



**Howden-le-Wear**  
Primary School

# Behaviour Policy

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School Specific Policy of the  
Advance Learning Partnership Multi Academy Trust

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## Introduction

Howden le Wear Primary School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the Executive Headteacher and the governing body, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the Executive Headteacher, who will view each case in light of these principles and any relevant policies.

## Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the Executive Headteacher and governing body and is clearly set out within the school's Behaviour Policy and Physical Intervention guidance.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

## General Expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

## Rationale and Overview

At Howden le Wear Primary School, we expect outstanding behaviour and attitudes. We strive to ensure that we provide a safe, secure and happy environment for all, which is conducive to effective teaching and learning and encourages our children to become responsible members of our school and wider community. In order to do this, we believe that it is essential to have the highest expectations of children, which includes their own behaviour and relationships with others. We feel that good behaviour is not automatically learned but needs to be directly taught and modelled to children throughout their school journey. We also believe that it is hugely important for our staff and families to work together to support the development of this vital life skill for our children.

Staff have undertaken a significant amount of training to enable better understanding of children's social and emotional needs. Staff recognise and understand that behaviour is a form of communication for many children and is often reflective of an underlying need. As a staff we not only want to manage behaviour but understand it and teach children to understand, manage and apply strategies to enable them to have positive relationships and experiences.

At Howden, we work tirelessly to establish and maintain mutually positive, respectful relationships with our children, which in turn supports our behaviour management strategies. We understand the importance of these relationships and the development of these is at the heart of all we do. Children interact with different staff throughout the day and we recognise the importance of working closely together sharing information to ensure a wider understanding of individual circumstances, in order to apply this when managing behaviour. We are also committed to promoting staff wellbeing and ensuring adults in school are well regulated so they can support children effectively.

Our children follow a simple set of principles known as '**The Howden Code**', as well as our **Core Values** to remind us all how to think and act both inside and outside of school. These underpin everything we do at school.



We use a **Restorative Approach** to behaviour which focuses on the importance of relationships, whilst encouraging children to resolve issues, take responsibility, empathise with others and reflect on their own behaviours. We reward positive behaviours with a range of strategies and praise, encouragement and strong relationships enable our school to have a positive culture which promotes learning and development.

Our behaviour management system is one of **Chance, Choice and Consequence**. We hope to teach children that actions have consequences and that consequences are an opportunity to learn something constructive about their behaviour.

## Aims of our Behaviour Principles

- To provide a safe, secure, happy and stimulating environment for all.
- To develop each individual's social skills and develop a sense of community, responsibility and respect for all.
- To ensure consistent practice throughout the school.
- To ensure a culture within school which is conducive to effective teaching, learning and the spiritual, moral and physical well-being of all.
- To develop the self-regulation of emotions.
- To enable individuals to understand that actions have consequences.
- To encourage individuals to be responsible for their own actions.
- To help individuals to find opportunities to learn something constructive about the consequences of their behaviour.
- To enable individuals to resolve issues, take responsibility, empathise with others and reflect on their own behaviours.

***This policy should be read in conjunction with the following policies:***

- Accessibility Plan
- Anti-bullying (including Cyber Bullying)
- Child Protection and Safeguarding
- Exclusion and Suspension
- Health and Safety
- Home-School Agreement
- Keeping Children Safe in Education
- Positive Handling including Powers to Search
- PSHE
- RHE
- SEND

## Rights, Responsibilities and Expectations

At Howden le Wear Primary School, we believe that positive behaviour and attitudes are reinforced and maintained through a set of responsibilities and expectations. We also believe all members of our school community (pupils, staff and children) have a set of rights.

### **In school, we *all* have the right:**

- To feel safe;
- To feel valued;
- To be treated with respect and kindness;
- To have a voice and be listened to;
- To be supported when needed;
- To make choices;
- To have friends;
- To be curious and explore this;
- To learn;
- To play;
- To be the best we can be.

### **Our Pupils will:**

- Respect and celebrate other people's feelings, culture, race, beliefs, choices, differences and values.
- Respect property and our environment – our own; our class, our school, our home, our village, our community, our world.
- Be helpful;
- Speak kindly and politely to others and use good manners.
- Behave in a safe way – to themselves and others.
- Listen well – to others and to instructions.
- Be prepared and ready to learn.
- Engage in their learning – and also allow others to do so.
- Learn to be responsible for their own actions, belongings and learning.
- Ask for help when they need it.
- Do their best to control their own emotions and behaviour and accept support to do so when they need it.
- Reflect calmly and empathetically upon their own and others' actions and the possible consequences.
- Try to stay positive and never give up.
- Follow the school uniform rules.
- **Uphold our school's core values of Respect, Resilience, Community, Curiosity and Ambition.**
- **Follow the Howden Code: Be Kind; Make the Right Choice; Be the Best you can Be.**

### **Our School will:**

- Provide a high standard of education, implemented by rigorous national guidelines, within a broad, balanced curriculum, which motivates children to learn.
- Provide support and opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, adapting teaching, removing barriers to learning and accepting diversity.

