

Burradon Community Primary School



Positive Behaviour Management Policy and Guidance

September 2026

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(Behaviour Lead)**

Burradon Community Primary School

Positive Behaviour Management Policy and Guidance

“Leaders have created a calm and respectful environment. Pupils feel safe because they trust the adults who care for them. Learning is rarely disrupted. Pupils generally show positive attitudes to learning. They share resources and treat each other with respect. Staff know pupils well.”
(OFSTED 2026)

Rationale

This policy sets out the expectations of behaviour at Burradon Community Primary School. High standards of behaviour in school are essential to enable children and young people to learn in a calm, safe environment that brings out the best in them. The governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise.

Children are encouraged to behave well through the PSHCE curriculum and the school's vision and values which are clearly understood and agreed. A home-school agreement sets out for parents, staff and children an acceptable standard of behaviour that is expected within our school. Consistently inappropriate behaviour is discussed with parents/carers and a range of interventions are taken. A range of procedures for reporting and dealing with bullying are in place.

The school's emphasis is placed on encouraging and rewarding the positive aspects of children's work and behaviour through a range of reward systems, including the House Points and certificates.

Aims and objectives

- To promote a positive ethos and climate in the school meaning children want to attend well and learn including those with SEND.
- To create a consistently calm, safe and supportive environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behavior to staff, parents and pupils.
- To encourage consistency of response to both positive and negative behavior from all members of staff and quality training for staff to manage behavior effectively.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood by the whole school and parent/carers.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of the Head Teacher

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. All staff have an induction and behavior and how it is managed is central to induction process. Staff have training on behavior strategies including Thrive, restorative practice and SEND support strategies and adaptations. Staff are responsible for behavior tracking for their class and uploading onto CPOMs. Staff need to be alert for any changes in behavior of children, signs of child-on-child abuse and bullying and inform the relevant staff.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- use the Relate – Rupture - Repair cycle to support children to make changes to their behaviour.

All teachers are responsible for dealing with incidents in and around school. Incidents can be referred to the Senior Leadership Team and ultimately to the Headteacher.

Role of Lunchtime Supervisors

Our lunchtime supervisors have the opportunity to participate in regular training to support behaviour management at lunchtime. Lunchtime supervisors also participate in a half termly meeting with the Behaviour Lead.

Lunchtime supervisors on the yard report any incidents the class teacher needs to know about. The behavior lead in school meets with the lunchtime supervisors half termly to discuss what is going well and any improvements that need to be made.

The procedures and systems for lunchtime behaviour are outlined below.

<u>Positive behaviour</u>	• Dinner staff can give out house points, top table awards and stickers for good behaviour.
<u>1st Warning</u> Discussion about behaviour	• Behaviour is discussed with the child by the lunchtime supervisor or the yard. • Reminders are given about the school vision and values and the behaviour expectations.
<u>2nd Warning</u> Behaviour reported to	• Following the step above, if there is a further need to speak to a child about their behaviour

class teacher	the lunchtime supervisor will speak to a member of SLT or the class teacher. • The class teacher will then deal with the behaviour at the end of playtime or sooner if required. The behavior will be dealt with following the school's behaviour procedures and involving senior staff if necessary. • For serious incidents an incident sheet will be written up by the lunchtime supervisor and this will be given to the class teacher.
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Role of Parents / Carers

The school works collaboratively with parents / carers, so children receive consistent messages about how to behave at home and at school. We explain the vision and values in the school brochure and this policy, both of which are available on the school website. As a school we expect parents to read these and support them.

We expect parents / carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents / carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to deal with any misbehaviour of a child, it is essential that parents should support the actions of the school.

Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues.

Role of Pupils

We encourage the children to be responsible for their actions and behavior by upholding the school's vision and values. We have procedures in place within the school where our children can support the schools' behaviour systems. These include our Burradon Buddies, Sports Crew, School Council and Worry Boxes.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, use of adaptations and the active involvement of pupils in their own learning support children to make correct behaviour choices. Structured feedback can also help to avoid alienation and disaffection which can lie at the root of poor behaviour. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Educational Trips (off site)

We believe in the importance of trips outside of school to enhance children's learning. The safety of staff and children on these trips is paramount. Therefore, the headteacher reserves the right to refuse to allow children to go on trips if their behaviour in school means that the safety of staff or children could be compromised.

Children will always be told in advance, if possible, and given the chance to improve behaviour. Parents / carers will also be consulted by the Headteacher.

Behaviour outside of the school premises

Schools have the power to sanction for behavior outside of the school premises or online that is witnessed by a member of staff or reported to the school. These instances may include travelling to and from school in school uniform, taking part in school related activities, posing a threat to another pupil or behavior that would have repercussions for the school. The headteacher will support staff and contact parents to discuss any incidents.

