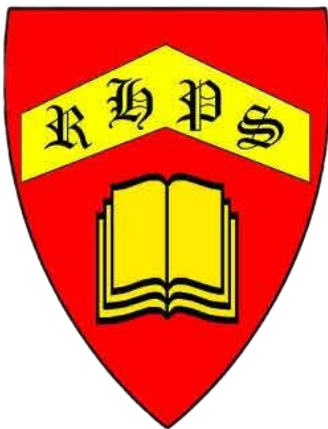




RUSSELLS HALL PRIMARY SCHOOL

School Key Policy 2026-2027

Behaviour Policy

September 2026

Document to be read in conjunction with ***other key school policies (listed within document)***

BEHAVIOUR POLICY and GUIDELINES

September 2026

SECTION 1: OUR VISION AND PRINCIPLES

At Russells Hall Primary School, we believe that every child deserves to feel safe, respected, valued and successful. Our behaviour culture is founded upon strong relationships, high expectations and an unwavering belief that every child can achieve when they are given the right support at the right time.

We are committed to creating a calm, purposeful and inclusive learning environment where children are encouraged to take responsibility for their actions, develop self-regulation and demonstrate respect for themselves and others. Positive behaviour is explicitly taught, consistently modelled and celebrated across every aspect of school life.

Our approach recognises that behaviour is a form of communication. Whilst we maintain exceptionally high expectations for every child, we also understand that some children require additional support, reasonable adjustments or personalised approaches in order to meet those expectations successfully.

Through our graduated approach to behaviour support, we seek to remove barriers to learning, strengthen emotional wellbeing and ensure every child feels that they belong within our school community.

Our behaviour culture reflects our commitment to our school values, enabling every child to:

- Be Safe
- Be Respectful
- Be Ready to Learn
- Be Kind
- Be Proud of Our School

These expectations underpin everything we do and are consistently modelled by all adults across school.

Aims of this Policy

This policy aims to:

- create a calm, safe and purposeful environment where effective learning can flourish;
- establish clear, consistent expectations for behaviour across the whole school;
- promote positive relationships built upon mutual respect, trust and kindness;
- develop children's independence, resilience and self-regulation;
- recognise, celebrate and reward positive behaviour and achievement;
- ensure that behaviour is managed consistently whilst recognising individual need;
- provide a graduated response when children require additional support;
- ensure reasonable adjustments are made for children with SEND, SEMH needs or identified vulnerabilities;
- reduce barriers to learning through early intervention;
- work positively alongside parents, carers and external professionals;

- fulfil statutory responsibilities under current behaviour, safeguarding and equality legislation.

Principles

At Russells Hall Primary School we believe:

- Every child can succeed.
- Every child deserves dignity and respect.
- Behaviour is taught in the same way as any other aspect of learning.
- Positive relationships are central to excellent behaviour.
- Consistency creates security.
- Fair does not always mean everyone is treated the same; it means every child receives what they need to succeed.
- Consequences should teach rather than simply punish.
- Adults should always model the behaviour they expect from children
- We do not join a child's chaos; we share our calm.

Rights and Responsibilities

Every child has the right to:

- feel safe, secure and valued;
- learn without disruption;
- be treated fairly and respectfully;
- receive a high-quality education;
- have their individual needs understood and supported;
- enjoy school within an inclusive environment;
- be listened to and supported by trusted adults.

Every child has a responsibility to:

- demonstrate kindness and respect;
- follow school expectations;
- work to the best of their ability;
- care for the learning environment;
- respect the rights of others;
- behave safely around school;
- contribute positively to our school community.

Roles and Responsibilities

Governors

The Governing Board will:

- review this policy regularly;
- monitor behaviour trends and exclusions;
- ensure statutory guidance is followed;
- provide challenge and support to school leaders.

Head of School and Assistant Head for Inclusion

These Leaders will:

- promote a positive behaviour culture;
- ensure consistent implementation of this policy;
- monitor behaviour systems across school;
- ensure staff receive high-quality behaviour training;
- oversee suspensions and exclusions where appropriate;
- ensure behaviour systems support inclusion.

Senior Leadership Team

Senior leaders will:

- support staff with behaviour management;
- model best practice;
- monitor behaviour data;
- identify emerging patterns;
- lead professional development;
- work with families and external agencies;
- ensure behaviour systems remain fair and consistent.

Learning Mentor Team

The Learning Mentor Team plays a central role within our graduated behaviour approach.

Working alongside teachers, SEND staff and senior leaders, Learning Mentors provide early intervention to reduce barriers to learning before behaviours escalate.

Their role includes:

- emotional coaching;
- restorative conversations;
- daily check-ins;
- targeted interventions;
- support during unstructured times;
- liaison with families;
- behaviour mentoring;
- reintegration following suspension;
- supporting children accessing Woodland Room provision.

All Staff

Every adult in school is responsible for behaviour.

