Handling Plan and individual risk assessment for the pupil. Parents/Carers will be informed of this in person and in writing.

12. Confiscation and Searching Pupils

Any prohibited items or those that are not age appropriate found in pupils' possession will be confiscated. These items will not be returned to pupils.

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



13. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

For those identified with SEN the system may be altered and adapted to meet their needs. They may stand outside the policy according to their Education, Health and Care Plan (EHCP) which will indicate the actions planned to address and support their needs. These are monitored by the SENCO and Pastoral Team and all staff working with the pupil should know and implement the agreed strategies for that pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, with parental consent, the school seeks support and advice from specialist teachers, an educational psychologist, 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.

See appendix 3 for full information regarding pupil support, including:

- Zones of regulation
- ELSA support
- Restorative justice
- Conflict resolution
- Family Support
- Circle of Friends
- Mental Health Support Team
- Learning Intervention – GROW

Children showing distressed or dysregulated behaviour – support in school

We recognise that for the vast majority of children the systems outlined within the policy, will be more than adequate to meet their needs and to enable them to achieve the aims of the policy. There are, however, some children who require support to regulate. These children will receive the following support:

Step 1: In the first instance, teachers must share concerns with their year group team to gain any further relevant information, discuss further strategies and work as a team to support the pupil's behaviour. Discussion to be documented.

Step 2: If the behaviour persists, the class teacher and year group leader to discuss: behaviour, current strategies in place and the year group leader to support with additional strategies, exploring the need for any reasonable adjustments. At this stage to complete an inclusion referral form with the strategies trialed and further strategies suggested by year group leader. The Year group leader to highlight this child in 1:1 meetings with their line manager.



At this stage, to discuss whether a CAP should be put in place, along with a target card.

Step 3: If further support is required, the class teacher & year group leader should seek advice from a member of the student support team. This will be at Level 1 or 2 support. At this stage, an informal observation of the pupil will take place by a member of the student support team at classroom level, to offer strategies and advice to support in managing the pupils' behaviour. The student support team will model these strategies for teacher also and provide written feedback to the class teacher. If behaviours are unsafe, a PHP will be put in place and APDR (if not done so already). The impact of this support will be reviewed after 3 weeks.

Step 4: Once the above has been tried and unsuccessful to improve behaviour, the information gathered will be reviewed by the inclusion referral panel. At this point, further targeted intervention from the student support team may be implemented as well as whole school pastoral interventions if not already in place. Professionals may be contacted to support such as: SENCo, speech and language to rule out any underlying needs. It is important at this stage that the pupil's CAP is updated in line with the advice given. A personalized timetable of support will be put in place and parents will be invited to a collaborative meeting to discuss the support being given to their child. This support will be reviewed for impact after six weeks.

Step 5: If the above are not effective, SENCo may seek support and may make a referral to an educational psychologist and/or other professionals.

4. Suspensions & Exclusions

Claycots is an inclusive school, and we work hard to develop strategies to include all children. However, in extreme cases, the school will make suspensions & exclusions to maintain the health and safety of all our community. The school follows the guidance by the Department for Education. The standard guidance can be found in 'Exclusions from maintained schools, academies and pupil referral units in England' - <https://www.gov.uk/government/publications/school-exclusion>.

Internal isolations will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Any pupil receiving an internal isolation will not be allowed out to play and must spend lunchtime inside. A letter will be issued to parents and restorative work completed with the child.

Only the Headteacher (or in their absence a Deputy Headteacher) can suspend or exclude children. A decision to exclude will only be taken when all other possibilities and strategies have been implemented, unless an incident is so serious that it warrants immediate permanent exclusion.

Parents will be informed in writing of any suspensions and exclusions using a Local Authority agreed letter template (See Exclusion Policy)

See appendix 1 for suspension process

15. Pupil Transition

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

16. Training

Our staff are provided with training on managing behaviour, as part of their induction process. In addition, some staff are trained in the use of the Team Teach approach to de-escalation and positive handling.

