



St. John Vianney School

Steps to Independence & Education for Life

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SAINT JOHN VIANNEY R C SCHOOL



THE MISSION STATEMENT OF SAINT JOHN VIANNEY SCHOOL

At St John Vianney School we celebrate the uniqueness of every child and the God given gifts they bring each day to our learning community.

Inspired by the example of Jesus Christ we are a school where every child and young person is highly valued and encouraged to give their best.

Building on our Roman Catholic foundations we aim to foster an engaging, nurturing and safe environment, within which our children thrive and achieve their full potential.

Our St John Vianney family is dedicated to fostering independence and educating resilient, lifelong learners, who are empowered to enrich their own lives and those of others.

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Statement of Intent

We believe that in order to achieve the aspirations of St John Vianney RC School, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

St John Vianney RC School's Behaviour Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others, due to disruptive behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

The school is committed to:

- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised and personalised response. St John Vianney promotes the importance of viewing behaviour as a form of communication and seeking understanding to inform approaches.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals.

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)
- Voyeurism (Offences) Act 2019
- DfE (2016) 'Behaviour and discipline in schools' (Replaced by:
- DfE 2022 – 2024 Statutory Guidance Behaviour in Schools
- DfE (2025) 'Keeping Children Safe in Education 2025'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'
- DfE (2018) Mental Health and Behaviour in Schools
- Updated statutory guidance coming into force from April 2026: New requirements for Restrictive Interventions and Reasonable Force
- Children's Wellbeing and Schools Bill (2025)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour in Schools Guidance' September 2024

This policy is used in conjunction with the following school policies:

- Exclusion Policy
- Home-School Agreement
- School Code of Conduct
- Uniform – Procedures and Expectations
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The Governing Body has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is responsible for:

- The monitoring and day-to-day implementation of this policy and of the behaviour procedures at the school.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Publishing this policy and making it available to staff, parents and pupils at least once every two years.
- Reporting to the Governing Body on the implementation of this policy.

The Assistant Headteacher with responsibility for Behaviour and the SENCo are responsible for:

- Collaborating with the Governing Body, Headteacher, (SENCo) and the SLT, to determine the strategic development of behaviour provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Analysing behaviour data and trends and developing interventions
- Providing staff with bespoke training to meet the behaviour needs of the school at that time.
- Acting in accordance with the school's Exclusion Policy when dealing with more serious breaches of school conduct.

Teaching staff are responsible for:

As authorised by the Headteacher, staff may respond to behaviour that causes concern by using supportive, proportionate, and restorative approaches. This responsibility includes addressing behaviour that occurs outside of school or when a pupil is not directly under the supervision of school staff, where this behaviour impacts the wellbeing, safety, or learning of the school community.

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty, to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil will be able to study the full SJV curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

Staff members are responsible for;

- Implementation of the school's Behaviour Policy at all times.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.

- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the Headteacher, SENCo, SLT, Key Stage Coordinator, Behaviour Support Manager and Class teacher up-to-date with any changes in behaviour and/or new concerns.
- As authorised by the Headteacher; challenging pupils who display poor levels of behaviour. This responsibility includes the power to challenge pupils even when they are not in school, or in the charge of a member of staff.
- Maintaining a positive and well-managed learning environment.
- Being positive ambassadors of the school at all times, through their professional behaviour and conduct. (ie following the expectations in the Staff Code of Conduct)
- Using the rules and consequences outlined in this policy clearly and consistently.
- Using the school's reward system and hierarchy of sanctions to promote good behaviour.
- Treating all C&YP fairly and equally, seeking to raise their self-esteem and develop their full potential.
- Undertaking comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of our C&YP.
- Recording and keeping up to date all behavioural events, both positive and negative, on the school's SIMS management information system, by following the correct reporting procedure.
- Take the necessary steps to effectively manage C&YP's behaviour.
- Organising and managing behaviour consequences where appropriate.
- Contacting parents/carers regarding their C&YP's behaviour, where necessary.
- Continuously keeping parents/carers informed of any behavioural management issues concerning their C&YP.
- Supporting other members of staff with behavioural issues involving individuals or groups.
- Liaising with other members of staff, the behaviour support manager and the senior leadership team (SLT) in order to implement effective behaviour management.
- Intervening promptly when they encounter unexplained absence.
- When necessary, seeking a trauma-informed perspective of the exhibited behaviour or incident, from within their staff team, key stage, or with behaviour support team.
- Considering the emotional age of the child rather than their chronological age when assessing behaviour and sanctions.
- Directly contacting the Assistant Headteacher with responsibility for behaviour, (or another member of the SLT), when there has been a serious breach of the school's Code of Conduct.
- Monitor the attitude, effort and quality of the C&YP's work.
- Making referrals to external agencies where necessary, e.g. the behaviour support service and therapeutic team.
- Continually developing their understanding of behaviour for learning as part of their CPD.

