



Behaviour Policy

DATE APPROVED:

APPROVED BY: Teaching and Learning Committee

DATE TO BE REVIEWED: Autumn 2025

Behaviour Policy

1.0 Introduction

1.1 It is a primary aim of Naphill and Walters Ash Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1.2 Our vision at Naphill and Walters Ash School is to have high standards of teaching and learning which challenge our children to achieve. We aim to:

- Promote and embed our whole-school 5R values
- Promote respect and tolerance for each other and the school.
- Help pupils towards an understanding of what is right and wrong.
- Support everyone in forming positive relationships with adults and peers.
- Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensure equality and fair treatment for all.
- Praise and reward positive behaviour.
- Challenge and where appropriate sanction behaviour that is not acceptable.
- Provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encourage positive relationships with parents.
- Develop positive relationships with pupils to enable early intervention.
- Have a shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promote a culture of praise and encouragement in which all pupils can achieve.

1.3 The promotion of positive behaviour and discipline during a child's formative years can have a profound and often far reaching effect on his or her social behaviour and self-esteem. If children are given the opportunities to experience personal and social success they are more likely to perceive themselves as a capable, likeable and worthwhile people. A child with positive self-esteem has confidence in their ability to succeed and to learn. Commendable conduct by pupils is also fundamental to the effectiveness and well-being of the school. Indeed, it is essential in providing for a secure, caring, happy, motivating and purposeful environment in which children can learn and flourish. The Naphill and Walters Ash School community has a shared responsibility to manage the behaviour of its pupils by promoting and modelling appropriate behaviour and discipline; seeking to avoid unacceptable performance and, where necessary, restoring appropriate behavioural standards.

1.4 This policy and code of practice applies to pupils on school premises, on field trips and other authorised out-of-school activities at any time.

1.5 To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum and our 5Rs, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

1.6 Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school will support pupils and families and liaise with appropriate external agencies that can also provide support.

2.0 Aims of the Policy

- To ensure consistency by providing a reference document for the whole school community
- To encourage and promote appropriate behaviours through positive policy and practice
- To clearly identify the strategies used to encourage positive behaviour and deal with inappropriate behaviour
- To raise standards and improve expectations of behaviour
- To marginalise negative behaviour by promoting positive behaviour and discipline within the school
- To recognise and promote a child's right to learn in a secure, caring, happy, motivating and purposeful environment
- To develop excellent classroom management and organisation to encourage and promote effective learning
- To ensure that every child is listened to and respected
- To ensure that each and every child experiences praise, positive recognition and success

Legal framework

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

- Education Act 1996
- Education Act 2002

- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

3.0 Staff Responsibilities for Encouraging Positive Behaviour and Attitudes

3.1 Behaviour management is the responsibility of **all** staff at Naphill and Walters Ash School. They are expected to:

- Use the school code system consistently in Key Stage 1 and 2 (an adapted version is used in Year R)
- Establish and reinforce the 5Rs and the expectations that go with them.
- Use positive language.
- Praise frequently.
- Demonstrate respect and do not humiliate.
- Provide a positive role model.
- Use every opportunity offered in the school day to praise and reward positive behaviour.
- Be in class at the beginning of each session to ensure appropriate behaviour when the children enter the classroom.
- Liaise with colleagues over any concerns regarding behaviour on an individual, class or school level.

3.2 The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

3.3 The SENDCO is responsible for:

- Collaborating with the governing board, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

3.4 The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Ensuring this policy is published on the school website

3.5 Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Following the behaviour codes.
- Respecting the 5Rs.

Parents are responsible for:

- Supporting their child in adhering to the school rules and 5Rs.

- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Working in partnership to support the school's behaviour policy.

4.0 The School Expectations

4.1 We expect our children and staff to act in a manner that reflects the 5Rs so everyone is:

- Responsible
- Resourceful
- Reflective
- Resilient
- Reasoning

These values are underpinned by Respect. These values/attributes are reflected in the codes and in all aspects of the school and are used by staff to convey what behaviour we expect from the children.