Behaviour management and the consistent application of this policy also forms part of continuing professional development.

17. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every year. At each review, the policy will be approved by the headteacher.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Preventing Radicalisation and Extremism Policy
- Statement of British Values
- E-Safety and ICT Acceptable Use Policy
- Positive Intervention Policy
- Keeping children safe in education 2019
- Equality Act 2010 (mentioned)
- PSHE Policy
- Anti-Bullying Policy
- Special Educational Needs and Disabilities Policy
- Special educational needs and disability code of practice: 0 to 25 years
- Supporting pupils with Medical Needs and Conditions Policy
- Code of Conduct/ Home School Agreement
- Uniform Policy

Appendix 1 - Behaviours and consequences

At Claycots School, we believe that effective behaviour management begins with the foundation of strong, supportive relationships between staff and pupils. By prioritising relationship-building and fostering curiosity, we create a supportive environment that empowers pupils to reflect on their behaviour and make positive choices. It also allows us greater understanding of behaviours shown. This approach is integral to our commitment to high standards of behaviour and learning at Claycots School.

Type of Behaviour	Possible Support	Sanction
MISBEHAVIOUR	ALL STAFF	IF BEHAVIOURS CONTINUE
<p>Calling out</p> <p><i>This is when a pupil speaks out loud during a lesson without being asked or without permission from the teacher. It interrupts the flow of the lesson and can distract both the teacher and classmates.</i></p>	<ul style="list-style-type: none"> • Stay calm and neutral • Use non verbal cues first • Reminder of expectations, focusing on the desired behaviour • Pre-empt before it happens, before discussion, 'remember we raise our hand if we want to speak' • Use positive reinforcement • Provide structured turn taking • Use restorative questions – 'how can we let others have a chance to talk too' • Offer a choice or redirection – 'you can raise your hand now or wait until the next question' • Use private signals or check ins – develop a silent hand signal with the pupil as a reminder when they call out too often • Encourage – think, pair, share 	<ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conversation (reminder of expectations) between member of staff and child so they are given the opportunity to reflect - Discuss and document actions for the child to take going forward
<p>Talking during lesson time</p> <p><i>This refers to pupils' having side conversations with peers during lesson time when they should be focused on the teacher's instructions or classwork. These</i></p>	<ul style="list-style-type: none"> • Set clear, simple expectations • Rehearse and model what 'listening time' looks & sounds like • Pre warn & prompt positively • Use a 'quiet countdown' "when I count to 3, I 	<ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within

<p><i>conversations disrupt learning and distract others.</i></p>	<p>need everyone's voices off and eyes on me"</p> <ul style="list-style-type: none"> • Use non – verbal signals – teach chn to respond when they see the cue/signal • Proximity & eye contact • Praise the children who are showing positive behaviours. • Give pupils an opportunity to talk – controlled without using focus • Teach and practice active listening skills • Redirect • Whole class reminder of expectations e.g. 'I would be very happy if every could show me <i>'desired behaviour'</i>' <ul style="list-style-type: none"> • Remind individual(s) of expectations • Be curious, does the child need support to engage? 	<p>this, highlight expectations</p> <ul style="list-style-type: none"> • Conversation (reminder of expectations) between member of staff and child so they are given the opportunity to reflect <p>- Discuss and document actions for the child to take going forward</p>
<p>Hesitant to start/complete work</p> <p><i>This refers to when a pupil shows reluctance, delays, or avoids beginning or finishing assigned tasks during lesson time. This behaviour can slow down their own progress and affect the overall pace of the class.</i></p>	<ul style="list-style-type: none"> • Praise the children who are showing positive behaviours. • Give the whole class clear instructions of what is expected e.g., 'everyone should have started their work, you should be <i>'explicitly what they should be working on'</i>. <i>If you need help please raise your hand'</i> • Give the pupil individual support and offer help where needed • Give pupil(s) tools to be able to continue independently • Break tasks into small steps 	<ul style="list-style-type: none"> • If not completed, the child to complete the work missed in the classroom at break/ lunch. <p>- Within this time, attempt to find the reason for the hesitation and create solutions together</p> <ul style="list-style-type: none"> • To be given work to take home and complete - inform parent beforehand • If a child consistently does not complete work in class, to meet with parent/carers to discuss alongside child, to develop possible solutions. • For KS2, work can be completed afterschool alongside parent/guardian