C&YP will:

- Abide by the Home-School Agreement and the school's Behaviour Policy, including the School's Code of Conduct, at all times.
- Act as positive ambassadors and representatives of St John Vianney RC School through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.

- Correctly present themselves in St John Vianney RC School's uniform, in accordance with the school's Uniform Procedures and Expectations.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment. Acting in a manner that supports the learning of others.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Respect and value their surroundings, as well as each other.
- Recognising the *Duty of Care* that they hold and consider the emotional and physical well-being of others at all times.

Parents/Carers will:

- Abide by the Home-School Agreement, maximising the attendance and punctuality of their child, as well as reporting any absences.
- Ensure that their child correctly presents themselves as a pupil of St John Vianney RC School, in accordance with the school's Uniform Procedures and Expectations.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour Policy, by reinforcing school rules.
- Support their child's independent learning.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at St John Vianney RC School with their child's classroom teachers, wider staff, or SLT.
- Support the school's decisions in relation to behavioural issues, whilst retaining the right to question St John Vianney RC School's decisions regarding their child's behaviour.
- Inform the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the School defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco, or of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.

- Persistent disobedience or destructive behaviour.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that; threatens safety or presents a serious danger, seriously inhibits the learning of pupils, requires the immediate attention of a staff member.
- Theft

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption in class
- Failure to complete classwork
- Rudeness
- Disruption on transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Managing behaviour and effective classroom management

The phrase ‘behaviour for learning’ conceptualises the following three relationships experienced by a C&YP. Their relationship with;

- Themselves, e.g. their self-confidence as a learner
- Others, e.g. how they socially interact
- The curriculum, e.g. how best they learn

In order to foster a positive learning environment in St John Vianney RC School, these relationships must be developed and supported. *Behaviour for learning* places value on positive behaviours, which enable and maximise learning. At SJV it is recognised that behaviour is a valid form of communication. We seek to adopt where necessary a trauma-informed approach to addressing behaviour. This helps C&YP understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

4.1 To support a positive Behaviour for Learning approach at St John Vianney School;

- The **ZONES** of Regulation curriculum is used to foster self-regulation and emotional control in our C&YP. Each child in school possesses a ‘toolkit’ box file. This includes a ‘Current Triggers’ sheet, which identifies things that make the individual CorYP feel **anxious/sad/excited**. and ‘Resources’ to help a child to manage their emotions in an ‘*expected*’ way, to enable a swift return to a **calm** emotional state. These resources may include social stories, ‘fidget toys’ and exercises that help to calm breathing/thinking.
- The Home School Diary includes **ZONES** pages that allow C&YP to communicate and record their emotional state to staff non-verbally - a less challenging interaction

for many. The diaries are taken to every lesson and their use forms a part of everyday practice in school.