5.0 Key Stage 1 and 2 Rewards

5.1 Every week in Phase Assemblies a child from each class will be awarded a Head Teacher's award for positive behaviour or work related to our 5Rs. In the EYFS and Key Stage 1 assemblies the children sit on Golden Chairs. (EYFS attend after October half term.)

5.2 At the end of every week children are rewarded for following our school codes with Golden Time and at the end of every half term they are rewarded with a longer session called Golden Time Plus. This is a Key Stage 1 and 2 reward and the children choose from a range of activities that are run by the staff. Those pupils with three blue codes, a purple or red code, do not participate in Golden Time Plus. In Year R if the children have not received a code each week they receive a certificate saying 'I kept the Golden rules all week' and each half term if they do not have any codes they receive a certificate that states 'I kept the Golden Rules all half term'.

5.3 In Key Stage 1 at morning playtime the teacher on duty each day rewards one class with 'Line up Lion'. When a class gets 5 'Line up Lions' they get a class reward.

6.0 House Points

6.1 In Key Stage 1 and 2 children will also be given house points for good work, doing something kind, helping to tidy up after art etc. It is expected that all staff, including lunchtime and office people, will use their professional judgement when giving house points so that the children learn that they reward a high standard of work or effort and 'exceptional' behaviour.

6.2 House points are used to encourage a sense of belonging and to understand that as individuals, they have a collective sense of responsibility.

6.3 Once a week the house captains will announce the house points in assembly. At the end of each half term the winning house will earn a non-uniform Day.

7.0 Headteacher's Awards

7.1 If a child has completed a particular piece of work to a very high standard or made great progress then the class teacher will send that pupil to the Head teacher to receive a special Head Teacher's award.

8.0 Classroom Strategies and Rewards

8.1 Each class teacher will have their own way of rewarding children. This may include: Golden Time, raffle ticket awards, Star of the Day rosettes and table points etc

8.2 All classes should have some form of visual behavioural clues – e.g. a chart that shows positive listening strategies.

9.0 Strategies to Encourage Positive Behaviour

9.1 We encourage positive behaviour using a range of strategies. This is not a definitive list: teachers will select, modify, alter and add to them as appropriate.

- Positive language to emphasise desired behaviours and attitudes e.g. saying, 'We look after property, we don't waste or damage it.'
- Non-verbal communication e.g. a smile, thumbs up or a reassuring nod
- Highlighting positive attitudes to the class. Complimenting the children who are working well instead of highlighting those who are not on task.
- Giving children responsibilities or privileges e.g. assisting lunchtime supervisors with the younger children or appointing monitors for specific areas of the school
- Assemblies are used to embed the 5Rs and whole school values: they are also used to praise individual, group, class or whole school successes e.g. passing on positive comments from visitors or positive feedback from a trip or event: so that children are aware of how they are succeeding.
- Discussions with individuals, classes or the whole school highlighting the positive behaviour to marginalise unacceptable behaviour.
- All staff are expected to role model the school values e.g. by being polite, courteous and positive.
- All staff are expected to be consistent and fair in rewarding children throughout the whole school.
- Children's work should be recognised and celebrated through ongoing marking and high quality display.
- Tangible demonstrations of trust in children are also used to recognise positive behaviour e.g. giving children the responsibility of preparing equipment for a practical lesson or sending them around the school with a message.

10.0 Foundation Stage Sanctions and Rewards

10.1 All children follow the 'Golden Rules';

- I walk inside.
- I use kind words.
- I use my indoor voice.
- I use kind hands and kind feet.
- I share and take turns.
- I tidy up.
- I sit and listen.
- I put up my hand.

10.2 Lots of verbal praise and stickers are given for positive behaviour and work. The children have an adapted version of the code system which applies to the above rules. Blue codes are followed by an immediate time out, and orange code warnings are removed at the end of each session so a child starts afresh each new session. In each class there is a celebration board, and when a child does something that is kind, helpful etc without being prompted to do so their name goes on this board. If a child receives no codes in a week they get a certificate and if they get no codes in a half term they get another certificate.