	<ul style="list-style-type: none"> • Offer support to begin ‘here’s how you can begin, let’s do the first part together’ or share a modelled expectation • Give encouragement & celebrate effort • Use a timer or ‘work buddy’ • Check for understanding or barriers to learning • Offer choices to build control – ‘would you like to start with the drawing or the writing part?’ • Use positive peer models 	
<p>Defiance, not following adult instructions</p> <p><i>Defiance is when a student deliberately refuses to follow instructions or comply with requests from staff. It involves a conscious choice to challenge authority and disrupt the learning environment.</i></p>	<ul style="list-style-type: none"> • Stay calm and neutral – avoid ‘power struggles – keep your tone calm and even’ • Give clear, simple and positive instructions – focus on desirable behaviours, given take up time • You may give the child two options (desired by teacher) to give child sense of choice. • Use “When...then... statements – when you finish your writing, then we/you can • Acknowledge feelings but maintain limits • Use non verbal signals 	<ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child’s behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conversation (reminder of expectations) between member of staff and child so they are given the opportunity to reflect - Discuss and document actions for the child to take going forward
<p>Showing a lack of respect to others and staff</p> <p><i>This involves behaviours that demonstrate rudeness, disregard, or insensitivity towards classmates, teachers, or other school staff.</i></p>	<ul style="list-style-type: none"> • Address in a calm manner • Remind individual(s) of expectations • Seek to find out the reason behind the behaviour 	<ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child’s behaviour. Listen to the child and respond as necessary, within this, highlight expectations

<p><i>Examples include speaking rudely, dismissing others' opinions, using inappropriate gestures and facial expressions or ignoring rules of polite interaction, which negatively impact the classroom atmosphere.</i></p>	<p>'Has something upset you?' 'Is there something I can help you with?' 'Why are you acting in this way?'</p> <ul style="list-style-type: none"> • Model and teach what respect looks like • Use of zones of regulation for child to identify how they are feeling • Staff member to remind child of the tools they could use to feel better • If child continues to show behaviour - warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. 	<ul style="list-style-type: none"> • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation - Discuss and document actions for the child to take going forward - To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • Highlight to parent lack of respect shown and refer to school rules and actions to be taken going forward
<p>Disruption of others learning</p> <p><i>Disruption of learning refers to any behaviour that interrupts the teaching and learning process. This can include talking out of turn, distracting others, refusing to follow instructions, or any actions that prevent pupils or teachers from focusing on the lesson. Such disruptions affect the progress and engagement of the whole class.</i></p>	<ul style="list-style-type: none"> • Address in a calm manner • Give gentle non- verbal cues • When addressing, frame in a positive way 'let's help your friends learn by showing ...' • Address in private • Praise of the pupils who are showing positive behaviours. • Remind individual(s) of expectations & share specific 'learning time rules' linking to Ready, Respectful & Safe • Give the pupils warnings with clear instructions and processing time e.g. 'I would like you to be sat in your seat in 1 minute.' • Give pupil the opportunity to let staff know how they are feeling with ZOR. • Give the opportunity of a 'brain break' e.g. 2 minutes in the calm corner, reading for 2 minutes, assisted walk 	<ul style="list-style-type: none"> • Move the child from the group to work on his/her own • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation - Discuss and document actions for the child to take going forward • To ensure an apology is given to the victim. This might be verbally, a letter or gesture.