- Behaviour management is primarily the responsibility of teaching staff. Well managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The Headteacher ensures all teachers understand the School's classroom rules and routines and how to enforce them - including any sanctions for not following the rules. These rules and routines are reinforced daily by class teams.
- A copy of the school's Code of Conduct, (Appendix 2), will be clearly displayed in each classroom. - It is also printed in the Home School diary.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise is used, in conjunction with non-verbal cues and private corrections, in order to focus C&YP on optimum learning in lessons.
- Lessons will be structured and have a focussed framework, in order to allow C&YP to understand what is being taught and how it links to what they already know.
- The overall aim of the structure of lessons is to actively engage C&YP and to develop their learning skills systematically, so that their learning becomes increasingly independent.
- Using the corridors and surrounding area of the school building, C&YP will act in a responsible and respectful manner, as is expected in a classroom.
- All staff members will support C&YP'S emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- Instances of unacceptable behaviour are taken seriously and dealt with immediately.
- To support the development of improved behaviour across the school a range of additional documents support staff in managing any challenges in behaviour they may face. These include the 'Class Profile' documents, which highlight triggers that affect each CYP and individual strategies for improving behaviour with each child. Risk assessment documentation helps our staff prepare for challenges in any area of the school or in offsite activities. These are updated frequently.
- Each child, additionally, has behaviour strategies outlined in their Personal Centred Plan. When children have further frequent behavioural issues they are given a personalised behaviour ('support') plan, developed by the Class and Behaviour team, to support their improving behaviour over a set period (6 or 12 weeks). This identifies key strategies to work with the child and a suitable reward opportunity, if successful against the planned agreed outcomes are achieved.

4.2 After an initial incident of negative behaviour, or when a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following four steps will be taken:

- Reminder – the pupil is reminded of their expectations and encouraged to make the right choices.
- Consequences – the staff member informs the pupil of the consequences of their disruptive behaviour, such as the loss of choice time.
- Deferment/Removal – if the pupil's behaviour persists, the staff member may use deferment strategies to address the situation. Where there are safety concerns the staff member may seek to move the CorYP, or the group, from the classroom/situation and in extremis use a physical intervention technique to maintain the safety of the CorYP and/or, others. Use of a restrictive physical intervention must prompt a direct contact with SLT and the completion of a **restrictive physical intervention record sheet**.
- Where appropriate, the use of restorative practice to resolve incidents – LEAF (Listen, Effects, Amends and Follow up) approach

- 4.3 The Assistant Headteacher and Pupil Support Manager will keep a record of all reported incidents on SIMs, to help identify pupils whose behaviour may indicate potential SEMH problems (and the requirement of further support from outside agencies).
- 4.4 At all times, members of staff are there to de-escalate situations in a calm, firm and fair manner. Staff members will remind C&YP that at each stage of the process they have the opportunity to make good choices, (rather than escalate their behaviour). Their use of emotional intelligence and appropriate body language is crucial, in order to reduce, or negate, the need for physical intervention, when faced with the management of challenging behaviour. Spotting trigger points early builds greater confidence to adopt simple strategies to effectively de-escalate. situations.
- 4.5 SJV adopts a graded response approach when dealing with inappropriate behaviours.

Level 1

All children/young people have a Person-Centred Plan complete with, where required, Individual Risk Assessment and Behaviour Support Plan. These are monitored by a senior member of staff.

Level 2

If certain behaviours hinder a child/young person's access to learning, further consultation will take place with parents and a request for support from professionals in the Therapy Team may be made. This additionally may warrant contact with outside agencies, in certain cases. An augmented behaviour support plan put in place at this stage may reduce the chance of further escalation.

The individual risk assessment will be reviewed and amended where necessary.

For pupils with social and emotional needs external to school, a Pastoral Support Plan may also be implemented.

Level 3

Where a child/young person's behaviours continue to hinder their access to learning, and/or there is an increase in unsafe behaviour, consideration will be given to the following:

- temporary withdrawal from lessons
- use of restorative practice to resolve issues in a solution-focused way
- further multi-agency intervention
- additional individual support and a behaviour plan
- an alternative curriculum (possibly with Alternative Provision)
- a planned part-time timetable
- a fixed term suspension from school

The individual risk assessment and the behaviour support plan will be reviewed and amended where necessary.

Level 4

A small number of children/young people who exhibit persistent anti-social or dangerous behaviours will require full revision of their Individual Risk Assessment and Behaviour Support Plan by the Class Teacher, SENCo, Senior Leadership Team and the Headteacher.

Any necessary fixed term suspensions from school will have a Pupil Progress Governor involvement.

Frequent Fixed Term suspensions from school in a term may lead to the questioning of the appropriateness of the school placement. If 15 days of FTS are accrued in any one term, the Headteacher has a duty to call the Governors to meet to hear the case for permanent exclusion.