Early Bird Breakfast club

Positive behaviour in breakfast club is rewarded through house points. Breakfast club staff provide a range of activities to stimulate children including creative activities and writing activities. If behaviour is unacceptable children will be given a warning by breakfast club staff up to a maximum of two. If the behaviour continues the child's name will be written on the orange traffic light and the class teacher will be informed of the unacceptable breakfast club behaviour.

Following the orange traffic light, if the behaviour continues to be unacceptable then the child's name will move to red and the relevant Key Stage Manager and/or Behaviour Lead (Mrs Liddle) will be informed. Parents / carers will also be informed that their child's behaviour in breakfast club has been unacceptable.

If the behaviour is deemed to be of a serious nature such as violent or aggressive behaviour then the Headteacher will be informed and parent / carers will be informed. Children can be excluded from breakfast club for a fixed period by the Headteacher or senior staff in her absence.

Burradon Fun Club and Out of School Clubs (OOSC)

We provide Burradon Fun Club as well as a range of after School Clubs to enrich the curriculum. Good work and behaviour at our clubs is rewarded through house points. If a child's behaviour is unacceptable, it will be dealt with following the school's behavior procedures and involving senior staff if necessary. Parents / Carers will be informed that their child's behaviour in our clubs has been unacceptable.

Children can be excluded from OOSC and after school clubs for a fixed period by the Headteacher or senior staff in her absence.

PSHCE Curriculum

The school places great emphasis on our PSHCE work and PSHCE lessons are timetabled weekly following the Lifewise scheme as a basis for our PSHCE lessons. These lessons involving promoting good behaviours and attitudes. They incorporate our whole school visions and values and the importance of respect.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, position of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and

reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Our Visions and Values form the basis of our rules with each class then designing their own class charter based on respect and looking after our school.

Lunchtimes follow the golden rules with children asked to speak quietly, clean their table and play fairly with others. There are football rules that also need to be followed and children can be given a red or tallow card if they break the rules.

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents.

Burradon Community Primary School Behaviour System

All classes (Y1-Y6) follow the same behaviour step approach to dealing with incidents of unacceptable behaviour. Children are given a warning and then have their name moved to the next step. (appendix 2)

In Early Years, children have a traffic light system approach for dealing with incidents of unacceptable behaviour. Children are given a warning and then have their name moved to the yellow traffic light step. If the behavior continues the child is moved to the orange traffic light. If the behavior continues a child will be moved to the red traffic light. The deputy head teacher or headteacher may need to be involved and will speak to the child. Parents / carers will be informed.

We encourage our children to actively follow and uphold the whole school's visions and values. Each class 1- 6 also designs their own class charter each year which will reflect the visions and values. This is signed by all members of the class. Rewarding their good behaviour and attendance is vital in maintaining their motivation and sense of self worth.

In our school we have a range of reward systems in place to support our positive behaviour management systems. These include:

Whole School:

- Discipline steps or traffic light system including rainbow rewards
- House points
- Positive marking and feedback including praise, stickers and stamps
- Weekly achievement assembly certificates
- Certificates presented for special events, e.g sports
- Golden time in Y1 to Y6
- Other rewards across the academic year, e.g readers

Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular rule reminders are used as an initial non-confrontational approach with disruptive behaviour. Sanctions include loss of a privilege such as break time or golden time, time out in another classroom or going to another member of staff including SLT, Deputy Head or Headteacher. Record sheets will be filled in following discussion with the child using a restorative approach.

Restrictive interventions including use of reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from: causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among pupils at the school, whether during a teaching session or otherwise. Any restrictive interventions will be recorded and reported.

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground.

Schools should not have a 'no contact' policy. Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions.

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. An incident involving the use of seclusion must be recorded and reported.

(Ref: Use of restrictive interventions, including use of reasonable force, in schools policy)

Searching, screening and confiscating

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil)
- tobacco and cigarette papers
- fireworks
- pornographic images.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. Parents/Carers should be informed about the search.

Staff can confiscate, retain or dispose of pupil's property as a disciplinary penalty. Staff should pass on concerns to the Headteacher who will consider if the confiscation is appropriate and any special considerations relevant to the case.

(Ref: Searching, screening and confiscation in schools, DFE guidance, updated 19th July 2023)

Removal from classroom, suspension and permanent exclusion

Internal suspension (removal from classroom) will be used by the Headteacher when a child is repeatedly disrupting not only their own education, but also that of their peers. The child will be given work by the teacher and will work away from the other children supervised by a member of staff. This is recorded internally. Parents/carers will be notified immediately and will come in to school to meet with the Headteacher as soon as possible. Social workers or Virtual School Heads involved with the child also need to be notified. The child should have the opportunity to have their say and put their views across. Discussion will take place around the need for external suspensions if behaviour does not improve.