10.3 Once a week during golden assembly (from October half term) one child from each class is also chosen to receive a Head Teacher's reward sticker for something special they have done that week. These awards are linked to the 5 Rs.

10.4 As with the rest of the school if a child receives a blue code then notification is sent home to the parents.

11.0 Discipline: Successful Techniques in Dealing with Inappropriate Behaviour

11.1 Staff understand the importance of challenging inappropriate and abusive behaviours between children and learners, and not allowing them to become normalised. Staff have completed Norfolk Steps training and where required, Step On training, which targets early intervention and strategies to manage complex or challenging behaviour. It promotes positive behaviour strategies such as; consistency, de-escalation, behaviour analysis and differentiated planning.

11.2 Staff have received training in Child Attachment and Trauma which helped our school to create an attachment and trauma informed school with a positive learning environment. Staff have insight into how attachment and trauma can manifest in the classroom/playground and have good strategies to provide support for children and adults.

11.3 Consistent standards are essential to ensure fairness. The verbal and non-verbal strategies used should be relevant. Strategies **should not** be used to

humiliate children. Where possible, when it is necessary to deliver a severe reprimand, the children will be spoken to away from other children.

11.4 In order to ensure consistency across the school the Code System is used in all classes in KS1 and KS2 with an adapted version in Foundation Stage. The codes are a graded list of behaviours from calling out to ones that may result in internal exclusion or external suspension. A child is always given a verbal warning to stop the behaviour that may lead to an orange (minor) code being given. E.g. 'code orange warning for calling out' and if that behaviour is repeated in a lesson a code orange will be given. This code is then recorded in the class. Three orange codes (an orange strike) given in a week result in a detention. (KS2 only) The Code system is reviewed by all staff at the start of each year and any changes shared with stakeholders.

11.5 More serious (blue, red, purple) incidents are investigated thoroughly and discussed with the child/ children involved before any codes are given. Children in KS2 who receive lunchtime detentions will spend a set time with a member of the SLT reflecting on their behaviour and discussing solutions to help them move forward and avoid repeating inappropriate behaviour. Children in KS1 will spend time with a staff member immediately after the incident discussing their behaviour and possible solutions. Parents are notified of their child's inappropriate behaviour by letter, phone, in person or, in some agreed circumstances, by email. They are encouraged to discuss their child's behaviour with them at home.

11.6 SEND children may need to have the Code System adapted to match their individual needs. Where a child has specific needs an individual behaviour plan may be written. This is a partnership between staff and parents and the child and can be supported by external agencies. Where appropriate modified codes would be part of this plan.

11.7 In Key Stage 2 if work is not completed on time or to the standard expected staff may ask pupils to complete or redo work at lunch or break times.

11.8 Other steps that may be taken in dealing with an incident may include:

- A child may be asked to write a letter of apology.
- Contacting parents
- Liaising with other colleagues e.g. Key Stage Leader, Head and Deputy – a pupil may be sent to one of the senior staff to be spoken to.

12.0 Continuing negative behaviours

12.1 Occasionally some children present with behaviours that need further support and an additional intervention may be required:

- Success cards- if a child is presenting with behaviour needs that may benefit from further support then a success card may be used. Parents will be informed and invited to discuss and agree targets to help a child make positive changes. Success cards are used to monitor and record behaviours to help support the child's focus back in line with our school expectations.

