



# **Belswains Primary School**

## **Behaviour Policy**

**AGREED BY GOVERNING BODY: Autumn Term 2025**

**NEXT REVIEW DATE: Autumn Term 2026**

**DW Reviewed: 30 December 2025**

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### SECTION 1

This Behaviour Policy has been written in line with statutory and non-statutory guidance including the 'Behaviour in schools-advice for headteachers and school staff', 'Behaviour and discipline in schools-guidance for governing bodies' Education and Inspections Act, the Education Act, the Equality Act , the SEND Code of Practice, and the Department for Education guidance 'Behaviour in Schools', 'Suspension and Permanent Exclusion' , 'Keeping Children Safe in Education' , 'Use of Reasonable Force in Schools' and 'Searching, Screening and Confiscation: Advice for Schools'. It also reflects Hertfordshire Therapeutic Thinking. These documents collectively guide the school's inclusive, consistent, and restorative approach to promoting positive behaviour and wellbeing.

The school will always adhere to the latest editions of these documents, ensuring that our policies and procedures remain up to date, compliant with current guidance, and reflective of best practice.

The school's behaviour policy, along with other associated policies, is published on the school website and is accessible to all parents, carers, staff, and pupils. This ensures transparency and allows the whole school community to understand the expectations, procedures, and guidance that support a safe and positive learning environment.

Steps are taken to publicise the behaviour policy in writing to staff, pupils, and parents at least once a year, even though this is not a statutory requirement. This ensures that all members of the school community are fully aware of the expectations for conduct and the procedures in place to maintain a safe, respectful, and positive learning environment.

## **Introduction**

At Belswains Primary School, we are committed to promoting and maintaining high standards of behaviour to support a safe, inclusive, and respectful learning environment. Our policy is underpinned by clear expectations, consistent practices, and proactive support, ensuring all pupils can thrive academically, socially, and personally.

### **High Expectations for All**

All pupils are expected to demonstrate positive conduct and behaviour. Expectations are clearly communicated, consistently applied by staff, and understood by pupils. This consistency fosters a calm, orderly, and supportive environment where learning can take place without disruption.

### **Leadership and Staff Support**

The Senior Leadership Team (SLT) and Senior Management Team (SMT) play a visible role in upholding and supporting the behaviour policy. They work alongside staff to ensure behaviour management is fair, consistent, and effective throughout the school.

### **Promoting Positive Behaviour**

- **Clear Expectations:** Pupils are regularly taught and reminded of the school's behaviour standards through assemblies, lessons, and class agreements.
- **Recognition and Rewards:** Positive behaviour is reinforced through praise, certificates, and other forms of recognition that celebrate effort, achievement, and respect for others.
- **Pupil Engagement:** Pupils are encouraged to take responsibility for their learning and conduct, including completing tasks assigned as part of their education.

### **Addressing Inappropriate Behaviour**

- **Consistent Sanctions:** Misconduct is addressed promptly and fairly, with consequences that are proportionate and help pupils understand the impact of their actions.
- **Restorative Approaches:** Support and guidance are provided to help pupils improve behaviour, develop self-discipline, and resolve conflicts constructively.
- **Prevention of Bullying:** The school takes proactive steps to prevent all forms of bullying, including cyberbullying, prejudice-based, or discriminatory behaviour.

### **Supporting All Pupils**

We provide general and targeted support to ensure every pupil can meet behaviour expectations. Reasonable adjustments are made for pupils with additional needs, including disabilities, to guarantee they receive appropriate support.

### **A Safe and Respectful Community**

Belswains is a safe space for every member of our community. Bullying, intimidation, aggression, or any form of harmful behaviour is not tolerated. Respect, kindness, courage, and health are central to our school culture, ensuring all pupils feel valued and protected.

### **Monitoring and Review**

Behaviour is regularly monitored, and the policy is reviewed to ensure it remains effective, fair, and aligned with statutory guidance.

## **Belswains School Values**

- **Kindness**

Kindness is a high moral standard. We support our pupils in understanding the impact our words and actions have on others, the community around us and the world we live in.

- **Health**

We will promote a healthy lifestyle, including the importance of physical activities, mental health, healthy eating, and healthy relationships. Teaching pupils to assess risks, to reduce the potential of harm to themselves or others and in doing so develop a strong self-esteem and a sense of purpose.

- **Respect**

We recognise and respect differences in race, religion, disability, physical appearance, ability, and gender. We treat everybody the same, regardless of these differences. We have respect for ourselves and each other. We respect the property of others and our environment.

- **Courage**

We will encourage children to have a voice and to be confident in their own opinions. We want our pupils to have the confidence to face different situations with feelings of ease, believing in their own capabilities.

## SECTION 2

### Rights and Responsibilities

The rights and responsibilities of Governors, School Leaders, Staff, Children and Parents/Carers are as follows:

GOVERNORS	
Rights	Responsibilities
To receive appropriate training and support to understand their responsibilities in relation to behaviour, inclusion and safeguarding.	To review and approve the Behaviour Policy.
To be consulted in the development and review of the school's Behaviour Policy	To ensure legal compliance.
To receive regular reports from the headteacher about behaviour trends, exclusions, attendance and the impact of the school's approach.	To monitor the implementation and impact of the policy.
To be involved in reviewing exclusions and suspensions, ensuring procedures are lawful and equitable.	