	<ul style="list-style-type: none"> • with member of staff – ensure use of timer 	
<p>Name calling or teasing</p> <p><i>This is when someone uses unkind words or jokes to make fun of another person. It can hurt feelings and make others feel sad or upset. The pupil may say that they were joking, however still has had an impact on their peer.</i></p>	<ul style="list-style-type: none"> • Address in a calm manner • Remind individual(s) of expectations and required behaviour – focusing on what you would like to see • Explicitly highlight what you would like the pupil(s) to do, clear and concise giving take up time. • Warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. • You may give the child two options (desired by teacher) to give child sense of choice to de-escalate, in order to discuss name calling • Teach & practice kind language 	<ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conflict Resolution form completed with the children involved • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation - Discuss and document actions for the child to take going forward • To ensure an apology is given to the victim. This might be verbally, a letter or gesture.
<p>Rough behaviour</p> <p><i>Physical interactions done with mutual consent and 'enjoyment', with no intent of harm. - Smiling/laughter from both children- Stops when told- No signs of fear/distress</i></p>	<ul style="list-style-type: none"> • Address in a calm manner • Remind individual(s) of expectations and required behaviour • Explicitly highlight what you would like the pupil(s) to do, give clear and concise instructions, allowing take up time. • Staff member to talk to children about how the affects rough play for all involved • Pre-empt by ensuring that pupils' have equipment accessible for 	<ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Temporary ban from area of play (i.e. football, basketball etc) • Conflict Resolution form completed with the children involved

	playground games and idea for play time games	<ul style="list-style-type: none"> • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation • Discuss and document actions for the child to take going forward • To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • To ensure that parents are informed (perpetrator and victim) and expectations are reiterated.
<p>Inappropriate Physical Behaviour</p> <p><i>Physical contact that may hurt or upset, done impulsively or thoughtlessly without malicious intent. One child may feel upset- May occur during disagreements or over-excitement</i></p>	<ul style="list-style-type: none"> • Stay calm and composed - maintain a calm tone and body language. Avoid raising your voice or showing frustration, as this can escalate the situation. • Give space -allow the student some physical space to reduce feelings of being threatened or crowded. • Use clear, simple language - speak slowly and clearly, using short sentences. Avoid complex instructions or questions that may confuse or overwhelm the student. • Acknowledge feelings - validate the student's emotions by saying things like, "I can see you're upset," which 	<p>Loss of Privileges Temporary removal of certain privileges, such as participation in a preferred activity or break time.</p> <p>Parental/Guardian Contact Informing parents or guardians about the incident to work together on behaviour support.</p> <p>Restorative Practice Encouraging the student to take responsibility and repair harm caused, such as apologising or making amends.</p> <ul style="list-style-type: none"> • Repeated incidences of such behaviour could result in an Internal isolation/ suspension (in consultation with a member of SLT and HT)

	<p>can help the pupil feel heard and understood.</p> <ul style="list-style-type: none"> • Offer choices - provide limited options to give the pupil a sense of control, e.g., "You can sit here quietly or take a moment outside." • Redirect attention- gently guide the pupil to a different activity or area to help them calm down. • Reflection time - the pupil is given a brief period away from the situation to calm down and think about their behaviour. • Avoid physical contact unless necessary - only intervene physically if the pupil or others are at immediate risk and use the minimum force required, following school policy. • Use positive reinforcement - praise any calming behaviour or cooperation to encourage more of the same. • Know when to seek help - if the behaviour escalates or becomes unsafe, gain support from colleagues 	
<p>Deliberate disrespect of the school's rules/Class Charter</p> <p><i>This occurs when a pupil knowingly chooses to ignore or break the agreed rules or expectations set out by</i></p>	<ul style="list-style-type: none"> • Address in a calm manner • Remove the audience • Remind individual(s) of expectations and required behaviour • Explicitly highlight what you would like the 	<ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary,