- If a child continues to show negative behaviours and receive further codes then a meeting is arranged with school and parents to see if there are any changes in family circumstances which affect that child's behaviour. Other interventions such as a report card or behaviour plan may be introduced as the next course of action.
- Report Cards– these are primarily aimed at children in Key Stage 2 who display aggressive or continually disruptive behaviour and receive 3 blue code detentions in one half term. There will be an initial discussion with the parents and the report card will last for at least two weeks but may be longer. Report cards will go home daily and parents are expected to sign and return it each day. Sanctions may include loss of break and lunch times, not attending extra-curricular clubs, parents bringing the child to the office in the mornings etc. If after the two weeks there is no improvement in behaviour the school will meet with parents to discuss next steps. Behaviour that affects the learning environment may lead to the child working out of class for set periods.
- Liaising with the school's SENDCO and parents, use of behavioural provision mapping may be needed. Advice could be sought from the Wycombe PRU and other external agencies.
- Time Out – some children need the option of having a safe place to go whilst they 'cool down' as it could make the situation worse if they stayed in class or with their peers. This is usually agreed with a positive behaviour plan.
- If a single child loses control and refuses to take time out it may be more appropriate to move the rest of the class and leave the child back with an adult to watch over them. The class teacher should contact the office immediately to get support from SLT and call on a member of staff close by to take their class to either the hall or lunchroom as a place of sanctuary until the situation calms. The remaining child should be monitored and only talked to when they have calmed down. Any damage done to the room should then be cleared up and at some time later an apology offered to the class and teachers concerned.

12.2 The school will refuse to take children on visits and residential trips if the child's behaviour could endanger themselves or others; there has been a serious transgression such as a purple or red code at school before the visit takes place or the number of 'codes' given to a pupil indicates continual poor conduct. Staff will meet with the parents of any child they have concerns about to discuss concerns and any repercussions to their child's behaviour and if this behaviour is likely to jeopardise the place on the school trip this will be made very clear to both the child and the parents/carers.

12.3 Exclusion from class/ suspension from school. The school will adopt the latest guidance by the LA. Where a child is at risk of external suspension parents will be required to attend meetings to share progress of interventions and agree further actions.

13.0 Rewards and Sanctions at Break and Dinner Time

13.1 Pupils are expected to show all adults in school equal respect including those who work outside of the classroom such as lunchtime supervisors.

- 13.2 The lunchtime supervisors reward pupils who have behaved well or whose behaviour has improved in the playground by **verbal praise and positive affirmation**.
- 13.3 Supervisors will use the Code System and will be able to give out house point tokens for positive behaviour.
- 13.4 In the case of very serious incidents such as fighting, bullying, racist or homophobic abuse, staff will refer the pupil to the Headteacher/Deputy.
- 13.5 After dealing with the incident the Head/Deputy will inform the pupil's teacher.

14.0 Liaison with Parents

- 14.1 Parents have an important part to play in ensuring positive behaviour and discipline in their children and it is vital that an excellent three-way partnership exists between child, parent and teacher. The Home-School Agreement identifies some of the key responsibilities of children, parents and the school in maintaining high standards of behaviour. It is sent home electronically to be signed at the start of each academic year.
- 14.2 Communication should be an ongoing process. Commendable achievements are communicated to parents via the annual record of achievement, open evenings, verbal and written communication, school newsletters, Tapestry and the home-school diary. Equally the school has a responsibility to advise parents as soon as possible in instances of acute or sustained inappropriate behaviour, seeking their assistance to appropriate relevant and effective corrective action. In such cases it may be necessary to communicate with parents via letter, telephone, face-to-face conversation or formal interview.
- 14.3 We take a proactive approach when dealing with any issues that occur outside of school. Parents and pupils can discuss issues in particular regarding cyber related comments/behaviour that they either become aware of or that we are made aware of first. The school recognises that parents can often be unaware of what their child is seeing and or saying online.

15.0 Use of Reasonable force

- 15.1 The school deplores the use of corporal punishment. It has been illegal in all schools since 1999. However, in line with the 1996 Education Act (section 550A) Naphill and Walters Ash School does allow teachers (and others who have been authorised by the Headteacher to have control or charge of pupils) to use such reasonable force as is reasonable in all circumstances to prevent a child from doing or continuing to do any of the following:
- Committing a criminal offence.
 - Injuring themselves or others.
 - Causing damage to property (including the pupil's own property).

