Behaviour Policy

All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment

Introduction

It is the aim of Pitton CE Primary School to create a safe, secure environment, which encourages and reinforces acceptable behaviour by consistent and considered response. Through this, we expect to enhance the children's self-esteem, self-control and mutual consideration.

As a school, we aim to ensure that children and adults feel valued, respected, trusted and responsible for our school community, by providing positive role models, praise and by encouraging considerate attitudes.

We recognise that all individuals need to feel special and need to be responsible for their own actions, whilst being aware of the needs and rights of others. We will encourage good relationships based on kindness and respect. Bullying will not be tolerated.

All individuals bring a wide variety of behaviour patterns to the school. Therefore, we aim to have warm, caring, relationships based on mutual self respect and trust.
We have a high standard of behavioural expectations and strategies for dealing with inappropriate behaviour within school and within the wider school community.

All serious unacceptable behaviour will be recorded and monitored by staff to inform future action. If the behaviour of a child is consistently inappropriate then further measures will be taken to find a solution, with a clear focus on the best interest of the child. Staff will work with the child and his or her parents or carers to devise a plan to improve behaviour.

It is possible that the school will admit a pupil - or be directed by the Local Authority to admit a pupil - who exhibits specific emotional and behavioural difficulties. Depending on the pupil's special educational needs, age and maturity, he/she may need more help in understanding the school's clear boundaries for acceptable behaviour; in recognising the consequences for his/her actions and grasping the system of rewards and sanctions which operate effectively for other pupils. For such a pupil, the policy of this school and other schools is to implement an individualised programme of behaviour intervention strategies, with clear targets in the areas identified and timescales for regular review. The process and procedures for formulating a programme are outlined in our supplementary document, 'Pupils with specific behavioural difficulties'.

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect to children with SEN.

Current Behaviour Procedures

The behaviour procedures at Pitton CE Primary School, which have been agreed between governors, teachers, teaching assistants, support staff and pupils, seek to help pupils to create a moral code, which places importance on the self-discipline of the individual. To help to create this moral code the school has adopted a set of Golden Rules to which pupils and

parents have agreed, through the Home School Agreement issued at the beginning of each academic year. (Golden Rules)

The PHSE Co-ordinator has responsibility for developing a curriculum, which enriches the pupil's moral development through meaningful teaching objectives and circle time with classes or small groups.

The SENCO has responsibility for those procedures within the Behaviour Policy which deal with the Special Educational Needs Code of Practice, including Individual Behaviour Plans and Behaviour Contracts where they are necessary and appropriate.

The Headteacher has overall responsibility for the implementation of the Behaviour Policy and has the authority to exclude a pupil should that become necessary.

Class teachers have responsibility for the day-to-day management of the Behaviour Policy through the following procedures:

Rewards and Sanctions

Rewards and sanctions form the basis of the Behaviour Policy. When pupils follow the Golden Rules they are rewarded. Rewards can be in the form of direct praise, stickers, Head teacher Awards, entry into the **Golden Book** and special responsibilities e.g. monitor duty or assisting a teacher etc. All pupils have the opportunity to participate in Golden Time. Rewards may be issued by teachers, teaching assistants, MDSAs and other support staff where appropriate.

In the Reception class, rewards and sanctions have more immediate impact due to the developmental nature of the group.

<u>Rewarding good behaviour</u>

- Quiet word, smile acknowledgement
- Written comment on pupil's work
- Stickers
- Praise in front of class group
- Visit to another member of staff
- Referral to Headteacher for personalised certificate
- Acknowledgement in Golden Assembly or Great Work Board.

<u>Golden Time</u>

Children who reach the accepted agreed standard of behaviour are rewarded with **Golden Time**. This is a period of time in the week, currently Friday afternoon, when children are allowed off timetable and choose from a wide range of reward activities. Golden Time lasts for 20 minutes. It may be appropriate to use Golden Time more regularly with children in the Reception class.

<u>Sanctions</u>

When a child fails to reach the accepted agreed standard of behaviour he/she is first given a warning that their behaviour is unacceptable. The teacher should refer to the behaviour code displayed in each classroom.