<p><i>the school or classroom charter. It shows a lack of regard for our school standards and can disrupt the safe and respectful environment needed for learning.</i></p>	<p>pupil(s) to do – framing positively</p> <ul style="list-style-type: none"> • Staff member to talk to children about importance of following school rules and the purpose of the school rules. 	<p>within this, highlight expectations</p> <ul style="list-style-type: none"> • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation - Discuss and document actions for the child to take going forward. • To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • Communicate with parents behaviour/attitude shown and reminder of whole school agreement • To meet with parent/carer to discuss alongside child, to develop possible solutions.
<p>Any form of bullying inc. continual bullying</p> <p><i>Bullying is repeated, intentional behaviour by an individual or group that hurts, threatens, or intimidates another person. It can be physical, verbal, or emotional and includes actions such as name calling, teasing, exclusion, spreading rumours, or any behaviour that makes someone feel unsafe or upset</i></p>	<ul style="list-style-type: none"> • Address in a calm and clear manner • Allow both parties to share their experience • Remind individual(s) of expectations • Seek to find out the reason behind the behaviour <p>‘Has something upset you?’ ‘Is there something I can help you with?’ ‘Why are you acting in this way?’</p> <ul style="list-style-type: none"> • Use of zones of regulation to be used for child to identify how they are feeling • Staff member to remind child of the tools they could use to feel better 	<ul style="list-style-type: none"> • Investigated thoroughly in line with expectations set outlined in Anti-Bully policy • Inform parent/carers of behaviour (both perpetrator and victim) • Restorative work to be completed with pupils/staff involved • Discuss and document actions for the child to take going forward • To ensure an apology is given to the victim. This might be verbally,

	<ul style="list-style-type: none"> • If child continues to show behaviour - warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. • Pupil given the opportunity to apologise to pupil/pupils involved or an action to make 'things right'. 	<p>a letter or gesture.</p> <ul style="list-style-type: none"> • When appropriate, Restorative work completed between perpetrator and victim. • To liaise with YGL/SLT re. strategies to prevent incidents • To meet with parent/carer to discuss and to feedback actions taken • Repeated incidences of such behaviour could result in an Internal isolation/suspension (in consultation with a member of SLT and HT)
<p>Direct verbal abuse against a peer or staff member</p> <p><i>This is when a pupil uses harsh, insulting, or offensive language aimed directly at another pupil or a member of staff. It is intended to hurt, intimidate, or disrespect the person.</i></p>	<ul style="list-style-type: none"> • Address in a calm manner • Seek to find out the reason behind the behaviour <p>'Has something upset you?' 'Is there something I can help you with?' 'Why are you acting in this way?'</p> <ul style="list-style-type: none"> • Give the pupil a way out, redirect and give feeling of choice. • Remind individual(s) of expectations • Use of zones of regulation to be used for child to identify how they are feeling • Staff member to remind child of the tools they could use to feel better 	<ul style="list-style-type: none"> • Loss of privilege • Restorative work to be completed with pupils/staff involved <p>- To ensure an apology is given to the victim. This might be verbally, a letter or gesture.</p> <ul style="list-style-type: none"> • Inform parent/carers of behaviour (both perpetrator and victim) • Repeated incidences of such behaviour could result in an Internal isolation/suspension (in consultation with a member of SLT and HT)