- Engaging in behaviour prejudicial to maintaining good order and discipline at the school or among its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

15.2 Staff are trained in Step On and key staff are Step Up trained and this approach focuses on a therapeutic approach to behaviour. This includes consistent attitudes, the use of positive language, developing positive relationships with children and de-escalation strategies, but also includes an understanding of the safe and effective use of everyday physical interventions.

15.3 For more information on use of reasonable force in school see Appendix A.

16.0 Suspension from School

16.1 In cases of extremely serious behaviour it may become necessary for the school to implement suspension procedures. In such cases the school will adopt the latest guidance by the Local Education Authority. Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to a suspended pupil. A parent has to ensure that his or her child is not present in a public place during school hours without reasonable justification during the first 5 days of each and every fixed period or permanent suspension. This requirement applies whether or not the pupil is in the company of a parent. A failure to comply with this requirement is an offence for which parents can be prosecuted or given a fixed penalty notice of £50. The penalty increases to £100 if unpaid after 28 calendar days. If still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil concerned may also be removed from the public place by the police and taken to designated premises.

17.0 Behaviour for Outdoor Learning

Outdoor learning happens on the school site and we follow the normal behaviour code whilst out. If for any reason a child is deemed unsafe by the adult they will miss the next session.

Specific rules

- They will treat the outdoor site and school grounds with respect.
- Children will respond immediately and appropriately to any muster or emergency signal.
- Children will abide by all the safety rules, especially regarding climbing and using tools.
- Children will be expected to keep the Golden Rules and safety rules.
- For minor infringement of rules, children will be given a warning and one chance to correct their behaviour. If they fail to do this, they will be given 'Time-out' and an orange or blue code as appropriate.
- Children who break the rules, or endanger themselves or others within the group, will be given 'time-out' and miss the next session.

- If children use an emergency call or blow their whistle when there is no emergency, they will miss the next session. No warning will be given in this instance.

18.0 Monitoring and Evaluating the Effectiveness of the Policy and Code of Practice

18.1 The Headteacher and Senior Management Team will have the responsibility for monitoring and evaluating the implementation of the policy and code of practice using a range of strategies:

- Feedback from stakeholders: informal and formal e.g. via questionnaires
- Lesson observations
- Playground observations
- Monitoring the behaviour codes and any of significance recorded on CPOMS
- In-service training and staff meetings
- Professional dialogue
- Supported School Self Evaluation Toolkit and any impact put in the SEF

19.0 Access to the Policy

19.1 A full version of the current policy will be publicly available on the school website

19.2 Appendices are constantly updated and will therefore not be uploaded onto the website. Stakeholders may view them in the Policy File. The file can be located in the school office.

Appendix A – Control and Restraint of Pupils

1.0 Objectives and Principles

This document has been prepared based on the recommendations in the DCSF Document The Use of Reasonable force to Control or Restrain Pupils (April 2010).

The Headteacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property.

As all members of school staff are authorised by law to use reasonable force the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that reasonable force in schools is generally used for two different purposes:

- a) To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back)
- b) To Restrain: When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

2.0 Minimising the Use of Reasonable force:

At Naphill & Walters Ash School we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of reasonable force. This is done in a number of ways:

- Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Only using reasonable force when the risks involved in doing so are outweighed by the risks involved in not using reasonable force
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

3.0 Staff Authorised to Use Reasonable force

Authorisation:

In some circumstances a) staff whose jobs do not normally involve supervising pupils and b) volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use reasonable force. This might include:

- School trips
- Off-site learning activities
- After school activities

4.0 Deciding Whether to Use Reasonable force

Staff should only use reasonable force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of reasonable force
- The chances of having the desired result by other means are low
- The risks associated with not using reasonable force outweigh those of using reasonable force.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

It is unlawful to use force as a punishment and staff should not do this in any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. It is likely to be recognised that these pupils have SEN, for example, Social, Emotional and/or mental health needs, or needs linked to Communication and Interaction

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

5.0 Using Reasonable force

Any staff using reasonable force or restrain to control a pupil should only use the minimum reasonable force necessary to achieve the desired result.