SCHOOL LEADERS	
Rights	Responsibilities
To be treated courteously.	To establish, communicate and uphold the school's behaviour, culture and expectations.
To seek and utilise expert advice and support from external agencies.	To be visible and actively engage with pupils, parents and staff in promoting a positive, safe and supportive environment.
To access appropriate professional development opportunities to strengthen leadership in behaviour and wellbeing.	To ensure all staff clearly understand and consistently apply the school's behavioural expectations and routines.
	To lead by example in modelling positive behaviour and reinforcing the school's values and culture.
	To provide a thorough induction for all new staff on the school's behaviour policy, rules and approaches to supporting pupils.
	To promote collaboration and continuous improvement in behaviour management practices through reflection, training and professional dialogue.
	To monitor the consistency with which staff

apply the provisions of this policy across the school.

### STAFF

Rights	Responsibilities
To be supported by colleagues and leaders.	To ask for support when needed. To offer support to colleagues and leaders.
To be listened to. To share opinions.	To listen to others. To give opinions in a constructive manner.
To be treated courteously by all others in the school community.	To model courteous behaviour. To recognise and acknowledge positive behaviour in others.
To be made fully aware of the school's systems/policies/expectations.	To seek communication and use lines of communication.
To receive appropriate training to increase skills in behaviour management.	To support others developing their skills in promoting positive behaviour and good attendance. To acknowledge areas of own behaviour management skills which could be developed. To try new approaches.

### PUPILS

Rights	Responsibilities
To be treated with respect.	To behave respectfully to others.
To be safe.	To behave in a way which keeps themselves and others safe.
To learn.	To attend school regularly. To be willing to learn. To allow others to learn.
To make mistakes.	To take responsibility for their own actions. To allow others to make mistakes.
To be listened to.	To give opinions in a constructive manner. To listen to others.

### PARENTS/CARERS

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others.

To be informed about the school's reward and sanction system.	To support the school's reward and sanction systems.
To be kept informed about their child's progress (share targets and next steps during Parents Evenings and in Reports)	To make sure their child attends school regularly and on time. To talk to their child about what he/she does in school. To talk to teachers if they have any concerns about their child's learning or wellbeing, respecting their professional knowledge and experience.
To be listened to.	To listen to others.
To have access to information on the school's approach to behaviour and attendance.	To absorb information and share concerns.
To have concerns taken seriously.	To share concerns constructively and respectfully.

## SECTION 3

### Behaviour

#### Therapeutic Approaches to Behaviour

Belswains is committed to a therapeutic approach to behaviour management which aims to promote pro-social behaviours (behaviours which are helpful to us and those around us). The opposite of pro-social behaviours are anti-social behaviours. These can be split into two types.

- dangerous behaviours which are harmful to us, others or could cause significant injury
- difficult behaviours which are not harmful but do require a consequence (e.g. abusive language, breaking a computer, etc).

A list of difficult behaviours can be found in the consequences section of Appendix 1 as well as a list of rewards for significant pro-social behaviours. This Appendix is an extremely important part of our behaviour policy as it sets out with clarity how the school responds to different types of behaviours.

When a parent/s feels that the behaviour policy has not been followed correctly, there is the right to make a formal complaint to the Governors. At this point, Governors will check to see if the policy has been adhered to. As communicated in our complaints policy, parents should be aware that Governors will not uphold the complaint if the policy has been correctly applied. E.g. If a complaint from a parent is based on the appropriate consequences from Appendix 1. being applied as a result of inappropriate, matching behaviour, Governors will dismiss the complaint.

There is a statutory process separate from the complaints policy for parents to make representations about exclusions.

## Teaching Pro-social Behaviour

Positive experiences create positive feelings which in turn can create positive behaviours. Conversely, negative experiences create negative feelings which in turn can create negative behaviours. We are therefore committed to the teaching of positive, pro-social behaviours in our approach and achieve this largely through a values based educational approach at the school. Explicitly, we will teach and model what pro-social behaviour looks like, positively interacting with pupils using:

- A relational approach
- A consistent approach
- Positive phrasing
- Planning and use of scripts
- Feedback and recognition
- Comfort and forgiveness

## Analysing Behaviour

We use a range of Therapeutic Thinking documents in Appendix 3 to help us understand and support children's behaviour. These tools allow staff to identify emerging needs, analyse what is driving behaviour and plan proactive strategies that reduce stress and increase safety. By using consistent, therapeutic approaches informed by these documents, we ensure behaviour is understood rather than judged and that each child receives the right support at the right time.