Reception Class: if the behaviour continues after a warning, the child is asked to sit and reflect with a member of staff. If the child's behaviour deteriorates further, or in the case of a serious misdemeanour, then the child is taken to speak with an adult outside of the classroom and after a period of reflection and the expression of remorse returns to the whole class setting. In the case of particularly challenging behaviour at this age, an individualised behaviour plan will be formulated, in consultation with parents and a behaviour support advisor. It will outline

specific strategies to be used with the child, in terms of rewards, sanctions and behaviour management.

Upper Infants and Juniors: if the unacceptable behaviour continues, the child is given a **yellow card** which deducts an amount from the Golden Time, depending on the misdemeanour.

The layout of a yellow card is as follows:

Level 1		2 minutes
Level 2		5 minutes
Level 3		10 minutes

A record of all yellow cards is kept by the Headteacher and updated at the beginning of each Golden Time, while the child(ren) reflect on their behaviour. The record of yellow cards is a useful check in monitoring individual pupil's behaviour and identifying behaviour trends. If it is thought necessary, an Individual Behaviour Plan will be issued

If a child receives three yellow cards in the space of a week, he/she is sent straight to the Headteacher and forfeits Golden Time altogether for that week (see Appendix 2). A **red card** is issued and logged in the Record of Red Cards and the Headteacher writes a letter to the child's parents, which includes a reply slip.

If three red cards are issued in one term, the child's parents are invited to attend a meeting with the Headteacher and class teacher(s), where a behaviour contract will be discussed. If a pupil is consistently gaining red cards, the Headteacher may opt to issue a warning of fixed exclusion to the child's parents.

<u>Guidance for break times and lunchtime</u>

- When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

- Children should be asked to apologise and make friends after disputes where appropriate, bearing in mind that a period of cooling-off may be needed. Time needs to be put aside to repair and rebuild, offering children a way back. This may include time in a social skills group.

- School rules should be applied consistently and children reminded of them regularly.

- If a child continues to misbehave after a warning from staff, all staff will follow the Yellow Card procedure (except Reception children, whose teachers will implement their class system). All staff should report incidents to the appropriate class teacher or, if the matter is serious to the Head Teacher.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set, particularly in the way we manage conflict.

<u>Behaviour contracts</u>

Behaviour contracts are set up for those children who persistently fail to meet the acceptable behaviour standards.

A behaviour contract is made in co-operation with the class teacher(s), head teacher, parents, child and SENCO. The SENCO will place the child on the support stage of the SEN code of

practice and the behaviour contract will form the basis of an IBP (individual behaviour programme).

If a pupil fails to respond to a behaviour contract then, in consultation with all parties, the child will be referred to the Behaviour Support Service, to formulate specific strategies to help the pupil to modify his/her behaviour.

The above outlines the procedures to be adopted. Within those procedures all children including those displaying unacceptable behaviour, will be supported by the PHSE programme running in the school. This may take the form of class lessons or circle time raised to meet any behaviour issues.

The Behaviour Policy runs throughout the school day and covers break times and class time. During break-times the school's Golden Rules will apply.

Class Rewards

Classes can be rewarded once a term in a cumulative reward, the reward being decided on by the class. The pupils agree the targets for good behaviour for which the marbles/pasta/stickers/jewels will be awarded. House points can also be given to encourage and reward good behaviour.

Bullying

Threatening behaviour towards another pupil whether physical or emotional will not be tolerated. The school has an anti-bullying policy and a guidance booklet for pupils.

Red Cards for serious incidents

When there has been a use of force or major incident on the school premises during the school day, either inside the school or in the playground a note of this must be recorded in the Red Card Record book. The names of all individuals involved in the incident must be recorded along with the facts and the action taken.

Governing Body involvement

Prior to any formal exclusion, a Pupil Discipline Committee, made up of 3 Governors and the Head Teacher, will be established to review the individual case.

Exclusion

In the matter of fixed or permanent exclusion, the Headteacher will follow the current LA guidelines.

Current Behaviour Rules

Class

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

Playground

Do be friendly and polite - respect other people	Do not answer back, fight, tease, name call, bully
Do play fairly and sensibly	Do not play rough, dangerous games
Do let other children join in with your games	Do not be selfish or hurt people's feelings
Do play in safe places	Do not go in parts of the playground that are not allowed
Do listen to, and follow instructions, especially those given by adults	Do not ignore instructions
Do look after play equipment	Do not damage things

Unacceptable behaviour

Examples which would be considered to be unacceptable behaviour are:

Aggression
Bullying
Harassment (including racial and sexual harassment)
Swearing
Physical assault
Theft
Vandalism
Verbal assault

This list is not exhaustive, but indicative of what is considered to be inappropriate.