- Ensure our learning environment is safe, stimulating and conducive to learning, in order for all children to reach their full potential.
- Offer a positive culture where children are safe, happy and healthy and feel proud of themselves, others and their school.
- Teach children to be respectful, resilient, ambitious members of the community who understand the impact they can have on the world around them.
- Support children to be kind and polite and to respect and celebrate other people's feelings, culture, race, beliefs, choices, differences and values.
- Model, teach and celebrate positive relationships, behaviours and attitudes.
- Ensure staff model and teach respect by valuing children and treating them positively and with fairness and consistency.
- Consistently follow our behaviour system and model a Restorative Approach to ensure all pupils are heard; able to listen to each other and learn to resolve their issues successfully.
- Maintain positive communications between home and school, regularly sharing children's progress, celebrating their strengths and explaining how we can support and scaffold them in their areas for development.
- Provide information about our school, including events, policies and news, as well as having an open door to listen to members of our school community.
- **Uphold and support children to embrace our school's core values of Respect, Resilience, Community, Curiosity and Ambition.**
- **Follow and support all members of our school community to respect the Howden Code: Be Kind; Make the Right Choice; Be the Best you can Be.**

### **Our Parents / Carers / Families will:**

- Ensure their child's regular attendance and punctuality at school.
- Ensure children are wearing correct, named uniform, including PE kit.
- Ensure children are ready to learn when they arrive at school, with the correct equipment.
- Let school know of any concerns or worries which may affect their child's learning or behaviour.
- Support school in its use of their behaviour system.
- Engage in their children's learning through attending consultation meetings, supporting children with reading / homework and maintaining a positive attitude towards their achievements.
- Engage in the school community through reading newsletters, attending events and celebrating difference in our community.
- Model and teach positive, respectful relationships to others in our school community.
- **Help school to support children to embrace our core values of Respect, Resilience, Community, Curiosity and Ambition.**
- **Help school to support children to follow the Howden Code: Be Kind; Make the Right Choice; Be the Best you can Be.**

## Our Behaviour Management System

At Howden le Wear Primary, we use a **Restorative Approach** to behaviour management. Relationships are at the heart of this model, built on mutual respect with individuals taking responsibility for their actions. The approach is also built on values which separate the person from the behaviour. It promotes accountability and seeks to repair any harm caused in a situation. Adopting restorative approaches into daily practice supports emotional and social development and literacy, and equips children and young people with problem solving skills as well as the ability to manage conflict when it occurs.

Restorative Approaches are value-based and needs-led. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school. It builds upon the basic principles and values of humanistic psychology:

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another’s experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Using this approach marks a shift away from more authoritarian systems of disciplines, to a more effective model which places much more emphasis on dealing with the needs of all of the individuals involved, as detailed in the table below.

| <b>Authoritarian Approaches</b><br><i>The focus is on:</i> | <b>Restorative Approaches</b><br><i>The focus is on:</i> |
|------------------------------------------------------------|----------------------------------------------------------|
| Rule-breaking                                              | Harm done to individuals                                 |
| Blame or guilt                                             | Responsibility and problem-solving                       |
| Adversarial processes                                      | Dialogue and negotiation                                 |
| Punishment to deter                                        | Repair, apology and reparation                           |
| Impersonal processes                                       | Interpersonal processes                                  |
| <i>and, as a result;</i>                                   | <i>and, as a result;</i>                                 |
| The needs of those affected are often ignored              | The needs of those affected are addressed                |
| The unmet needs behind the behaviour are ignored           | The unmet needs behind the behaviour are addressed       |
| Accountability = being punished                            | Accountability = putting things right                    |

*(from ‘Restorative Approaches to Conflict in Schools’; University of Cambridge Faculty of Education; 2010)*

## Restorative Conversations

Following an incident, we use 'Restorative Conversations' which are built upon five core questions that staff and children use to facilitate a discussion to resolve the incident. Depending on the situation and the children involved, the conversations may happen immediately or at a later time, where a calm, productive discussion may be held.

| Question                                                      | Restorative Principle                                                                                   |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| What happened?                                                | An appreciation of individual perspectives.                                                             |
| What were you thinking?                                       | Promoting mutual understanding through making explicit the link between behaviour, thought and feeling. |
| What were you feeling?                                        |                                                                                                         |
| Who has been affected, and how?                               | A focus on impact, not blame.                                                                           |
| What needs to happen to move things forward/put things right? | Accountability and responsibility for self and others                                                   |

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm. To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

### The conversations can happen in a range of contexts:

- A one way conversation, with one person listening and asking questions and the other talking;
- A two-way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play.
- They can also be practised in our informal, day-to-day interaction with others. Adults who do this 'model' effective ways of building and maintaining emotionally healthy relationships, and promote helpful, pro-social attitudes. In doing so, these adults may

well be providing a positive 'social learning context' not readily available to some young people.

### **What is being restored?**

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.
- A sense of belonging to a community (e.g. class, school, peer group).