- An Early prognosis flowchart to support analysis of behaviour. A visual checklist that clearly identifies a graduated approach leading from a universal behaviour curriculum to specialist therapeutic planning.
- An Early Prognosis proforma to identify emerging behavioural, emotional, or relational concerns before they become entrenched patterns.
- An Anxiety Analysis Map to see if behaviours occur around a specific time, location, person, or activity
- A Predict, Prevent, Progress plan to support pupils whose behaviour needs are emerging or changing. It supports staff to think ahead, reduce difficulties, and track improvement.
- A Therapeutic Tree to understand why behaviour happens, what is driving it and how adults can respond therapeutically. It shows that behaviour is only the visible part of a child's experience, while the causes lie deeper beneath the surface.
- A Therapeutic Plan which is a personalised support plan designed to help a child who is struggling with behaviour, regulation, relationships, or emotional needs. It focuses on understanding the child, identifying their unmet needs, and outlining therapeutic, and relational strategies that help them succeed.
- In cases where a child is in an angry or distressed state, we will use a script to try and de-escalate behaviour.

## Handling an Incident of Inappropriate Behaviour

When issues occur, this school will follow the process of:

- Talking with parties involved to establish facts as opposed to opinions.
- Understand motives and the root causes of behaviour.
- Seek to employ restorative, conversational approaches where possible.
- Apply the correct consequence and determine appropriate support measures.
- Consult with senior leaders for less clear-cut issues.
- Record the incident on our CPOMs system (persistent level 1 and all level 2 and level 3 incidents).
- Governors track trends in behaviour issues each term and will direct the Headteacher towards actions where needed.

## Use of Artificial Intelligence (AI)

The school recognises that artificial intelligence (AI) tools are increasingly available and may be accessed by pupils both in and out of school. Pupils are expected to use all digital technologies responsibly and in line with the school's behaviour expectations and safeguarding procedures. AI tools must not be used to generate harmful, inappropriate, or unkind content about others, to complete schoolwork dishonestly, or to share personal information. Pupils should only use AI technologies for educational purposes when directed or approved by a member of staff. Any misuse of AI that impacts the safety, wellbeing, learning of others, or the good order of the school will be treated as a behaviour concern and addressed in line with this policy.

## Monitoring

Consequences for more serious behaviours (Level 2 and above) Appendix 1 will be recorded in the school CPOMS tracking system. This is to assist the Headteacher and Governors in maintaining fairness, equity and to track any negative trends so the school can best plan ahead if there is a persistent issue with a particular behaviour.

Level 1 issues may be tracked in the instances of recurrent incidents e.g. a child who persistently play fights in spite of the use of options available in Appendix 1. Where a child demonstrates repeated level 1 behaviours of the same type or variety of types, and where the options available have been exhausted without improvements in outcomes, we may treat and track this as level 2 behaviour.

Similarly, this ethos will also extend to level 2 and level 3 behaviours. This means that level 3 options may be used in response to repeated level 2 incidents (including exclusion as a last resort). This data is kept internally and is not shared with the local authority. The school does have a duty to report incidents of discrimination and exclusion to the local authority.

## Exclusions

A suspension is the removal of a pupil from the school site on a temporary basis, and a permanent exclusion is the removal of a pupil permanently.

Permanent exclusion will be used only as a last resort, with careful consideration given to balancing the interests of the pupil displaying inappropriate behaviour against the welfare and safety of other members of the school community. Decisions regarding exclusion will consider the potential impact on the individual pupil as well as the wider school community, ensuring that any action is fair, proportionate, and in the best overall interests of all parties involved.

In applying either, a suspension or a permanent exclusion, it will follow the procedures laid down in the DfE's statutory guidance on exclusions, "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement".

Whilst we are proud of a record of accomplishment over many years of an exclusion record well below national averages, the Headteacher and Governors will not tolerate persistent physical aggression or disruption to peers and where all other avenues have been exhausted, temporary or permanent exclusion may be used. Typically, exclusions will only be employed where level 3 behaviours have been consistent (repeated multiple times) and persistent (over a period of time). An example of an exception to this rule would be where a child has deliberately caused serious injury or has deliberately endangered another.

## Transition

To ensure a smooth transition to the next year, pupils take part in transition sessions with the new staff they will be working with, and staff hold transition meetings to share key information. To

maintain consistent support, information relating to any behaviour concerns is shared with relevant staff. Where pupils transfer to another school, appropriate behaviour information may also be shared with the new setting to support continuity of care.

The school also takes proactive steps to support pupils whose behaviour needs become apparent shortly after admission. Where information from a previous setting indicates that behaviour issues have arisen in the past, or where a pupil joins mid-year and emerging concerns are identified, the school ensures that appropriate support, interventions, and monitoring are put in place promptly. This helps all pupils settle successfully and ensures that consistent, early support is provided to meet their needs.

### Training

Staff receive training on managing behaviour. This training is refreshed at regular intervals in line with national guidance to ensure staff remain confident and compliant in their practice. Behaviour management also forms an integral part of the school's continuing professional development programme, enabling staff to maintain and develop effective strategies for supporting pupils.

### Malicious Allegations

The school takes all allegations against staff seriously; however, where an allegation is found to be false or malicious, the pupil will be subject to appropriate disciplinary action in line with this behaviour policy. Such action may include loss of privileges, restorative work, or other sanctions proportionate to the severity of the behaviour. The school will also consider any underlying needs or safeguarding concerns that may have contributed to the incident. All cases will be handled sensitively, ensuring support is provided both to the member of staff involved and to the pupil, as appropriate.