What to do when behaviour is unacceptable

Immediate verbal check of misbehaviour,
Yellow / Red card and removal of Golden Time privilege
Referral to Head
Parental involvement.
Parental consultation required in agreed strategy of support for child
Pupil Discipline Committee established.
Referral to outside agencies, if appropriate.
Temporary and permanent exclusion from school remain an option as a last resort.

Appendix: Restrictive Interventions, Including the use of Reasonable Force

1. Introduction

This policy sets out Pitton Primary School's approach to restrictive interventions, including the use of reasonable force.

The policy reflects the Department for Education guidance *Restrictive interventions, including use of reasonable force in schools* (April 2026) and should be read alongside the school's Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Health and Safety Policy and Complaints Procedure.

Pitton Primary School recognises that restrictive interventions can have a significant impact on pupils, families and staff. We are committed to creating a calm, inclusive and supportive environment where the need for restrictive intervention is minimised through positive relationships, preventative strategies, emotional support and effective behaviour management.

Related Guidance:

- Restrictive interventions, including use of reasonable force in schools (DfE, April 2026)
- Keeping Children Safe in Education 2026
- Searching, Screening and Confiscation (DfE)
- Education and Inspections Act 2006
- Equality Act 2010
- Pitton Behaviour Policy
- Pitton Safeguarding and Child Protection Policy

2. Aims

This policy aims to ensure that:

- the safety and wellbeing of pupils, staff and visitors remains paramount;
- restrictive interventions are used only when necessary;
- interventions are lawful, reasonable, proportionate and in the best interests of those involved;
- the dignity of pupils is protected at all times;
- preventative and de-escalation approaches are prioritised;
- staff feel confident and supported when managing challenging situations;
- incidents are recorded, reviewed and monitored effectively.

3. Definitions

Restrictive Intervention

A restrictive intervention is any intervention that intentionally limits a pupil's freedom of movement, liberty or action.

Restrictive interventions may include:

- reasonable force;
- restraint;
- seclusion;
- other restrictive practices.

Reasonable Force

Reasonable force refers to the minimum force necessary to achieve a legitimate aim and prevent harm.

Restraint

Restraint means physically holding back or bringing a pupil under control where necessary to prevent harm.

Seclusion

Seclusion refers to the supervised confinement and isolation of a pupil away from others, preventing them from leaving.

4. Principles

Pitton Primary School believes that:

- all children deserve to be treated with dignity and respect;
- behaviour is often a form of communication;
- restrictive interventions are a last resort;
- prevention and de-escalation are always preferable;
- pupils should be supported to develop self-regulation skills;
- restrictive interventions must never be used as punishment.

5. Minimising the Need for Restrictive Interventions

At Pitton Primary School and The Hive Nursery we seek to minimise the need for restrictive intervention by:

- maintaining a calm and orderly environment;
- developing positive relationships;
- using restorative approaches;
- promoting pupil voice;
- supporting emotional regulation;
- providing clear routines and expectations;
- ensuring consistency of approach;
- delivering staff training;
- implementing behaviour support plans where appropriate;

- identifying triggers and risks early;
- communicating effectively with families and professionals.

Wherever practicable, pupils will be warned that force may be used if their actions place themselves or others at risk.

6. Who Can Use Reasonable Force?

All members of school staff have a legal power to use reasonable force.

This may also extend to other adults authorised by the Headteacher, including volunteers or adults accompanying school visits.

Wherever possible, staff who have received Team Teach training should take the lead in responding to situations requiring restrictive intervention.

7. When Reasonable Force May Be Used

Reasonable force may be used to prevent a pupil from:

- injuring themselves;
- injuring another person;
- committing a criminal offence;
- seriously damaging property;
- causing serious disorder.

Examples may include:

- preventing a fight;
- preventing a pupil leaving an area where they would be at risk;
- preventing significant disruption;
- removing a pupil from a classroom where their behaviour presents a risk to others.

8. Unacceptable Use of Force

Force must never be used:

- as punishment;
- solely to secure compliance where no risk exists;
- in a way that humiliates or degrades a pupil;
- for staff convenience.