5. Rewards and praise

The school recognises that praise and rewards are key to making pupils feel valued and ensuring that their work and efforts are celebrated - ***whilst acknowledging that they do not always work with all C&YP***. Staff are therefore attuned to individual needs and attempt to offer alternatives considering the child's developmental age and individual needs. Staff are aware that positive interactions need to be at least four times more frequent than negative interactions between themselves and pupils.

Praise will reinforce the school's core values and ethos and;

- Be given in relation to a specific task or action and in a manner, which is inclusive and supportive – and for some, necessarily discreet.
- Be earned, ensuring that the recipient is clear about why they are being praised.
- Be used to motivate C&YP and help them to feel valued.
- Aim to have a positive effect upon others as well as the recipient.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. A reward is defined as something a person will 'work for'. Rewards need therefore to be person-centred. To encourage good behaviour, it is important to emphasise positive aspects and capture examples of good behaviour and reward those who keep to their required level of School Code of Conduct compliance. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded.

5.1 A variety of easily delivered rewards can be used daily. These for example could include:

- Immediate comment e.g. 'I like the way you
- Opportunity to show work to other staff
- Choice activity - end of the lesson/day reward in pastoral time
- Luggage Tags – Rewards based on the seven principles of Catholic Social Teaching presented to pupils when staff 'notice' positive behaviours.

5.2 Depending on the ability of the child/young person in sharing receipt of their reward at home, the following may be used:

- Entries into the home school diary
- Certificates/stickers/badges / Luggage Tags
- Star of the Week nominations/weekly newsletter
- Phone call home/ Praise post cards
- Headteacher Awards

5.3 For pupils that require a less formal, more frequent support approach, a classroom-based system, Dojos, is used to keep parents informed of a child's participation and effort in school,

aimed to keep pupils motivated. Parents can electronically access the Dojo account of their C&YP each day and reinforce a pupil's good behaviour.

5.4 The luggage tags reward scheme is based on the seven tenets of Catholic Social Teaching and allows staff to celebrate and recognise the positive behaviours displayed by our pupils. This values-based approach to rewards has more meaning to our CYP who are rewarded for staff positively noticing them in their actions around school. We look to 'notice' positive actions in the following areas;

1. We are a selfless school.
2. We treat everyone with respect.
3. We look after each other.
4. We give extra help to people who need it.
5. We do our work.
6. We stand up for what is right.
7. We look after the planet.

The pupil from each class with the most luggage tags each term is taken out for a reward. Additionally, the top 5 pupils (in terms of number of tags received) in school at the end of the academic year receive a voucher to spend.

The 'Above and Beyond' reward scheme Tokens are awarded for going 'above and beyond' each day, and in addressing/overcoming significant individual challenge. They are accrued and used to 'purchase' set rewards at the termly 'Rewards Shop'. We are reviewing our rewards programme in summer 2024

5.5 Weekly Key Stage Celebration Assemblies take place to reflect on the week and acknowledge significant pupil efforts. Pupils of the Week are formally recognised in the assembly and invited to Headteacher's Breakfast. Termly award assemblies are held to award form, pastoral and Headteacher prizes.

6. Prevention strategies and sanctions for unacceptable behaviour

6.1. Sanctions and consequences will be given when a C or YP's behaviour is contrary to the school code of conduct.

6.2 We recognise that disciplines and sanctions do not always work with C&YP complex adverse childhood experiences. In these cases, there is a need for therapeutic intervention in order to effect positive change.

6.3 Sanctions are formal responses to inappropriate behaviour. The more serious the situation, the more consequential the impact is likely to be. It is important to consider the size of the sanction and its possible impact before applying the sanction. Children/young people may well have very different reactions to what is imposed. Some may enjoy the sanction thus defeating the object. Sanctions commonly deployed include:

- Ignoring
- Verbal reminder
- Remove pupil from a situation
- Loss of breaktime/privileges
- Sent to class teacher
- Withdrawal from lessons