External suspension where the child is temporarily removed from school for a fixed amount of time by the Headteacher to provide a clear signal about their unacceptable behaviour. A child may be suspended for one or more fixed periods up to 45 days in any academic year. Work will be set and marked for the child. Children can also be suspended for certain parts of the day such as lunchtime. This would be counted as half a school day. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension. Parents/carers will be notified immediately and will come in to school to meet with the Headteacher as soon as possible. Social workers and Virtual school heads involved with the child also need to be notified. The local authority should also be notified without delay. The child should have the opportunity to have their say and put their views across. Discussion will take place around the need for further external suspensions if behaviour does not improve.

Permanent exclusions is when the headteacher makes the decision that a child is permanently no longer able to attend the school. Permanent exclusion would only take place if there was a serious breach or persistent breaches of the behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. Parents/carers will be notified immediately and will come in to school to meet with the Headteacher as soon as possible. Social workers or Virtual School Heads involved with the child also need to be notified. Behaviour of pupils outside of school can also be considered as grounds for exclusion.

For any permanent exclusion, Headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

In all these cases, the Headteacher will follow the current legislation 'suspension and permanent exclusions from Maintained Schools, Academies and Pupil Referral Units in England' which has been updated in July 2026. The Headteacher will notify the Governing Body and the Local Authority of all suspensions and exclusions in line with the current legislation.

Headteachers have the ability to cancel an exclusion before governing bodies have met to consider if a pupil should be reinstated. This practice is sometimes known as withdrawing or rescinding an exclusion.

Parents/carers must be provided with links to impartial advice such as the [DFE Exclusion Guide for Parents](#). Further sources of free or impartial information is given at the end of this policy.

Separation of pupils for safeguarding reasons

In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent / carer does not do so. This is not an exclusion on disciplinary grounds.

The school should inform parents/carers of the reason why the pupil has been temporarily forbidden from attending its premises and in conjunction with the designated safeguarding lead (or a deputy). The governing board should also be notified without delay and ensure this is used for rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises.

Any decisions, including to temporarily forbid a pupil from attending its premises for safeguarding reasons, are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a lead role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Part 5 of KCSIE provides schools with robust information on managing reports of child on-child sexual violence and harassment, sets out the legal duties placed on schools and provides advice on a whole school approach to preventing sexual violence and sexual harassment

Reintegration after a suspension, off-site direction or separation for safeguarding purposes

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction or separation for safeguarding purposes. Pupils will be offered a fresh start which will include helping them understand the effect of their behaviour on themselves and others as well as how to meet the high expectations of behaviour in line with the schools Visions and Values. Parents/carers should be invited to a reintegration meeting with their child and other agencies and relevant staff should also be invited.

Offsite Direction

Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. The governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should

be used to arrange time limited placements at an alternative provision or another mainstream school.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis upon review of the time limited placement.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents/carers and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interest.

Once a pupil undergoes a managed move, the pupil moves permanently from the original school to the new school, and the pupil's name should be deleted from the original school's admission register and added to the admission register of the new school.

The law does not allow for a 'trial admissions' or 'trial managed move'. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Emotional Health and Wellbeing

Emotional health and wellbeing is paramount for children and staff to be happy, motivated and gain the very best out of school life. There is a staff wellbeing group who meet regularly to promote good mental health for staff. The children have daily opportunities to check in with staff through check in boards in school and can share their worries through worry boxes and monsters. The School Council also provides children with a right to have their views heard through Class Council Meetings and a suggestion box which leads to improved EHWP. In addition, staff regularly interview pupils about their learning in school to improve practice. This includes a pupil questionnaire each year. By promoting EHWP children are more engaged with their learning, concentrate and learn more effectively. Children are also more confident and have higher self-esteem which leads to improved behavior and attendance.

Parents / carers are encouraged to be part of the EHWP in school and are regularly invited to open afternoons to look at books with children, whole school assemblies, parents evenings, maths and reading workshops. We also have a parents group (Burradon Helpers) who meet regularly and organise events and give their views.

We are continually reviewing EHWP for staff and children to ensure we have a positive environment where staff and children can flourish.

Thrive

Thrive is a therapeutic approach we use in school to help support children with their emotional and social development. It is a whole school approach based around, current studies of effective learning and current models of child development to help the school to understand the needs being signalled by children's behaviour. The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs. Year 1-6 have a whole class action plan delivered by class teachers. In addition, individuals and groups have targeted interventions with trained Thrive Practitioners. Thrive techniques and activities are used to address any specific issues as part of PSHCE sessions in school.

Research has shown that how we behave is linked to how we feel and our emotions are linked to how we learn. By teaching children to recognise and notice these feelings and emotions it can help with their development and learning. Thrive promotes their emotional and social growth by building positive relationships between a child, their peers and the teaching staff and helps them explore and understand their feelings through various activities.