	<ul style="list-style-type: none"> • If child continues to show behaviour - warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved or an action to make 'things right'. 	
<p>Threat of harm</p> <p><i>A threat of harm is when a pupil says or implies that they will cause physical, emotional, or psychological injury to another person. This can include verbal threats, gestures, or any behavior that makes others feel unsafe or scared.</i></p>	<ul style="list-style-type: none"> • Address in a calm and clear manner • Focus on the behaviours you would like to see • Remind individual(s) of expectations • Remove audience • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involve or an action to make 'things right'. 	<ul style="list-style-type: none"> • Loss of privilege • Restorative work to be completed with pupils/staff involved - To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • Communicate with parents behaviour/attitude shown and re-issue of whole school agreement • Repeated incidences of such behaviour could result in an Internal isolation/ suspension (in consultation with a member of SLT and HT)
<p>Sexualised Behaviour</p> <p><i>Sexualised behaviour refers to any actions, words, or gestures that are inappropriate for the school environment and have a sexual nature. This can include unwanted touching, inappropriate comments or jokes, exposure to sexual content, or any behaviour that makes</i></p>	<ul style="list-style-type: none"> • Address in a calm and clear manner • Remove the audience • Remind individual(s) of expectations – focus on behaviours you would like to see. • Explain inappropriateness 	<ul style="list-style-type: none"> • Internal isolation/ suspension (middle leader to consult with a member of SLT) • Restorative work to be completed with pupils/staff involved - To ensure an apology is given to the victim. This might be verbally, a letter or gesture.

<p><i>others feel uncomfortable or unsafe.</i></p>	<p>of this misbehaviour – educate</p> <ul style="list-style-type: none"> • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved, or an action to make ‘things right’. • 	<ul style="list-style-type: none"> • Letter to be sent to parent/carers • Discuss with safeguarding team
<p>Vandalism/ damage to school/others property</p> <p><i>This refers to the deliberate destruction, defacement, or damage of school property or the belongings of others. It includes actions such as breaking, drawing on, or ruining items, which can result in costly repairs and negatively affect the school community.</i></p>	<ul style="list-style-type: none"> • Address in a calm and clear manner • Remove the audience • Remind individual(s) of expectations – focus on behaviours you would like to see. • Explain inappropriateness of this misbehaviour – educate • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved, or an action to make ‘things right’. 	<ul style="list-style-type: none"> • Opportunity to reflect and create a school agreement with specific targets to meet • Child to restore area (where applicable) • Payment towards damage • Repeated incidences or the seriousness of such behaviour could result in an Internal isolation/ suspension (in consultation with a member of SLT and HT)
<p>Theft</p> <p><i>Theft is the act of taking someone else’s property without permission or consent, whether it belongs to the school, staff, or other students. This behaviour violates trust and can cause harm to others.</i></p>	<ul style="list-style-type: none"> • Address in a calm and clear manner • Remove the audience • Remind individual(s) of expectations – focus on behaviours you would like to see. • Explain inappropriateness of this misbehaviour – educate • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved, or an action to make ‘things right’. 	<ul style="list-style-type: none"> • Loss of privilege • Inform parents of incident • Property to be given back/ replaced- • Restorative work to be completed - Discuss and document actions for the child to take going forward

<p>Any form of behaviour that is dangerous or which has the potential to be dangerous</p> <p><i>Dangerous behaviour refers to any action by a student that puts themselves or others at risk of physical harm. This includes actions such as running in unsafe areas, throwing objects, aggressive physical contact, or any behaviour that could cause injury.</i></p>	<ul style="list-style-type: none"> • Address in a calm and clear manner • Remove the audience • Remind individual(s) of expectations – focus on behaviours you would like to see. • Explain inappropriateness of this misbehaviour – educate • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved, or an action to make ‘things right’. • Avoid Physical Contact Unless Necessary - Only intervene physically if the pupil or others are at immediate risk and use the minimum force required, following school policy. • 	<ul style="list-style-type: none"> • Restorative work to be completed with pupil • Opportunity to reflect and create a school agreement with specific targets to meet • Repeated incidences of such behaviour could result in an Internal isolation/ suspension (in consultation with a member of SLT and HT)
<p>Racist, sexist, homophobic or discriminatory behaviour</p> <p><i>This refers to any words, actions, or attitudes that unfairly judge, exclude, or harm others based on their race, gender, sexual orientation, or other personal characteristics. Such behaviour is hurtful, disrespectful, and goes against the school's values</i></p>	<ul style="list-style-type: none"> • Address in a calm and clear manner • Remove the audience • Remind individual(s) of expectations – focus on behaviours you would like to see/hear • Explain inappropriateness of this misbehaviour – educate • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved, or an action to make ‘things right’. • 	<ul style="list-style-type: none"> • Letter to be sent to parent/carers (see appendix) • Restorative work to be completed with pupil. Discuss and document actions for the child to take going forward • Repeated incidences of such behaviour could result in an Internal isolation/ suspension (in consultation with a member of SLT and HT)
<p>Possession of any prohibited items or those that are not age appropriate</p>	<ul style="list-style-type: none"> • Address in a calm and clear manner • Remove the audience 	<ul style="list-style-type: none"> • Restorative work to be completed with pupil. • Opportunity to reflect and create a school