### Reasonableness and Lawfulness of Sanctions

All sanctions are issued only by paid members of school staff or by individuals specifically authorised by the headteacher. Sanctions will be applied while the pupil is under the charge of a member of staff and will normally take place on the school premises. Any disciplinary measure must be reasonable in all circumstances and must not breach any legislation, including duties relating to disability, special educational needs, race, equality, or human rights. The school is committed to acting fairly, proportionately, and in accordance with statutory requirements, and will always make reasonable adjustments for pupils with protected characteristics under the Equality Act 2010.

### Consideration of Individual Circumstances

In accordance with Section 91 of the Education and Inspections Act 2006, when determining an appropriate sanction or punishment for misbehaviour, the school takes full account of the individual circumstances of each pupil. This includes consideration of the pupil's age, any special educational needs or disability they may have, and any religious requirements that may affect them. Sanctions are applied fairly, proportionately, and with sensitivity to ensure that all pupils are treated equitably and that disciplinary measures support their personal development and wellbeing.

Subject to the behaviour policy, staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or • wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### Offensive Weapon

In law, the definition of an offensive weapon is any article made or adapted for use for causing injury to the person or intended by the person having it with him for such use by him, or by some other person. (N.B. this definition includes a disguised knife). It is an offence for any person who without lawful authority or reasonable excuse has with him in any public place any offensive weapon. There are, however, exemptions to this which include - for use at work, religious reasons or as part of a national costume, e.g. the carrying by some members of the Sikh community of a kirpan (a ceremonial knife). In this circumstance it may be agreed that a child carry a "symbolic" kirpan, i.e. a small kirpan, worn under clothing and sealed so that it may be withdrawn. Where such agreement cannot be achieved it may be appropriate to take legal advice as the school's duty to comply with the Health and Safety at Work Act 1974 may conflict with its duty to comply with the Equalities Act 2010.

### Physical Intervention

Physical intervention may be positive, or restrictive.

#### Positive Physical Intervention

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children or young people; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs. All staff who have legal control of pupils at Belswains Primary School will receive Therapeutic Thinking training. Staff will use positive physical intervention to support pupils, including (but not limited to) the following ways:

- Open mitten (open hand and closed fingers) to guide a pupil to a safe area
- To give recognition, praise and/or to re-focus pupils (for example, a high five, a tap on the shoulder)
- To reassure a child if they are upset (for example, sitting close/next to the child, offering a 'supportive hug').
- Staff will not allow pupils to sit on their lap.
- Hand-over-hand activities, which allow staff to model and support a pupil using a range of resources and equipment (for example, using scissors or PE equipment)
- Moving, handling and intimate care (for example, nappy changing). Some pupils will have
- Individual care plans where procedures are clearly highlighted.

This list is not exhaustive and depends on what is appropriate for the child.

#### Restrictive Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Follow the Therapeutic guidance

- Never be used as a form of punishment
- Be recorded and reported to parents and the Headteacher

### Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and Governing body every year. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles will be reviewed and approved by the Governing body every year

### Written Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, feel valued and respected and to learn, without disruption from others. All pupils, staff and visitors are free from discrimination. Staff and volunteers set an excellent example to pupils at all times. Rewards, consequences, and reasonable force are used consistently by staff, in line with the behaviour policy. The school's behaviour policy includes the power to use reasonable force, when necessary, as advised in the DfE guidance on the use of reasonable force. This guidance is non-statutory.

Pupils and staff understand the Behaviour policy. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions. Pupils are helped to take responsibility for their actions. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life. The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The Governing body is responsible for reviewing and approving the written statement of behaviour principles. The Governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## Appendix 1

We recognise that every member of the school community has rights, but they also carry responsibility for their behaviour:

### Positive Recognition and Rewards

Everyday Behaviour	Reward Options			
Respecting others Courage to try something new or difficult Showing kindness to others Giving considered answers Showing politeness Being thoughtful Working well in a group Asking for help when needed Responding well in assembly Contributing Showing initiative Sharing Showing empathy	Verbal praise	House points	Responsibility (monitors/ prefects)	Classroom rewards
Outstanding Behaviour	Reward Options			

Sustaining any of the everyday behaviour Consistently showing any of the values Showing high levels of creativity and responding to challenge Producing an outstanding piece of work Being honest in a difficult situation	Multiple house points	Star of the Week certificate	Sent to Key Stage lead for praise and recognition	Certificate/Sticker from Headteacher
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## Consequences