### **Staff Induction, Development and Support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training, which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT will review staff training needs annually, and/or in response to any serious or persistent behaviour issues.

### **Social and Emotional Support**

At Howden le Wear Primary, we place a lot of emphasis on teaching and supporting children to identify and manage their own feelings and emotions wherever possible, as we recognise that this is inextricably linked to the way children behave. Our PSHE and RHE curriculums focus on the development of positive relationships and the management of emotions. We use the **Zones of Regulation** as a whole school model to support children to recognise and regulate their own emotions. Staff are also trained in **Emotion Coaching** which is used to enable children to identify their emotions, accept that these are normal and then problem solve in relation to what they could do differently next time.

## Promoting Positive Behaviour

The basic principles of behaviour management involve the establishment of a clear, firm, fair and consistent approach and expectations across school. We aim to teach our children how to behave, rather than expect them to know when they arrive in school.

Positive behaviour will always be demonstrated by staff and explicitly taught to children to enable them to understand what behaviour is expected and encouraged and what behaviour is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Staff will focus on defining positive behaviour and making it clear what this looks like, including the key routines required by the school, e.g. lining up; hands up for silence. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing unacceptable behaviour.

Positive teacher-pupil relationships are key to managing behaviour. Staff will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which any behavioural change may take place.

## Rewards

At Howden, we expect all children to display positive behaviour and we believe that they should be intrinsically motivated to choose good behaviour rather than through extrinsic rewards. However, we also recognise the value of making our expectations explicit and allowing staff to focus on positive rather than negative behaviours. Positive praise and encouragement should be embedded across all areas of school. Praise given will be specific, so children know exactly what they are being praised for. It will also try to focus more on the process rather than the product where applicable, (e.g. instead of “that’s a beautiful picture”, use “you’ve painted that beautifully”. Children who consistently make the right choices and those who go over and above the natural expectation can be rewarded with the following:

- Verbal praise (from own teacher and/or different members of staff);
- Stickers;
- Certificates;
- Praise postcards;
- Values Awards;
- Mentions in Celebration Assembly;
- Class-based rewards;
- Visiting other classes to share success;
- Star of the Week;
- Castle points;
- Behaviour Raffle.

## Castle Teams

Every child is allocated a Castle Team when they join school. They can earn castle points for going beyond our expectations in their behaviour, effort or attitude. Castle points are issued as a sticker which children individually collect on cards. When cards are filled each term, they receive certificates from Bronze (for one complete card) up to Diamond (for five complete cards). Castle points are also collated on a weekly basis as a collaborative team effort and announced in Celebration Assembly each week. At the end of each term, the winning Castle Team receives a special treat, such as a movie afternoon, gym apparatus session, dance party etc.

## Managing Behaviour

On occasions, children don't always display positive behaviours and to help us deal with this, we use a system of **Chance, Choice and Consequence**. We hope to teach children that actions have consequences and that consequences are an opportunity to learn something constructive about their behaviour. It is vital to address the behaviour and not the child. No child should ever be labelled as 'naughty'. It is their behaviour which is not acceptable.

When children display negative behaviours, staff respond promptly in a way which is appropriate to the situation and the children involved – this may occur immediately or at a later time, at staff discretion. However, all incidences will be dealt with and taken seriously. The staff's main aim is to maintain a calm, safe learning environment for all children. Staff may use **De-escalation Strategies** to diffuse situations. These may include:

- Appearing calm and using a measured tone of voice – we avoid shouting at children;
- Using simple, direct language which they understand;
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work";
- Avoiding being threatening, defensive or argumentative, e.g. if comments are directed at the staff member;
- Providing adequate personal space;
- Avoiding facing a child square-on or looking down at them: side by side at their level is preferable;
- Showing open, accepting body language, e.g. not standing with arms crossed;
- Reassuring the pupil and creating an outcome goal;
- Giving the child time to calm down;
- Listening to the child and giving them time to talk;
- Identifying any points of agreement or interest to build a rapport;
- Avoiding discussion of the negative behaviour immediately – discuss something else (restorative conversations / consequences may happen later);
- Offering the pupil, a face-saving route out of confrontation;
- Providing distractions;
- Offering a fresh-face – a different person can sometimes diffuse the situation – although also being aware of people who may further escalate it;

- Staying positive: “You can turn this around”;
- Use Emotion Coaching;
- Always keeping in mind, “what if this was my child?”

All staff will consistently use the behaviour and consequence system outlined in the table below. The children in school understand the system and staff regularly refer to it. The system details how/when parents and carers may need to be involved. This enables us to embed a consistent, equitable and transparent approach, understood and acknowledged by all.