Adults will:

- model respectful relationships;
- greet children positively;
- maintain calm, consistent expectations;
- use restorative language;
- recognise positive behaviour more frequently than inappropriate behaviour;
- follow the agreed behaviour pathway consistently;
- record significant incidents using the school's recording systems;
- work collaboratively with colleagues and families.

Adults should always seek to understand the reason behind behaviour whilst maintaining clear boundaries and expectations.

Partnership with Parents, Carers and Families

Positive partnerships between home and school are essential. We believe that children achieve their very best when families and school work together.

Parents, carers and families can expect the school to:

- communicate positively and openly;
- celebrate successes;
- involve families early when concerns arise;
- work collaboratively to remove barriers;
- listen respectfully to parental views;
- provide appropriate support and signposting where required.

We ask Parents, carers and families to:

- support school expectations;
- encourage positive attendance and punctuality;
- communicate concerns promptly;
- reinforce respectful behaviour at home;
- work in partnership with staff.

Together we create the best possible outcomes for children.

Promoting Positive Behaviour

Outstanding behaviour is achieved through positive relationships rather than fear of consequences. At Russells Hall Primary School we strive to notice the positive first.

Adults actively recognise children who:

- demonstrate kindness;
- persevere;
- make good choices;
- support others;
- improve their behaviour;
- show resilience;
- demonstrate excellent attitudes to learning.

Positive recognition builds confidence, belonging and motivation.

Where children make mistakes, adults respond calmly, consistently and proportionately, using the graduated behaviour pathway described later in this policy.

Rewards and Recognition

Celebrating success is central to our school culture.

Rewards are intended to reinforce positive behaviours, encourage intrinsic motivation and promote a culture where children aspire to do the right thing because it is the right thing to do.

Recognition may include:

Daily Recognition

- Verbal praise.
- Positive recognition.
- House Points.
- Stickers.
- Certificates.
- Proud Posts
- Positive phone calls home.
- Positive messages to parents.
- Celebration of work.
- Classroom responsibilities.
- Head of School recognition.

Weekly Recognition

- Celebration Assembly.
- Star Learner Awards.
- Values Awards.
- Reading Awards.
- Attendance Recognition.
- Class Recognition Awards.

Long-Term Recognition

- House competitions.
- End-of-term celebration events.
- Leadership opportunities.
- Ambassador roles.
- Special Head of School Awards.
- Celebration events recognising sustained excellence in behaviour, attendance, attitudes and contribution to school life.

Rewards are awarded fairly, consistently and with consideration for children who require personalised behaviour support.

Positive behaviour is recognised for all children, including those whose achievements represent significant personal progress.

SECTION 2 – CLASSROOM BEHAVIOUR, GRADUATED RESPONSE AND BEHAVIOUR PATHWAY

Classroom Expectations

At Russells Hall Primary School, we believe that every classroom should be a calm, purposeful and inclusive environment where all children are able to learn successfully. Positive behaviour does not happen by chance; it is explicitly taught, consistently modelled and reinforced by every adult across school.

All adults will establish positive relationships with children and maintain high expectations through consistency, predictability and fairness. Children thrive when routines are clear, adults remain calm and behaviour expectations are applied consistently.

Every classroom should reflect our core expectations that children are:

- Safe
- Respectful
- Ready to Learn
- Responsible
- Kind

Staff will explicitly teach classroom routines at the beginning of each academic year and revisit these regularly throughout the year, particularly following holidays or where routines need strengthening.

Adults should:

- greet children positively;
- establish calm starts and finishes to lessons;
- use consistent language;
- reinforce expected behaviours frequently;
- recognise positive choices more often than inappropriate ones;
- maintain high expectations for presentation, effort and conduct;
- model respectful communication at all times.

Positive Classroom Practice

Positive behaviour management begins long before behaviour becomes challenging.

Staff are expected to use a range of proactive strategies including:

- positive relationships;
- clear routines;
- visual timetables where appropriate;
- effective seating plans;
- purposeful lesson pace;
- adaptive teaching;
- movement breaks where required;
- emotional check-ins;
- praise linked directly to school values;
- restorative language;
- clear expectations before transitions.

Children should always know what success looks like.

Understanding Behaviour

At Russells Hall Primary School we recognise that behaviour is communication.

Whilst all children are expected to meet our behaviour expectations, we also understand that behaviour may be influenced by:

- SEND;
- Speech, Language and Communication Needs;
- Autism;
- ADHD;
- Social, Emotional and Mental Health needs;
- trauma or adverse childhood experiences;
- attachment difficulties;
- bereavement;
- family circumstances;
- safeguarding concerns.

Understanding the reason behind behaviour does not remove expectations for appropriate conduct; rather, it enables adults to provide the right support whilst maintaining consistent boundaries.

Graduated Behaviour Response

Our behaviour pathway follows a graduated approach.