<p><i>This refers to pupils having items that are not allowed on school premises or are unsuitable for their age. Prohibited items may include things like weapons, drugs, alcohol, or any objects that could cause harm or disrupt learning.</i></p>	<ul style="list-style-type: none"> • Remind individual(s) of expectations – focus on behaviours you would like to see. • Explain inappropriateness of this misbehaviour – educate • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved, or an action to make ‘things right’. • Be clear with items allowed, vs. not allowed in school 	<p>agreement with specific targets to meet</p> <ul style="list-style-type: none"> • Repeated incidences of such behaviour could result in an Internal isolation/ suspension (in consultation with a member of SLT and HT)
<p>Fighting, physical assault against peer</p> <p><i>Intentional, targeted action intended to hurt, intimidate, or control another child. Visible anger or frustration- Injury or distress to another child. Child refuses to stop when challenged.</i></p>	<ul style="list-style-type: none"> • Stay calm and composed - maintain a calm tone and body language. Avoid raising your voice or showing frustration, as this can escalate the situation. • Give space -allow the student some physical space to reduce feelings of being threatened or crowded. • Use clear, simple language - speak slowly and clearly, using short sentences. Avoid complex instructions or questions that may confuse or overwhelm the student. • Acknowledge feelings - validate the student’s emotions by saying things like, “I can see you’re upset,” which 	<ul style="list-style-type: none"> • Restorative work to be completed with pupil. • Opportunity to reflect and create a school agreement with specific targets to meet • Repeated incidences of such behaviour could result in an Internal isolation/ suspension (in consultation with a member of SLT and HT)

	<p>can help the pupil feel heard and understood.</p> <ul style="list-style-type: none"> • Offer choices - provide limited options to give the pupil a sense of control, e.g., "You can sit here quietly or take a moment outside." • Redirect attention- gently guide the pupil to a different activity or area to help them calm down. • Reflection time - the pupil is given a brief period away from the situation to calm down and think about their behaviour. • Avoid physical contact unless necessary - only intervene physically if the pupil or others are at immediate risk and use the minimum force required, following school policy. • Use positive reinforcement - praise any calming behaviour or cooperation to encourage more of the same. • Know when to seek help - if the behaviour escalates or becomes unsafe, gain support from colleagues 	
<p>Physical assault against staff member</p> <p><i>This involves any intentional use of physical force by a pupil that causes, or has the potential to cause, injury</i></p>	<ul style="list-style-type: none"> • Stay calm and composed - maintain a calm tone and body language. Avoid raising your voice or showing frustration, 	<ul style="list-style-type: none"> • Restorative work to be completed with pupil. • Opportunity to reflect and create a school agreement with