The system works through various stages, which outline the possible actions from children and how staff should respond to them. In Stage 1, children may be displaying low-level behaviours such as distracting others or shouting out. At this point, children are reminded of expectations and offered a **chance** to change / improve their behaviours. If the actions continue, it moves to Step 2 where children are then offered a **choice** to change their behaviour or accept a consequence. A continuation of negative behaviour would then result in Step 3 being reached where a **consequence** is given. The consequences are graded from C1 to C3 and examples of such are explained in the table below. These include actions both inside and outside of the class, such as time-outs in other classes or at playtime; discussion with SLT; phone calls home etc. Depending on the severity or circumstances of an incident, some of the stages / consequences may be skipped. So for example, if a child were to deliberately hurt another child, this would skip the chance and choice and a C2 consequence may be issued. On very rare occasions it may prove necessary for members of trained staff to use reasonable force to control a pupil who may otherwise be in danger of hurting themselves or others. The steps and consequences, will be adapted at staff discretion, dependent on the developmental age and needs of each child. Each incident is considered on an individual basis. Parents are also informed at staff discretion, but always when the Stage 3 C2/C3 are reached. Senior leaders are also involved at this stage and make final judgements on consequences. We always explore the underlying causes of behavioural choices and may need to involve outside agencies. Managed moves, suspensions and exclusions may also be considered, following the Trust guidance outlined in the ‘ALP Exclusion and Suspension Policy’.

## Reflection

During restorative conversations, children will naturally reflect on incidents; considering their impact, how things could have gone differently and how actions could be changed in the future. When children receive consequences for more serious behaviours (as defined in C2/C3 in the table below), children also complete a ‘reflection sheet’ which is matched to their developmental ability. These are linked to the restorative principles.

**Behaviour Reflection Sheet**

Use this sheet to reflect upon your recent behaviour. You will be asked to identify why your behaviour was inappropriate, who was affected by your behaviour, and how you might modify your behaviour in the future.

Name: \_\_\_\_\_

|                             |                                         |
|-----------------------------|-----------------------------------------|
| What happened?              | What were you thinking / feeling?       |
|                             |                                         |
|                             |                                         |
|                             |                                         |
|                             |                                         |
| Who has been affected? How? | How are you feeling now?                |
|                             |                                         |
|                             |                                         |
|                             |                                         |
|                             |                                         |
| What needs to happen now?   | What do you need to do differently now? |
|                             |                                         |
|                             |                                         |
|                             |                                         |
|                             |                                         |

**Behaviour Reflection Sheet**

Name: \_\_\_\_\_

1. Draw a picture about what happened. Tick the box that explains why this behaviour is not allowed at our school.

|                                 |                                     |
|---------------------------------|-------------------------------------|
|                                 | This behaviour is not okay because: |
|                                 | it is not safe                      |
|                                 | it is unkind                        |
|                                 | it hurt someone                     |
|                                 | it damaged property                 |
|                                 | it disrupted learning               |
| It is against our school rules. |                                     |

2. How were you feeling when this happened?

|     |         |       |            |          |        |
|-----|---------|-------|------------|----------|--------|
|     |         |       |            |          |        |
| sad | worried | angry | frustrated | confused | scared |

3. Circle some strategies that you could use if this happens again.

|           |           |                   |                    |              |                |
|-----------|-----------|-------------------|--------------------|--------------|----------------|
|           |           |                   |                    |              |                |
| stop sign | walk away | talk to a teacher | stop before acting | count to ten | change mindset |

## Behaviour and Consequence System

| Step / Code                                | Action from child                                                                                                                                                                                                                                                                                                                                                                              | Strategies / Action from adult                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Adult Involvement                                                        |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Step 1</b><br><br><b>Chance</b>         | <ul style="list-style-type: none"> <li>Not engaging with learning</li> <li>Not following instructions</li> <li>Distracting others</li> <li>Chatting</li> <li>Shouting out</li> <li>Time Wasting</li> <li>Silliness / fussiness</li> <li>Swinging on chairs</li> <li>Running in corridors</li> <li>Rough play (nobody getting hurt)</li> <li>Failure to do work (including homework)</li> </ul> | <ul style="list-style-type: none"> <li>Verbal reminder of expectations – keep it positive – e.g. “At Howden / in our class, we listen to instructions and then we follow them.”</li> <li>Verbal/ non-verbal reminder of Howden Code.</li> <li>Positive praise of other children following Code.</li> <li>Encourage child/ren to make the right choice.</li> <li>Modelling correct behaviour.</li> <li>Conversation about reasons for action – put support in where necessary.</li> <li>Remember Emotion Coaching – Recognise: “I can see you are (emotion) because you are (body language and presentation)”; Connect: “It is okay to feel (emotion) everyone feels (emotion) sometimes. It is about how we deal with it.”</li> </ul> | Staff present                                                            |
| <b>Step 2</b><br><br><b>Choice</b>         | <ul style="list-style-type: none"> <li>Persistence of Step 1 actions</li> <li>Defiance / Refusal</li> <li>Throwing equipment</li> <li>Misuse of technology</li> <li>Rough play (children accidentally hurt)</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Remain positive and address directly, asking children to make the choice between stopping action or receiving consequence.</li> <li>De-escalation strategies.</li> <li>Restorative conversations.</li> <li>Emotion Coaching.</li> <li>“If this (specify behaviour) continues, there will be a consequence. This is your final chance.”</li> </ul>                                                                                                                                                                                                                                                                                                                                              | Staff present                                                            |
| <b>Step 3</b><br><br><b>Consequence C1</b> | <ul style="list-style-type: none"> <li>Persistence of Step 2 actions</li> <li>Failure to make correct choice after verbal reminder / restorative conversation</li> <li>Rudeness towards staff / adults</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>De-escalation strategies.</li> <li>Restorative conversation.</li> <li>Emotion Coaching.</li> <li>In-class action: time-out in class next door or at playtime.</li> <li>Outside action: time-out at the wall.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Staff present<br>Class teacher                                           |
| <b>Consequence C2</b>                      | <ul style="list-style-type: none"> <li>Persistence of C1 actions</li> <li>Deliberate damage to equipment / property</li> <li>Deliberately hurting other children</li> <li>Swearing / use of inappropriate language / gestures that are deliberately discriminatory or insulting</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>De-escalation strategies.</li> <li>Restorative conversation.</li> <li>Emotion Coaching</li> <li>Supervised playtime inside OR isolation in another class OR similar level of consequence such as missing part of reward time.</li> <li>Child to complete reflection sheet.</li> <li>Record on incident form.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        | Class Teacher<br><br>Head of School (HoS) informed<br><br>Parents/Carers |