Behaviour Type	Consequence				
<b>Level 1</b>	<b>Options</b>				
Distracting others from their work Encouraging others to make poor choices Being in school without permission at breaktimes/lunchtimes Talking at an inappropriate time Play fighting Calling out and/or inappropriate noise Eating in class without permission Inappropriate hurtful language other than swearing	Discussion about our school values	Move the pupil away from the situation	Modelling correct behaviour e.g. running in school-return to point where they were running and walk	Restorative chat with an adult and/or child involved	Parents spoken to by class teacher/ Key Stage Lead/SE NDCo
<b>Level 2</b>	<b>Options</b>				
Repeated level 1 behaviours Verbally abusive to others Disrespectful responses Spitting Intentional misuse or damage of resources or belongings. Swearing/ inappropriate language (verbal or gestures) Lying Deliberate, unkind name calling Intimidation/controlling peers Use of physical force Non persistent abusive comments relating to race, gender, sexuality, or disability	Move the pupil away from the situation	Restorative chat with an adult and/or child involved	Protective or educational consequence	Teacher/ Key stage lead/SEN DCo/ SLT speaks to pupil	Parents spoken to by class teacher/ Key Stage Lead
<b>Level 3</b>	<b>Options</b>				
Repeated Level 2 behaviours Persistent/provocative swearing Serious or persistent theft Temper outbursts	Protective or educational consequence	Separation space used to keep	Class teacher/ Key Stage Leads/ SENDCo/	Class teacher/ Key Stage Leads/	Fixed term suspension/

<p>Intentional offensive remarks against a protected characteristic</p> <p>Spitting at someone</p> <p>Fighting</p> <p>Lifting skirt/pulling down trousers of others</p> <p>Serious vandalism</p> <p>Serious actual or threatened violence against another pupil or member of staff.</p> <p>Sexual abuse or assault</p> <p>Carrying an object that has been made or adapted as a weapon, including knives.</p> <p>Possession of an illegal substance</p> <p>Persistent bullying</p> <p>Biting</p> <p>Behaviour of a sexual nature or harassment</p> <p>Persistent bullying</p> <p>Cyber bullying</p> <p>Deliberately endangering their own or others' health and safety</p> <p>Malicious Allegations</p> <p>Compromise or inappropriately use the school's IT system</p> <p>Pupils found in possession of a drug which is not illegal, but which is considered to be harmful or detrimental to good order or 'legal highs'</p> <p>Pupil found in possession of an illegal drug.</p> <p>Pupil using an illegal drug.</p> <p>Pupil supplying an illegal drug, either pecuniary advantage or otherwise</p>		<p>pupil/other pupils safe</p>	<p>SLT to speak with pupil</p>	<p>SENDCo / SLT to speak with parents</p>	<p>Permanent Exclusion</p>
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This is not an exhaustive list but is intended to indicate the severity of incident that might, in the Headteacher's judgement, warrant a suspension or permanent exclusion. **Persistent instances of behaviours could be considered grounds for permanent exclusion.**

A difference in approach might be taken in relation to an incident being based on each individual's level of involvement and culpability, which might include an appraisal of each individual's circumstances.

## Serious Breaches and Parallel Legal Proceedings

In cases where a pupil is suspected of a serious breach of the school's behaviour policy, but the school is unable to fully investigate due to ongoing police or criminal proceedings, the Headteacher will decide based on the evidence available at that time. While the possibility of criminal proceedings may be ongoing, the headteacher is not required to postpone disciplinary action, including exclusion, if it is considered appropriate. Decisions will be made on the balance of probabilities, assessing whether it is more likely than not that the pupil committed the alleged behaviour. The Headteacher may proceed with exclusion or other sanctions outlined in the school's behaviour policy if deemed necessary and proportionate. In such cases, the school may seek further professional advice to ensure that any actions taken are lawful, fair, and in line with best practice.

## Managed Move

A managed move is a structured process through which a pupil transfers to another school with the agreement of all parties, in order to support the pupil's continued education and address persistent behavioural or social difficulties. The school may consider a managed move when it is clear that a pupil's needs cannot be fully met within the current setting, despite support and intervention, and when all other strategies to improve behaviour have been exhausted.

The process is carefully planned and monitored, involving the pupil, parents or carers, the current school, and the receiving school. Clear expectations and support arrangements are agreed at the outset, and progress is regularly reviewed to ensure the pupil settles successfully and receives the guidance and support needed to thrive in their new environment. Managed moves are always undertaken with the pupil's best interests and educational outcomes as the priority.

## Off-Site Provision for Behaviour Improvement

The school may, in certain circumstances, direct that a pupil's education be delivered off-site as a means of improving behaviour, in accordance with Section 29A of the Education Act 2002 and paragraphs 36–47 of the DfE Exclusion Guidance. Such arrangements are considered only when it is believed that alternative provision will better support the pupil in addressing behavioural difficulties and achieving positive outcomes. The school ensures that any off-site provision is carefully planned, monitored, and reviewed, with clear objectives and appropriate support in place to meet the pupil's educational and pastoral needs while maintaining their safety and wellbeing.

Under Section 90 of the Education and Inspections Act 2006, teachers have the legal authority to discipline pupils for inappropriate behaviour both on school premises and, in certain circumstances, outside of school. The behaviour policy will apply where behaviour off-site may adversely impact the maintenance of good order and discipline within the school or where it may negatively affect the education and welfare of other members of the school community. This policy supports staff in exercising that authority consistently and fairly, ensuring that all pupils understand the expectations for conduct and that any necessary disciplinary measures are applied appropriately to maintain a safe and respectful learning environment.