It is our policy that:

- In any situation a child is given an oral warning that reasonable force may have to be used if the situation or behaviour being dealt with persists. This should be done clearly and calmly in language the child can understand.
- Staff should, wherever possible, not use reasonable force unless or until another responsible adult is present to support, observe and call for assistance.
- Any reasonable force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of reasonable force that may constrict breathing is only used in extreme emergencies and where there is no viable alternative.

6.0 Staff Training

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the use of reasonable force.

At Naphill & Walters Ash School we will ensure the following training is in place:

- All members of staff are Norfolk Steps and /or Step On trained. The programme provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions.
- Step Up- which focuses on the safe and effective use of restrictive physical intervention and is provided to core staff within services who have completed Step On training and have maintained certification. Training is bespoke and is based on audited need to respond to foreseeable risk of, or actual harmful behaviours.
- All staff are made aware of the use of reasonable force and restraint with a particular focus on when, where and how reasonable force and restraint may reasonably be used and the way such incidents should be recorded.

Physical intervention

Trained staff – those who have completed Step up training will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension.

Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion.

- When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

7.0 Recording Incidents

Any use of reasonable force or restraint must be recorded on CPOMs. The Head must be informed as soon as is reasonably possible and parents must be told about the incident either by a telephone call or face-to-face meeting.

8.0 Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used reasonable force or restraint on a pupil.

Once an incident is recorded and passed to the Headteacher they will make a decision about whether the incident is deemed as significant within 1 working day.

If the use of reasonable force or restraint is seen to have been significant it must be reported to parents by either the Headteacher or Deputy Headteacher. Ideally this will be by telephone and will occur as soon as possible after the incident.

Families should be given access to a copy of this policy.

If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who should liaise with the Local Authority and/or Social Services.

9.0 Post Incident Support

If there is any injury to the child as a result of the use of restraint or reasonable force first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association.

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

10.0 Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The school behaviour codes apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy: Pupils. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11.0 Complaints and Allegations

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints should be dealt with according to the school complaints procedure.

12.0 Monitoring and Review

The Headteacher will give an annual report to the Teaching & Learning committee of the Governing Body on the use of reasonable force and restraint.

This document forms part of, and will be reviewed alongside the School Behaviour Policy in a cycle determined by the Governing Body.

13.0 Links to other policies and documents

The policies below all relate to our expectations with regard to behaviour in school and should be read in conjunction with the Behaviour Policy:

- Anti-Bullying Policy
- Codes of conduct
- Safeguarding Policy- Child Protection
- E Safety and Acceptable Use Policy
- Cyberbullying and e-safety
- Equality Policy
- Complaints Policy
- Prevent Duty
- Child-on-child abuse policy

Appendix B: Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

[The model list below was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.]

- Knives or weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

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 any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.
-

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

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

Appendix C: Personal Risk Assessments and Improvement Plans

Pupil Risk Assessment

Criteria to trigger detailed risk assessment:		
Aggressive Behaviour		
Any one of these criteria will trigger the need for the following individual risk assessment to be completed.		
Name of Pupil		
Date of Risk Assessment		
Serious Incident Form Statistics		
Have other people been the victim of this pupil's behaviour	Adults (Name of involved)	Pupils (Name of involved)

Have any of these incidents been physical attacks or attempted physical attacks? (tick as appropriate)	Yes	No
Give illustrative frequency (i.e. amount of time span of school weeks)		
Number of incidents towards	Adults	Pupils
Description of incidents		
Number of occasions where a significant injury has occurred		
Is there a pattern (i.e. place /lesson incidents occur)		
What interventions and measures have already been tried and with what success?		

Following completion of the above a behaviour plan should be created to reduce risk/respond to occurrences.

This plan was created by:

Name

Signed

With contributions from:

Name

Signed

Risk Assessment Review Date:

Appendix D

Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework

- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

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

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing
-

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