|                       |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                           |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|                       |                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Parents/carers informed verbally</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                           |
| <b>Consequence C3</b> | <ul style="list-style-type: none"> <li>Persistence of C2 actions</li> <li>More severe cases of C2 actions</li> <li>Bullying of any kind</li> <li>Defiance or refusal including verbal / physical aggression towards others / property</li> <li>Verbal / physical aggression directed deliberately towards staff</li> </ul> | <ul style="list-style-type: none"> <li>De-escalation strategies.</li> <li>Restorative conversation.</li> <li>Emotion Coaching.</li> <li>Child to discuss with Senior Leader / HoS.</li> <li>Child to complete reflection sheet.</li> <li>Record on incident form.</li> <li>Parents/carers informed – sign incident form.</li> <li>Parent/carer discussion with Senior Leader and/or HoS to outline long-term strategies.</li> <li>Consequence decided by Senior Leader and/or Head of School (e.g. missing playtime / rewards; suspension; internal/external exclusion).</li> </ul> | Class Teacher<br><br>Senior Leader / Head of School<br><br>Parents/Carers |

## Monitoring of Behaviour

We monitor behaviour very closely: class teachers keep a record of weekly low-level consequences on a recording grid ([Appendix 2](#)) which is transferred weekly to a 'Behaviour Dashboard'. More serious incidents (where a C2/C3 has been issued) are recorded on an incident form (see below), which includes such details as children and staff involved; type of behaviour; any discriminatory behaviours etc. Use of inappropriate language is recorded on a separate incident form ([Appendix 3](#))

  
**Behaviour Incident Form**

|                                           |                             |                               |                            |                                  |                                 |
|-------------------------------------------|-----------------------------|-------------------------------|----------------------------|----------------------------------|---------------------------------|
| Child's name:                             |                             | Staff member completing form: |                            | Date of incident:                |                                 |
| Other children involved:                  |                             | Other staff involved:         |                            | Time of incident:                |                                 |
| Antecedent (what happened before):        |                             |                               |                            |                                  |                                 |
| Instruction                               | Change                      | Work                          | Accident                   | Provocation                      | Play                            |
| Behaviours displayed:                     |                             |                               |                            |                                  |                                 |
| Verbal aggression (child)                 | Physical aggression (child) | Threatening behaviour (child) | Damage to property         | Inappropriate language           | Persistent disruptive behaviour |
| Verbal aggression (adult)                 | Physical aggression (adult) | Threatening behaviour (adult) | Refusal / Defiance         | Inappropriate actions / gestures | Other:                          |
| Discriminatory behaviour displayed:       |                             |                               | YES (circle type below) NO |                                  |                                 |
| Race                                      | Gender                      | Sexual orientation            | Religion                   | Age                              | Other:                          |
| De-escalation strategies used:            |                             |                               |                            |                                  |                                 |
| Reminder                                  | Reassurance                 | Restorative conversation      | Choice                     | Distraction                      | Space given                     |
| Timeout offered                           | Timeout directed            | Sensory toolbox               | Humour                     | Fresh Face                       | Other:                          |
| Response to de-escalation from child:     |                             |                               |                            |                                  |                                 |
| Cooperation                               |                             | Non-cooperation               |                            | Other:                           |                                 |
| Further details of incident if necessary: |                             |                               |                            |                                  |                                 |
| Restorative conversation / debriefing:    |                             |                               |                            |                                  |                                 |
| Date:                                     | Time:                       | Staff:                        | Children:                  |                                  |                                 |
| Child response:                           |                             |                               |                            |                                  |                                 |
| Accepting                                 | Understanding               | Apologetic                    | Defiant                    | No emotion shown                 | Other:                          |
| Child's comments:                         |                             |                               |                            |                                  |                                 |