## Peer on Peer Sexual Abuse

In line with Ofsted's investigative findings (June 2021) on sexual harassment and violence (including online) we promote a culture of openness where all kinds of harassment are recognised, assumed to happen (even if not visibly evident) and will not be tolerated. We define sexual abuse to include the following:

- Inappropriate behaviour of a sexual nature (external advice will be sought from the Child Protection Service in these matters).
- Sexual harassment, such as sexual comments, remarks or jokes and online sexual harassment (which may be stand-alone or part of a broader pattern of abuse).

- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress, or alarm.
- Sexting (also known as 'youth-produced sexual imagery' or sharing 'nudes' and 'semi-nudes').

We promote, through our values-based education philosophy, an environment where children are taught what is acceptable behaviour and what is unacceptable behaviour. We do this through:

- Our Relationships Education curriculum which has units of work addressing positive forms of behaviour whilst ensuring children are under no illusions of forms of unacceptable behaviour.
- Ensuring our teachers receive high quality updates and training in Child Protection matters and through updates.
- Tracking incidents of sexual harassment and violence through our CPOMS recording system and ensuring incidents are followed up and resolved, offering victim support where appropriate.
- Governors tracking behaviour through termly reports.

### Safeguarding and Behaviour

Where a pupil's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm, the school's safeguarding procedures will be followed in full. Appropriate referrals will be made promptly to ensure the pupil's safety and wellbeing, in line with statutory guidance and the school's safeguarding policy. All staff are trained to recognise signs of concern and to take immediate, appropriate action when necessary.

### Multi-Agency Assessment

The school recognises that continuous disruptive behaviour may indicate underlying needs or concerns, including safeguarding issues. Where a pupil displays persistent disruptive behaviour, staff will consider whether a multi-agency assessment is appropriate to identify and address any underlying causes. Such assessments are undertaken in collaboration with parents or carers and relevant external agencies, ensuring that support is coordinated and tailored to meet the individual needs of the pupil while maintaining the safety and wellbeing of the wider school community.

## Appendix 2

### **Exceptional Issues and School Response as prescribed in Law by DFE Restraint**

At Belswains Primary School, staff aim to keep pupils safe and to manage behaviour confidently through preventative and de-escalation strategies. While most pupils respond well to expectations, a very small minority may, on rare occasions, require Restrictive Physical Intervention. This is never used as a punishment, but only when necessary to prevent a pupil harming themselves or others, to stop serious damage to property, or to maintain safety. Any intervention must be reasonable, proportionate, and in the pupil's best interests, and staff will always use the minimum force needed and follow school guidance. Parents are informed if their child is involved in such an intervention.

### **Searching**

In incidents where there is concern that a child may be intentionally or unintentionally carrying any of the items listed below, and they are denying this or are not prepared to hand the item to a member of staff, then the school is likely to contact the police and will contact the child's parents.

- Knives and weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images
- Any article that has been or is likely to commit an offence, cause personal injury or damage the property

The school may search a child's belongings or clothing without consent. However, this will only be done by a member of the SMT or SLT and in the presence of another member of staff.

Children in Years 5 and 6 may bring a mobile phone to school for use when travelling independently; all phones must be handed in to staff on arrival and collected at the end of the school day. If a child is found using their phone on school premises, staff may check the device to ensure that no images or videos of pupils or staff have been taken without consent.

On the rare occasion when an item clearly appears to have been stolen, the class teacher/SMT/SLT will discuss this with the class and appeal for the return of the item. Children may be asked to look through their belongings with a member of staff present. For health, safety and safeguarding reasons, staff have the right to look through a child's belongings, with a member of SMT/SLT present and without the child/parents' permission.

### **Confiscation**

A member of staff is permitted to confiscate an item of property belonging to a child if the item:

- Poses a threat to others: for example, a laser pen is being used to distract and possibly harm other children or staff.
- Poses a threat to good order for learning: for example, a child uses a personal music-player in class.
- Poses a health or safety threat: for example, a child wearing a necklace in PE may present a safety threat to themselves.
- Is counter to the ethos of the school: for example, material which might cause tension between one community and another.
- Is illegal for a child to have for example, racist or pornographic material.

If there are any concerns that confiscation might inflame a situation, degrade or humiliate a child or give rise to child abuse allegations, then the Headteacher, Deputy Headteacher or member of the Senior Leadership Team should be called for.

Confiscated items will either:

- Be disposed of if of no value to the child or anyone else, e.g. a scrap of paper.
- Be returned at the end of the lesson or day as appropriate.
- Need to be picked up by a Parent/Carer.
- Be passed onto an external agency.

### **Appendix 3 Useful Strategies to use at School and at Home Acknowledging feelings**

Children often misbehave when they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them.

Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

#### **Give children a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence which in turn contributes to the development of their self-esteem.

#### **Be consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

#### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

#### **Scan the classroom**

Children are impressed by teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour becomes disruptive. Listen for changes in patterns of conversation which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

#### **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings.... "You seem cross, did something happen?" Follow up concerns raised and complaints made even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground.'

#### **Maintain frequent contact**

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them.

Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

### **Pre-empt disruptive behaviour**

If a child is off task, the important tactic is to return their attention to the task before they actually become disruptive.

### **Be aware of yourself**

When dealing with disruptive incidents, consider the following:

- Your position in the class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it? Communicating calmness is a skill to be learned but is highly effective in diffusing a situation.