6.4 Sanctions and consequences will:

- Reinforce St John Vianney RC School's core values and ethos.
 - Relate to a specific task or action and will be applied clearly.
 - Be issued consistently and fairly, ensuring that the recipient is clear about their transgression.
 - Not be given too readily or focussed repeatedly on the same issue without progress.
- 6.6 The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.
- 6.7 After an initial incident of negative behaviour, the following sanctions are implemented:
- The pupil's behaviour is addressed by the member of staff witnessing the behaviour who decides whether it constitutes unacceptable behaviour - many negative behaviours in SJV can be managed and resolved quickly. If it constitutes unacceptable behaviour the staff member will record the behaviour and outcomes on the pupil's permanent record on SIMs and refer through to the Class team and/or the Pupil Support Manager. The Class team will ensure home is informed of the behaviour and consequence. The team involved in the incident will meet together to consider any post incident learning.
 - Where deemed necessary, the pupil will be withdrawn from lessons with support – the Pupil Support Manager and Assistant Headteacher with responsibility for Behaviour will determine the length of time the pupil will spend withdrawn from lessons, as well as any detention time.
 - Where deemed necessary, the Pupil Support Manager and Assistant Headteacher with responsibility for Behaviour will inform the pupil's parents and invite them to discuss the incident.
 - Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:
 - The Headteacher will consider whether the pupil should be suspended from school for a fixed term period, in line with the school's Exclusion Policy, and will determine the length of the suspension.
 - The Pupil Support Manager/Assistant Headteacher with responsibility for Behaviour and Headteacher will determine the support needed for the pupil. If required, an Individual Behaviour Plan will be created/amended to identify any new provision that is necessitated.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEND needs, and any other relevant information.

- 6.8 In cases of exclusions, whether internal withdrawal from lessons, fixed-term or permanent, the school's Exclusion Policy will be followed at all times.

Additional Strategies for prevention of negative behaviour include

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This may include:

- Using the pupil information sheets or individual behaviour plans to best inform individual strategies for de-escalation. These are updated on an ongoing basis and reviewed in SLT meetings weekly.
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being 'defensive', e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. If they stop the behaviour, the consequence will be lessened.
- Rephrasing requests positively, 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".

Physical intervention

- In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
- Physical intervention will only be used as a last resort and as a method of intervention. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical intervention may be appropriate are detailed in the Physical Intervention Policy.
- Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, parents may be asked to collect the pupil and take them home for the rest of the day.
- Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension or where required a permanent exclusion. It is at the discretion of the Headteacher as to what behaviour constitutes for an suspension/exclusion.

Withdrawal from lessons

- The school may decide to move pupils to a separate room away from other pupils for a limited period – this is known as 'withdrawal from lessons'.
- The school will only move pupils to 'withdrawal' where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during this time, and that any additional requirements, such as their SEND needs, are met.
- The amount of time that a pupil spends away from the class team will be up to the school to decide. This could be for one school day. The school will ensure that the pupil is not kept away from their class setting any longer than is deemed necessary.
- The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in withdrawal from lessons. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

- Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.
- Use of restorative approaches and post incident learning will be used to reflect the behaviours involved.

Reflection Time

- The school will make it clear to parents and pupils that they are able to use reflection time as a sanction, during school hours.
- All teachers at the school can impose reflection time on a pupil.
- Parental consent is not required for reflection time and, therefore, the school is able to issue reflection time as a sanction, without first notifying the parents of the pupil. Parents will however be informed by phone call from the class teacher/team.
- When issuing periods of reflection time, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider the additional needs of the pupil. If the reflection period is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

7 Sexual abuse and discrimination

- The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy.
- The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. 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.

8 Smoking and controlled substances

- In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials 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 manage these discretions in line with this policy, the nature of the case, the ages of those pupils involved and any previous related incidents.

9 Prohibited items, searching pupils and confiscation

Headteachers and SLT staff authorised by them 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.

The prohibited items are:

- Knives or weapons.
- Alcohol.
- Vapes

- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Lighters / matches
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - commit a criminal offence
 - cause personal injury to any person, including the pupil themselves
 - damage the property of any person, including the pupil themselves

All members of staff can use their power to search without consent, for any of the items listed above.

- The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Physical Intervention Policy.