|                          |                          |                                     |                                      |                            |        |
|--------------------------|--------------------------|-------------------------------------|--------------------------------------|----------------------------|--------|
| Consequence: (circle)    |                          | C2                                  |                                      | C3                         |        |
| Missed playtime          | Timeout in another class | Child discussion with Senior Leader | Parent discussion with Senior Leader | Timeout with Senior Leader | Other: |
| Parent / Carer informed: |                          |                                     |                                      |                            |        |
| Date:                    | Time:                    | Staff:                              | Method:                              |                            |        |
| Further action:          |                          |                                     |                                      |                            |        |
| What?                    | By when?                 | By whom?                            | Completed?                           |                            |        |
|                          |                          |                                     |                                      |                            |        |
|                          |                          |                                     |                                      |                            |        |
|                          |                          |                                     |                                      |                            |        |

  

|                                        |            |           |      |
|----------------------------------------|------------|-----------|------|
| Staff member completing report:        | Print Name | Signature | Date |
| Other staff involved:                  |            |           |      |
| Member of Senior Leadership Team:      |            |           |      |
| Parent / Carer: (only necessary if C3) |            |           |      |
| Other:                                 |            |           |      |

  

|                                  |                     |       |
|----------------------------------|---------------------|-------|
| Further action with form:        | Tick when complete: | Date: |
| • Scan onto CPOMS                |                     |       |
| • Paper copy in Main Office file |                     |       |
| • Record on Behaviour Dashboard  |                     |       |

These are uploaded to CPOMS (after being shared as appropriate with parents/carers/SLT). The Dashboard allows staff to monitor behaviour and it can highlight individual children,

classes or behaviour types or trends. Action is then taken to deal with these as appropriate, e.g. discussions with particular children / classes; focus on particular behaviour types in PSHE lessons or assembly, in order to further educate and in turn, eradicate them.

## **Behaviour and SEND**

Behaviour will always be considered in relation to a pupil's individual needs. Children's needs, particularly those with SEND, can be linked to what may be viewed as negative behaviours. Staff will always consider this before issuing consequences. We believe it is important for all children to understand that actions have consequences and having SEND does not automatically excuse children from receiving a consequence. However, staff will always ensure that any consequences are appropriate to need and carried out in such a way which takes a child's needs into consideration.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of negative behaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school could implement may include movement breaks; avoidance of triggers; visual timetables; uniform / equipment adjustments and staff training.

## **Extra Behavioural Support**

Pupils who are persistently struggling with their behavioural choices will be monitored more closely by their teacher and the Head of School. Extra support will be put in place which may include:

- Behaviour charts / trackers;
- Outcomes / targets set and regularly reviewed – these may be added to SEND support plans if appropriate;
- Regular communication with parents/carers (e.g. Home-School book, Seesaw, phone, face to face meetings);
- Exploration of underlying needs;
- Changes to routine / avoidance of trigger points;
- Provision of alternative activities during unstructured times;
- Intervention / support - individually or in small groups;
- Engagement with outside agencies for further support, advice or referrals.

## **Positive Handling and Planned Physical Intervention**

Risk management is regarded as an integral part of our Behaviour Policy. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any which have proved to be ineffective or which have caused problems in the past. Positive Handling Plans should be considered along with the child's special educational need and any other planning document relevant

to the pupil. They should take into account age, gender, physical, emotional and intellectual development, special needs and context. Any medical issues must be written into positive handling plans e.g. heart problems, asthma, as well as any techniques not to use. All teachers/adults in class, parents, SLT and at least one Team-Teach trained member of staff must be familiar with a child's positive handling plan.

Risk assessments are required for children who exhibit extreme behaviour. Planned physical intervention may be a planned response for specific children if staff are aware of emotions being triggered to support the child in de-escalating their behaviour and regulating their emotional state in a safe environment and will be stated in their support plans/other relevant documentation. Responsible staff should think ahead to anticipate what might go wrong when creating a risk assessment. When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this child's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Planned physical intervention differs from emergency use of restrictive physical restraint where a pupil behaves in unforeseen ways. Research evidence clearly shows that injuries to staff and pupils are more likely when the intervention is not planned. An effective risk assessment procedure, along with well-planned preventative strategies (individual positive handling planning), will help to keep emergency use of restrictive physical interventions to an absolute minimum.

## Physical Restraint and Reasonable Force

In an emergency situation, the use of reasonable and proportional force is permissible by ALL staff, if it is the only way to prevent injury to the child, other children or serious damage to property. Whenever practicable, before physically intervening, a staff member should attempt to resolve the situation by other means, such as the de-escalation strategies detailed earlier – physical intervention is always the last resort. A calm and measured approach to a situation is needed and staff members should never give the impression that they have lost their temper, or are acting out of anger or frustration. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that the physical intervention will stop if it ceases to be necessary.

The term 'reasonable force' covers the broad range of actions involving a degree of physical contact with pupils. It is always a last resort and used on very rare occasions. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a

pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. All members of staff have a legal power to use reasonable force (regardless of whether they have Team Teach qualifications). This power applies to any member of staff. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In school, force would only be used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and always depends on the individual circumstances. The following list is not exhaustive but provides examples of situations where reasonable force can and cannot be used. The DfE (2013) say schools may use reasonable force to:

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

Schools may not: use force as a punishment – it is always unlawful to use force as a punishment.