Connect Mental Health Support Team

Connect Mental Health support team will be providing support this academic year. They will provide sessions for parents, children and staff in relation to mental health. They also provide 1:1 support for children with specific difficulties.

Behaviour Support from Outside Agencies

Our school has a close relationship with outside agencies involved in providing support for children with behavioural issues following the appropriate referral. These agencies include the Educational Psychology Service, Collaborative / CAMHs, Language and Communication and Silverdale Outreach Service.

Within these services, assessments on a child's social, emotional and mental health can be implemented and specific language and communication needs including social communication difficulties and autistic spectrum disorder can be assessed. These agencies can provide staff with specific advice, training and teaching strategies to support the needs of individual children who are experiencing difficulties with their social and emotional behaviour and their mental health.

Behaviour Tracking

Class teachers record incidents of unacceptable behaviour which reach step 3 + in year 1 - 6 or the red traffic light in early years on the agreed school recording format. The child completes a behavior and thinking sheet based on restorative approaches and the Relate – Rupture – Repair theory and these are put onto CPOMs. These tracking sheets are submitted to the Behaviour Lead on a half termly basis. The Behaviour Lead then analyses the data and produces a report which is shared with staff and governors.

Monitoring and Evaluating

The Headteacher and behavior lead monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour and where parents have needed to be informed.

The Headteacher also keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Links with other policies:

Our Positive Behaviour Policy underpins the visions and values of our school. There are specific links with other important school policies including Child Protection, Safeguarding, Health and Safety, Anti-Bullying, Relationships and Sex Education, Attendance and Punctuality, Mobile Phones in School and the Single Equality Scheme.

Review:

This policy will be reviewed September 2027

Further information

Further guidance and resources for supporting behaviour in schools

- [Use of reasonable force and other restrictive interventions guidance April 2026](#)
- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Working together to improve school attendance - GOV.UK 2026](#)
- [Searching, screening and confiscation at school 2023](#)
- [Keeping children safe in education 2026](#)
- [School suspensions and permanent exclusion updated 2026](#)
- [Relationships Education, Relationships and Sex Education and Health Education guidance 2025](#)
- [Equality Act 2010](#)
- [Education Act 2002](#)

Special education needs and disability (SEND)

- [SEND code of practice: 0 to 25 years](#)

Information for parents on suspension and permanent exclusion

Coram's Child Law Advice service can be found through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities

Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here <https://www.kids.org.uk/sendias-home/>



Burradon Community Primary School
Learning together; growing together

Be curious about the world around you, ask questions and investigate.

Care and respect yourself, other people, our school and the wider world.

Persevere and be resilient - be the best you can.

Stay safe, make sensible choices and do things that make you happy.

At the heart of the community

Appendix 2

Rainbow Award	Rainbow Award 1/2 children for good manners, behaviour, work. Children receive a certificate and prize in achievement assembly.
1 st Step	I follow the school visions and values and my teacher is proud of me. Children start on this step. Children are reminded at this point and given a warning for behaviour. Teacher will say child's name and remind them of the behaviour they want to see. I need to see you (name the behaviour you want to see). Thank you.
2 nd step	I have had to be reminded to follow the school visions and values and need to improve my behaviour. Move back to starting step at the end of the day - fresh start.
3 rd Step	I have been reminded about the school visions and values several times and I will need to discuss this with my teacher at playtime. Children will fill in the thinking and discussion sheet (restorative) with the teacher. There will be a focus on how we can change things. (Relate-Rupture- Repair)' Staff will need cover to implement this. If another child has been upset then an apology or a card could be made for that child as a way of repairing the situation. (move back at the end of the day - fresh start) Parents/carers will be contacted to discuss incident and how the behaviour has been at home. This will be recorded on the behaviour tracking sheet on the shared drive. Upload the completed thinking and discussion sheet onto CPOMs including the teacher action and parental comment.
4 th Step	I have been reminded about the school visions and values several times and I will need to discuss this with my teacher, other adults in school and my parents. There will be other consequences for my behaviour. The Behaviour lead should be consulted and will be part of the meeting with the child. Child's parents /carers will also be consulted. Please fill in the thinking and discussion sheet. Other forms of sanction – loss of privilege, school based community service (tidying class etc), Think about contributing factors – bereavement, abuse or neglect, SEND, mental health issues, bullying, home life. How can we support if needed? It will be decided if the child will miss playtime, golden time or go on Head teachers report. If a SEND child how will missing playtime impact? Do we need another strategy? Is the child a Thrive child? How can they be supported through Thrive? How can we de-escalate the situation? Can you discuss this with Mrs Hopper/ Mrs Liddle If they are not – should they be screened? (parental consent needed) Other behaviour support strategies such as outreach service may need to be explored. Suspension or exclusion may have to be considered.

Appendix 3

Terminology

For clarity, this guidance will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident:⁵ any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in ['Other physical contact with pupils'](#) within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.