Staff must not use techniques that:

- restrict breathing;
- obstruct circulation;

- apply pressure to the neck, throat, chest or abdomen;
- obstruct the mouth or nose;
- intentionally hold a pupil face-down on the ground except where there is an immediate threat to life and no safer alternative.

9. Planned Restrictive Interventions

Where the need for restrictive intervention is foreseeable:

- a risk assessment will be completed;
- a Positive Handling Plan will be developed;
- parents will normally be consulted;
- where appropriate, the pupil's views will be sought;
- relevant staff will be trained and informed;
- arrangements will be reviewed regularly.
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Pitton adopts restorative practice, emotion coaching, predictable routines, behaviour plans, risk assessments, ELSA support, nurture provision and reasonable adjustments for SEND pupils. Staff will always seek to prevent escalation.

10. Children with SEND and Additional Needs

The school recognises that pupils with SEND may present behaviours that challenge due to unmet needs, communication difficulties, sensory processing differences, anxiety or distress.

Restrictive interventions must never replace:

- reasonable adjustments;
- communication support;
- sensory regulation strategies;
- SEND provision;
- positive behaviour support planning.

Positive Handling Plans may be developed for individual pupils where risk assessments indicate a foreseeable need for intervention.

11. Use of Seclusion

Seclusion should only be used where it is necessary, proportionate and lawful in order to prevent a significant risk of harm. Any incident involving seclusion must be supervised, recorded, reported to parents and reviewed by senior leaders. Seclusion should never be used as a punishment or solely because a pupil has not complied with instructions.

12. Power to Search Pupils

Authorised staff may use reasonable force to conduct a lawful search where there are reasonable grounds to suspect a pupil possesses prohibited items.

These include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarettes or vapes;
- fireworks;
- pornographic images;
- items likely to be used to cause harm or commit an offence**.**

13. Recording and Reporting

All significant restrictive interventions will be recorded.

Records will include:

- antecedents and triggers;
- de-escalation strategies attempted;
- rationale for intervention;
- staff involved;
- intervention used;
- duration;
- injuries sustained;
- pupil voice where appropriate;
- follow-up actions;
- parental communication.

Incidents will be recorded on CPOMS and within the school's restrictive intervention record system. Parents will normally be informed on the same day. The Headteacher will ensure that statutory recording and reporting requirements are met in relation to any significant incident involving the use of force.

14. Post-Incident Procedures

Following a significant incident:

- pupils and staff will be offered appropriate support;
- medical attention will be sought if required;
- individual plans and risk assessments will be reviewed;
- leaders will identify learning from the incident;

- preventative strategies will be revisited;
- further support or referrals will be considered;
- Staff involved in restrictive interventions will be offered appropriate debriefing and wellbeing support following an incident.

15. Complaints and Allegations

Pupils and parents have a right to raise concerns regarding any use of restrictive intervention.

All complaints will be:

- investigated promptly;
- handled fairly;
- considered in line with safeguarding procedures.

Where staff have acted lawfully and reasonably they will be supported by the school. Suspension will not be an automatic response to allegations.

16. Staff Training

Appropriate staff will receive accredited Team Teach training.

All staff will receive:

- awareness of this policy;
- guidance regarding de-escalation;
- support in understanding legal powers and responsibilities;
- safeguarding updates related to restrictive interventions.

17. Monitoring and Governance

The Headteacher will monitor:

- frequency of restrictive interventions;
- use across vulnerable groups;
- staff training needs;
- patterns or trends.

Governors will receive anonymised reports at least annually and review:

- frequency of incidents;
- equality implications;
- training provision;
- policy effectiveness.

18. Review

This policy will be reviewed annually or sooner if legislation, statutory guidance or local procedures change. The school will monitor the use of restrictive interventions across protected characteristics and SEND groups to ensure fair and equitable practice.

19. Links to Other Policies

- Behaviour Policy,
- Safeguarding and Child Protection Policy,
- SEND Policy,
- Complaints Procedure,
- Staff Professional Behaviours and Expectations,
- Health and Safety Policy
- KCSIE 2026.

Appendix A: Recording Checklist

Record:
antecedents;
triggers;
de-escalation;
intervention used;
duration;
staff present;
injuries;
medical attention;
pupil voice;
parent contact;
review outcomes.

Appendix B: Post-Incident Review Questions

What happened?
What were the triggers?
What worked?
What could be different?
Do plans require amendment?
Are further referrals or training required?