## Team-Teach Training and Techniques

Team Teach is a training programme for positive behaviour management. Its content is primarily focused on understanding children's behaviours, de-escalating challenging scenarios and creating classroom cultures that instil positive behaviours. Positive handling techniques are also taught as a last resort in especially difficult situations which enable staff to safely physically intervene. Various staff in school have received Team Teach training (see [Appendix 1](#)) and are able to carry out the taught techniques if/when necessary. The skills and techniques taught on a Team-Teach course are as a result of an ongoing risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary. Team-Teach techniques seek to avoid injury to the user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that 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. It is also recognised that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

## Post Incident Debrief and Recording

Following a serious incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspectives. A member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the SLT will make arrangements for the class or group to be supported. Pastoral care is offered for staff and senior leaders will seek out other avenues of support if/where required.

All incidents involving physical intervention should be detailed on the Physical Restraint Recording Form ([Appendix 4](#)), the Physical Restraint Recording Log and reported to the ALP Health and Safety department. It will also be logged on CPOMS and include photographs of any injuries if appropriate. The form should be written by the member(s) of staff observing the incident within 24 hours and alerting all members of SLT when submitting it. Records of restraint, positive handling plans, risk assessments and other relevant documentation are all retained in line with GDPR and IRMS retention guidance.

## Suspensions and Exclusions

A decision to suspend or permanently exclude a pupil is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. See separate Exclusion and Suspension Policy for more details.

## Sexual Abuse and Harassment

The school prohibits all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence including educating the pupils on appropriate and inappropriate behaviour. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## Mobile Phones

Children are not permitted to have mobile phones and other smart technology with similar functionality to mobile phones, such as smart watches, with them during the school day. If children bring these items to school (for example if they are walking alone to school), they must be handed into their teacher (or office staff) and sent to the main office immediately. They will be locked away for the day and the children may collect them from the office at the end of the day.

## Smoking and Controlled Substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials, vapes or nicotine products to school. The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Safeguarding Policy.

## Prohibited Items and Powers to Search

The Head of School and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco, cigarettes etc;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence;
  - To cause personal injury to any person, including the pupil themselves;
  - To damage the property of any person, including the pupil themselves.

## Behaviour beyond the School Gates

The aim of our behaviour principles is to instil lessons for life and promote the highest expectations of behaviour at all times; thus there may be times when school will intervene in events that take place beyond the school gates. Disciplining beyond the school gate covers all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school will respond to these incidents if a child is involved in any of the following:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform or in some other way identifiable as a pupil at the school;
- posing a problem that could have repercussions for the orderly running of the school;
- posing a threat to another pupil or member of the public;
- causing issues which could adversely affect the reputation of the school.

In all of these circumstances, the Head of School will use the Behaviour Principles and also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

## **Safeguarding**

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parent/carers. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements. If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the Safeguarding Policy.

## **Equality and Diversity**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs. We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

## **Complaints**

All complaints should be raised with the academy in the first instance. The details of how to make a formal complaint can be found in the School Complaints Policy.

## **Modern Slavery Act**

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

## Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

## Monitoring and Review

This policy will be reviewed by the Head of School and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

## References / Useful Links

ALP policies available at [Policies & Procedures | ALP Learning](#)

Dix, P. (2017) When The Adults Change Everything Changes; Crown House Publishing

DfE (2013) [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#) – to be updated following 2023 consultation

DfE, (2022) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)

DfE (2023) [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

DfE (2024) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

DfE (2024) [Mobile phones in schools - GOV.UK \(www.gov.uk\)](#)

Emotion Coaching UK: [Emotion Coaching - United Kingdom \(emotioncoachinguk.com\)](#)

University of Cambridge (2011) [Restorative Approaches to Conflict in Schools : Faculty of Education \(cam.ac.uk\)](#)

## Control of Documents- Records/Policies

| Document Name    | Staff Member |
|------------------|--------------|
| Behaviour Policy | Hannah Clark |

| Description                                                | Name / Title                      | Signature | Date       |
|------------------------------------------------------------|-----------------------------------|-----------|------------|
| Prepared by                                                | Person who updated policy         | H Clark   | 19.05.2025 |
| 1 <sup>st</sup> - Approved by                              | Person who approved policy        |           |            |
| 2 <sup>nd</sup> - Approved by<br>(If more than 1 approver) | Second person who approved policy |           |            |

## Appendices

## Appendix 1: Staff trained in and holding current Team Teach qualifications

| <b>Name</b>       | <b>Role</b>           |
|-------------------|-----------------------|
| Amy Buckmaster    | SENCO / Class teacher |
| Hannah Clark      | Head of School        |
| May Clark         | HLTA                  |
| Catherine Goundry | TA                    |
| Shauni Neil       | TA                    |
| Amy Rhodes        | TA                    |
| Diane Salkeld     | Class teacher         |
| Claire Sunter     | TA                    |