10 Behaviour off school premises

- Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:
 - Wearing school uniform.
 - Travelling to or from school.
 - Taking part in any school-related activity.
 - In any way identifiable as being a pupil at the school.
- Staff may also challenge pupils for misbehaviour off the school premises that, irrespective of the above:
 - Could negatively affect the reputation of the school.
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
 - Could disrupt the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to a member of SLT, will be dealt with in accordance with the school's Behaviour policy.
- The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.
- Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11 Reflection/Post Incident Learning

- To develop better reflective practice, we undertake regular reviews of behaviour incidents with any staff involved.
- Depending on the nature of the incident, the SLT will bring the team of staff together with 48 hours of an incident to discuss what happened, what we could do differently and what we can do to improve our practice further. Where this identifies more general whole school learning opportunities for all staff this is shared with staff at the next Monday morning briefing, by the Headteacher.
- The School's Physical Intervention Form provides an opportunity for any physical interventions with pupils to be reflected upon by the staff involved. (Appendix 1)

12 Monitoring and review

- This policy will be monitored and reviewed for effectiveness by the Headteacher and Assistant Headteacher responsible for Behaviour every two years; they will make any necessary changes and communicate these to all members of staff.
- This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.
- The next scheduled review date for this policy is March 2028.

Appendix 1 Restrictive Intervention Report Template

2025-26 Restrictive Physical Intervention Report



Setting details			
Student Name		Location	
Class		Date	
Report by		Time	

Reasons for use of physical intervention. (Tick all that apply):			
Harm to self	<input type="checkbox"/>	Harm to children	<input type="checkbox"/>
Property damage	<input type="checkbox"/>	<i>Other</i>	<input type="checkbox"/>

Additional witnesses	
Staff	
C&YP	

De-escalation techniques employed			
Verbal advice and support	<input type="checkbox"/>	Offering services of other staff	<input type="checkbox"/>
Calm talking	<input type="checkbox"/>	Informing consequences	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	De-escalation script	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Clear instruction/warning	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Withdrawal from activity	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Diversion	<input type="checkbox"/>
Offering choices and options	<input type="checkbox"/>	<i>Other</i>	<input type="checkbox"/>

Description of how de-escalation techniques were employed	
No.1	
2	
3	
4	
5	

Brief overview of the incident. (THERE IS A SEVEN LINE LIMIT – approx. 100 words) Include: restraint techniques used, sequence and duration of techniques, staff involved. Prompts: Staff momentarily redirect pupils using a 'Caring C' Guides: Staff redirect pupils at the elbow using a 'Caring C' Escorts: Staff support children using a 'Friendly Escort', 'One Person Escort' or 'Arm Waltz'. Restrictive Interventions: Single elbow, Figure of four, Double elbow

Physical marks			
Has use of physical intervention caused any visible mark or harm? YES/NO		If 'Yes'...has the CorYP indicated that this was caused by the use of the physical intervention?	

Additional checks	
First Aid administered YES/NO	
SIMS	
Damage to property YES/NO	
Head teacher	
Parents/carers	

Participants 'Voice'	
'Voice' of the child Actively seek!	
'Voice' of the staff	

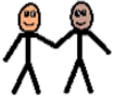
Evaluation	
Is there a need for a reflective practice meeting or SLT review? (if yes give details)	
Have any 'triggers' been identified?	
Identify interventions that have been put in place to prevent re-occurrence?	
Has the Individual Behaviour Plan been reviewed or updated?	

Verification of incident			
Reporting staff		Date	
Head/Asst Head teacher		Date	

Appendix 2 Pupil Code of Conduct



Code of Conduct KS 1-4



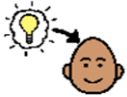
Respect yourself and each other



Respect your property and the school environment



Keep hands, feet and objects to yourself



Listen and let others learn



Keep yourself safe



Speak politely to others



Stay in your class unless you have a pass

Thank you to all our children & young people, School Council and staff for helping to create our Code of Conduct.



Code of Conduct KS5



Respect yourself and each other



Respect your property and the school environment



Keep hands, feet and objects to yourself



Listen and let others learn



Keep yourself safe



Speak politely to others



Stay in your class unless you have a pass

Thank you to all our children & young people, School Council and staff for helping to create our Code of Conduct.