### **Catch them being pro-social**

This can be hard to spot with some children if they are often in a dis-regulated state, but it is usually more important for them than for many others that regulated behaviours are praised. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

### **Establishing the 'norms'**

It is important to remember that it is easy to establish new 'norms' of behaviour by failing to challenge what should not be. A whole school approach consistently applied will ensure that the correct 'norms' are reinforced by all.

### **Underpin routines**

Use children's different learning styles to reinforce class/school rules. Use audio and visual reinforcement through for example posters made by the children to enhance class rules.

### **Classroom meetings**

Classroom meetings can be used to evaluate how a class feels they are doing or have done. What has worked well and why? What has not worked and why? What can be done to improve the classroom? The class needs to agree when and how often these meetings will take place and any rules that need to be in place to ensure they are effective. This gives children ownership and a sense of collaboration over their working environment and relationships.

### **The 4 'W's**

- What I did
- Why I did it
- What rule I broke
- What I need to do to put it right

## Deferred consequences

Sometimes it is not appropriate to deal with a significant issue at the time it occurs. Cool off time may be needed for the adult and/or child. It is then appropriate to defer the consequences of the child's behaviour. It is the certainty of the follow up rather than the severity that has impact so the follow up must happen. Severity happens when we deal with situations in anger so cooling off first is always the preferred option.

## Make 'I' statements

If angry try to avoid making statements that start with 'you.' Use 'I' statements...I feel cross, I am angry about.... This is far less damaging to a child's self-esteem. They will not feel personally attacked and will not feel the need to attack in return. It enables them to have some room for manoeuvre without loss of face. Remember, if you have suffered a personal affront, it is ok to be cross! We are all human! Just try and keep the communication to 'I'

## Therapeutic Documents

### Early Prognosis tool

<b>Universal Behaviour Curriculum</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check existing knowledge, skills and understanding.</li> <li><input type="checkbox"/> Complete pupil induction (routines and valued behaviours).</li> <li><input type="checkbox"/> Establish a realistic starting point.</li> <li><input type="checkbox"/> Establish realistic next steps.</li> <li><input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences.</li> <li><input type="checkbox"/> Provide guided and supported practice of skills.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Refer to Behaviour Policy.</li> </ul>
<b>Universal Plus Behaviour Policy</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Support the pupil in line with policy.</li> <li><input type="checkbox"/> Monitor and record the impact of policy on progress.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Implement further analysis and planning.</li> </ul>
<b>Targeted Early Prognosis</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from parents/carers and staff.</li> <li><input type="checkbox"/> Gather information from multi-agency colleagues.</li> <li><input type="checkbox"/> Ensure collated information informs planning.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Implement further analysis and planning.</li> </ul>
<b>Targeted Plus Predict, Prevent &amp; Progress</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update and review all information within Targeted.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify protective consequences.</li> <li><input type="checkbox"/> Identify educational consequences.</li> <li><input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious).</li> <li><input type="checkbox"/> Complete Anxiety Analysis for relevant variables.</li> <li><input type="checkbox"/> Create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Implement further analysis and planning.</li> </ul>
<b>Specialist Therapeutic Plan</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update and review all information within Targeted and Targeted Plus.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil</li> <li><input type="checkbox"/> Complete a detailed Therapeutic Plan.</li> <li><input type="checkbox"/> Set a review date.</li> <li><input type="checkbox"/> Consider group dynamic options.</li> <li><input type="checkbox"/> Review progress.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.</li> </ul>