## Appendix 2: Weekly Consequences Recording Sheet

[illegible]

## Appendix 3: Inappropriate Language Recording Form

| <br><b>Inappropriate Language Form</b> |                           |                                     |                                      |                            |        |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------|--------------------------------------|----------------------------|--------|
| Child's name:                                                                                                           |                           | Staff member completing form:       |                                      | Date of incident:          |        |
| Language used:                                                                                                          |                           |                                     |                                      |                            |        |
| Discriminatory language used:                                                                                           |                           | YES<br>(circle type below)          |                                      | NO                         |        |
| Race                                                                                                                    | Gender                    | Sexual orientation                  | Religion                             | Age                        | Other: |
| Number of times language used today:                                                                                    |                           |                                     |                                      |                            |        |
| Once                                                                                                                    | Twice                     | Several times                       | Regularly                            | Continually                |        |
| Language directed at:                                                                                                   |                           |                                     |                                      |                            |        |
| Children in own class                                                                                                   | Children in younger class | Children in older class             | Staff                                | Other adults               | Other  |
| Time of day when language used:                                                                                         |                           |                                     |                                      |                            |        |
| Before school                                                                                                           | Class                     | Break-time                          | Lunch-time                           | After-School Club          | Other: |
| Further details of incident if necessary:                                                                               |                           |                                     |                                      |                            |        |
| Restorative conversation / debriefing:                                                                                  |                           |                                     |                                      |                            |        |
| Date:                                                                                                                   | Time:                     | Staff:                              | Children:                            |                            |        |
| Child response:                                                                                                         |                           |                                     |                                      |                            |        |
| Accepting                                                                                                               | Understanding             | Apologetic                          | Defiant                              | No emotion shown           | Other: |
| Consequence:                                                                                                            |                           | C2                                  |                                      | C3                         |        |
| Missed playtime                                                                                                         | Timeout in another class  | Child discussion with Senior Leader | Parent discussion with Senior Leader | Timeout with Senior Leader | Other: |
| Further action if necessary:                                                                                            |                           |                                     |                                      |                            |        |

  

|                                 | Print Name | Signature | Date |
|---------------------------------|------------|-----------|------|
| Staff member completing report: |            |           |      |
| Parent / Carer:                 |            |           |      |

  

| Further action with form:        | Tick when complete: | Date: |
|----------------------------------|---------------------|-------|
| • Scan onto CPOMS                |                     |       |
| • Paper copy in Main Office file |                     |       |
| • Record on Behaviour Dashboard  |                     |       |

## Appendix 4: Physical Intervention or Restraint Recording Form

| <br><b>Record of Physical Intervention or Restraint</b>                 |                |                                          |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------|-------------------|
| Name of Child:                                                                                                                                             | Date of Birth: | Date of Incident:                        | Time of Incident: |
| Member(s) of Staff involved:                                                                                                                               |                | Adult witnesses:                         | Child witnesses:  |
| Outline of events leading to incident:                                                                                                                     |                |                                          |                   |
| Outline of incident (including details of restraint holds used):                                                                                           |                |                                          |                   |
| Outcome of incident:                                                                                                                                       |                |                                          |                   |
| Description of any injury(ies) sustained by pupil or staff and any subsequent treatment necessary:<br>(NB Complete relevant accident form in main office.) |                |                                          |                   |
| Date parent/carers informed of incident: Time: By whom informed: Outline of parent/carers response:                                                        |                |                                          |                   |
| Date parent/carers informed of incident:                                                                                                                   | Time:          | Staff member who informed parent/carers: |                   |
| Response of parent/carers:                                                                                                                                 |                |                                          |                   |
| Pupil Voice:                                                                                                                                               |                |                                          |                   |

  

|                                                                                                                                                                                                                                                                                                                |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Signature of staff member completing record:                                                                                                                                                                                                                                                                   | Date: |
| Brief description of any subsequent inquiry/complaint or action if applicable:                                                                                                                                                                                                                                 |       |
| Pass on copy of this form to Head of School.                                                                                                                                                                                                                                                                   |       |
| Form must be completed and kept on record within school and copy sent to Bev Jones at <a href="mailto:b.jones@slplearning.org.uk">b.jones@slplearning.org.uk</a>                                                                                                                                               |       |
| In addition, schools should report using the form - Accident/Incident/Work Related Ill-Health or Near Miss Form.                                                                                                                                                                                               |       |
| Click following link:<br><a href="https://forms.office.com/Pages/ResponsePage.aspx?id=svehDpO3dkuML5YORFzGOOymTZSIQTBAkebiXzMUJUFUMFN0VU1QWf2WODFINUg4GnNRSjUWU83NC4u">https://forms.office.com/Pages/ResponsePage.aspx?id=svehDpO3dkuML5YORFzGOOymTZSIQTBAkebiXzMUJUFUMFN0VU1QWf2WODFINUg4GnNRSjUWU83NC4u</a> |       |