<p><i>or harm to a school staff member. This includes hitting, kicking, pushing, or any aggressive physical contact.</i></p>	<p>as this can escalate the situation.</p> <ul style="list-style-type: none"> • Give space -allow the student some physical space to reduce feelings of being threatened or crowded. • Use clear, simple language - speak slowly and clearly, using short sentences. Avoid complex instructions or questions that may confuse or overwhelm the student. • Acknowledge feelings - validate the student's emotions by saying things like, "I can see you're upset," which can help the pupil feel heard and understood. • Offer choices - provide limited options to give the pupil a sense of control, e.g., "You can sit here quietly or take a moment outside." • Redirect attention- gently guide the pupil to a different activity or area to help them calm down. • Reflection time - the pupil is given a brief period away from the situation to calm down and think about their behaviour. • Avoid physical contact unless necessary - only intervene physically 	<p>specific targets to meet</p> <ul style="list-style-type: none"> • Repeated incidences of such behaviour could result in an Internal isolation/ suspension (in consultation with a member of SLT and HT)
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	<p>if the pupil or others are at immediate risk and use the minimum force required, following school policy.</p> <ul style="list-style-type: none"> • Use positive reinforcement - praise any calming behaviour or cooperation to encourage more of the same. • Know when to seek help - if the behaviour escalates or becomes unsafe, gain support from colleagues 	
<p>Malicious allegations</p> <p><i>Occur when a student knowingly makes false or unfounded claims against another student, staff member, or the school, with the intent to cause harm, damage reputation, or create conflict. Such behaviour undermines trust and can have serious consequences.</i></p>		<ul style="list-style-type: none"> • Headteacher to be informed

Please note, if you are concerned about the behaviour of a child in your class, ensure strategies are in place to de-escalate and suitable consequences outlined are put in place. It is important parent/carers are informed if behaviour is a cause for concern at any stage. Parent meeting form must be completed and saved attached to the relevant behaviour log. In the event of persistent misbehaviour, a letter will be sent to parents/carers from the Deputy Head Teacher for a meeting to be arranged (see appendix 2).

Internal Isolation

- In some cases it may be decided in discussion with SLT that internal isolation is an appropriate sanction
- Parent/carers to be notified and internal isolation letter issued from SLT
- To be completed in Internal Isolation room (BW) / SLT Office (TH)
- Internal isolations to be overseen by a member of the inclusion team
- It is the responsibility of the class teacher to provide work to be completed in the internal isolation.

08:45am	<p>Parent to drop child off to main school office</p> <p>Designated staff member to collect child from office</p>
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8.45am-9.00am	Morning introduction with a member of the inclusion team, this will include timetable for the day
9.00am -12.00pm	Morning work to be completed in Internal Isolation room. Morning break and snack will be included during this time (15minutes). Further brain breaks at staff member's discretion.
12.00pm-12.45pm	Lunchtime: Child - eat, activity, movement break, reading. Adult to be relieved for their break by either TA or another member of the Inclusion Team
12.45pm-1.45pm	Afternoon work to be completed in Internal Isolation room.
1.45pm-2.45pm	Restorative/ Reflection work with designated member of staff, alongside staff/children involved incident
2.45pm-3.00pm	Target setting with member of the Inclusion Team, to be reviewed weekly over an agreed period
3.00pm-3.15pm	Targets to be shared with parents alongside class teacher.

Suspension

- In some cases it may be decided that suspension is an appropriate sanction
- Parent/carer to be notified and suspension letter issued.
- Restorative work to be sent home with child along with any work that will be missed.
- It is the responsibility of the class teacher to provide work to be completed for the duration of the suspension
- Upon return, re-integration meeting to be arranged with: parent, child, student support manager and/ or member of SLT & class teacher

Re-integration meeting check list:

- Greetings.
- Summarise time at home, updates on work set
- Look at reflective/ restorative work and discuss – ask the pupil Restorative Questions
- Create a new 'School Agreement' (if one in place, revise and re-do if needed)- this includes the targets they will be working towards.
- Agreed by everyone.
- Targets discussed and target card to be issued and reviewed on a weekly basis over an agreed period
- Child to return to class with teacher
- Inclusion team to support where applicable
- At least weekly contact with parent to review targets for an agreed period of time – Class Teacher/ member of inclusion team