### Early Prognosis

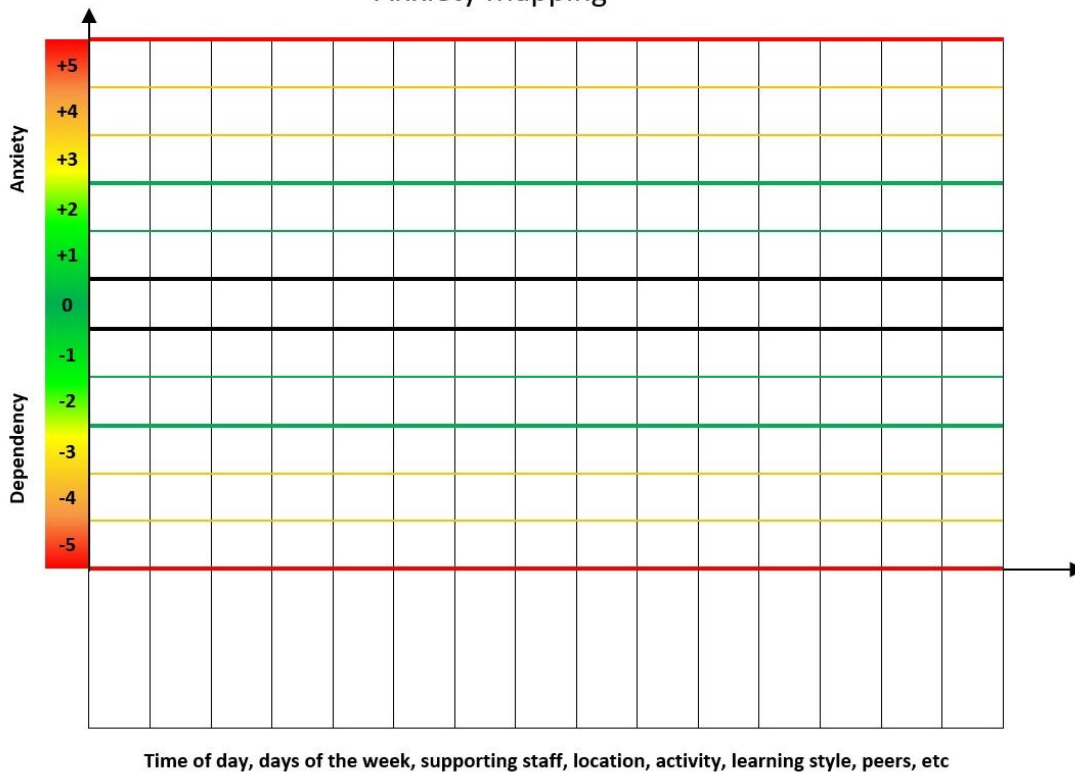
## Early Prognosis

Date: \_\_\_\_\_  
Staff member: \_\_\_\_\_

<b>The behaviour</b> <small>Observations, self-report, parental description, including severity and frequency.</small>	•	
<b>Pupil voice</b>	•	
<b>Function</b>	Sensory •  Escape / Avoidance •  Attention •  Tangible •	Do we still need more information? ↓
<b>Health &amp; wellbeing</b> <small>Including diagnosis, diagnosis pathway using evidence, physical responses, mental health issues, additional medical needs, nurses etc.</small>	•	
<b>Context</b>	Home •  School •  Community •	Do we still need more information? ↓
<b>Cultural relevance</b>	•	

## Anxiety Analysis

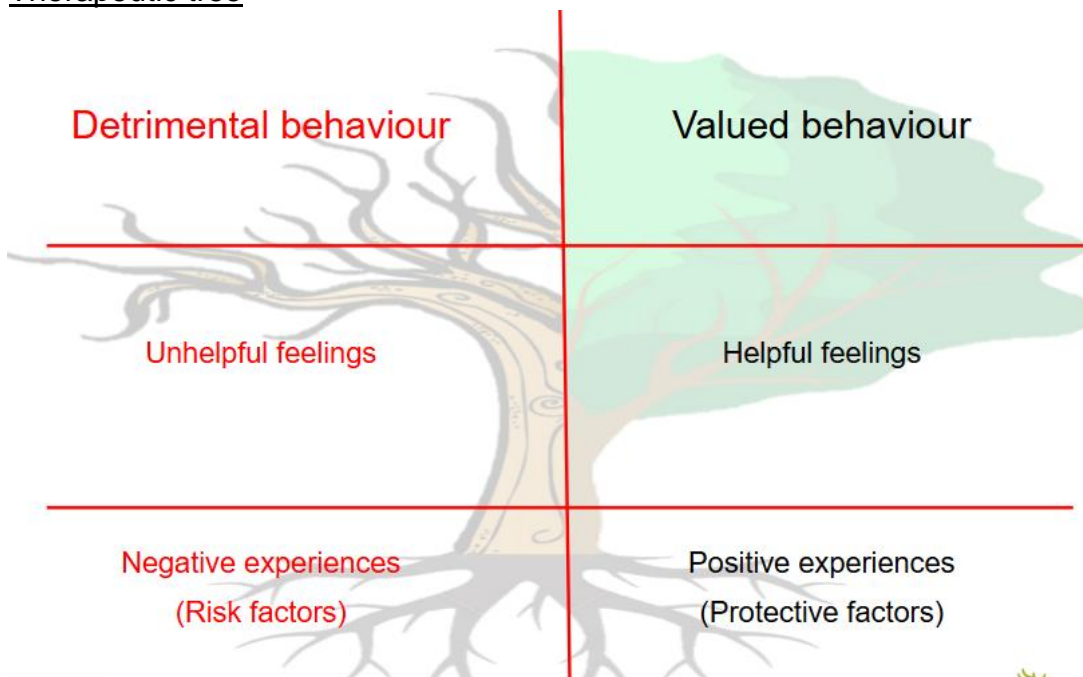
### Anxiety Mapping



## Predict, Prevent, Progress plan

	Score	Predict Staff/Location/Activity/Peers/Time	Prevent Adaptations (including protective consequences)	Progress Adaptations (including educational consequences)
Increased Anxiety	+3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			
Increased dependency	-2	Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	-3 - -5	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

### Therapeutic tree



### Therapeutic Plan



# Therapeutic plan

Name	DOB	Date	Review Date
Photo	Differentiated measures.		
Valued behaviours	Strategies to respond		
Difficult behaviours	Strategies to respond		
Dangerous behaviours	Strategies to respond		
Debrief Notes (reflect, repair and restore)			

## De-escalation script

### De-escalation script

Child's name, followed by either:

- I can see something has happened  
or
- I am here to help  
or
- Talk and I will listen  
or
- Come with me and.....