This ensures children are supported to make positive choices before more significant consequences are considered.

The purpose of the pathway is to:

- teach appropriate behaviour;
- promote self-regulation;
- reduce escalation;
- maintain learning for all children;
- provide consistency across school.

Where children require additional support, adults should consider whether reasonable adjustments or personalised behaviour strategies are required.

For some children with SEND or identified needs, progression through the behaviour pathway may need to be adapted in line with their Individual Behaviour Plan (IBP), SEND Support Plan or EHCP.

Before Using the Behaviour Pathway

Adults should first consider whether simple classroom strategies will successfully redirect behaviour.

These may include:

- non-verbal reminders;
- proximity;
- eye contact;
- positive narration;
- tactical ignoring;
- praise of nearby children;
- quiet reminders;
- redirection;
- offering limited choices;
- movement breaks;
- sensory support;
- emotional regulation strategies.

Many low-level behaviours can be successfully addressed without moving further through the pathway.

Classroom Behaviour Pathway – see Appendix 1

The behaviour pathway should be implemented calmly, consistently and without confrontation.

Stage 1 – Reminder

A quiet reminder is given to reinforce expectations.

The adult reminds the child of the expected behaviour and gives them the opportunity to correct their actions independently.

For example:

"Remember our expectation is that everyone is ready to learn."

No further consequence is necessary if behaviour improves.

Stage 2 – Warning

Where behaviour continues, the child receives a formal warning.

The warning should be:

- calm;
- private where possible;
- respectful;
- clear.

Adults should explain:

- which behaviour is unacceptable;
- what needs to change;
- what will happen if behaviour continues.

For example:

"This is your warning. I know you can make a better choice. If the behaviour continues, you will move to the Thinking Table."

The aim remains for the child to regulate their behaviour independently.

Stage 3 - Thinking Table

If behaviour continues following a formal warning, the child moves to the Thinking Table within the classroom for approximately five minutes.

The purpose of this stage is to:

- reduce disruption;
- allow emotional regulation;
- provide thinking time;
- enable learning to continue.

This is not intended to shame child.

Following the reflection period, the child returns positively to learning without further discussion unless required.

Adults should acknowledge the positive restart.

Stage 4 - Calm Down Time

Where behaviour continues or becomes increasingly disruptive, the child may be directed to a designated Reflection Classroom (Calm Down Time).

The purpose is to:

- regulate emotions;
- restore learning for others;
- allow child to reset successfully.

Childs remain for approximately ten minutes before returning to class when ready.

Following Reflection Classroom:

- the class teacher welcomes the child back positively;
- learning resumes immediately;
- restorative discussion takes place later.

The aim is always successful reintegration.

Learning Mentor Support

If a child repeatedly reaches Calm Down Time or behaviour indicates underlying need, support should be requested from the Learning Mentor Team. **This can be done by sending a post it note with another child. PLEASE remember to be discrete as to not humiliate any child.**

Learning Mentors will use professional judgement to determine the most appropriate intervention, which may include:

- emotional regulation support;
- restorative conversations;
- problem-solving;
- check-in/check-out systems;
- behaviour mentoring;
- family liaison;
- targeted intervention;
- Woodland Room support where appropriate.

The purpose is always to reduce barriers to learning rather than simply administer consequences.

Woodland Room

The Woodland Room provides a nurturing environment for children requiring additional emotional regulation support.

This provision is not used as a punishment.

Instead, it provides:

- co-regulation;
- emotional coaching;
- sensory regulation;
- restorative conversations;
- structured reflection;
- planned reintegration into learning.

Access to Woodland Room may be:

- planned;
- preventative;
- short-term;
- part of an Individual Behaviour Plan;
- recommended through the Inclusion Team.

Restorative Conversations

Where behaviour has affected others, children should participate in a restorative conversation once calm.

The purpose is to repair relationships rather than assign blame.

Adults may use questions such as:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How do you think they felt?
- What could you do differently next time?
- What needs to happen now to make things right?

The emphasis should always be upon learning and repairing relationships.

Repeated Behaviour Concerns

Where children repeatedly access the behaviour pathway, staff should consider whether additional support is required.

This may include:

- observation;
- behaviour analysis;
- Learning Mentor intervention;
- parent meeting;
- Individual Behaviour Plan;
- SEND review;
- Early Help assessment;
- external agency involvement.

Patterns of behaviour should always be analysed rather than simply responding to isolated incidents.

Recording Behaviour

Significant behaviour incidents should be recorded using the school's agreed recording systems. **See Appendix 2**

Behaviour records should include:

- factual account;
- antecedent;
- behaviour;
- consequence;
- restorative action taken;
- follow-up support.

Behaviour records are used to identify patterns, evaluate interventions and ensure children receive appropriate support.

Professional Judgement

Whilst consistency is essential, professional judgement remains fundamental.

Adults should always consider:

- safeguarding;
- SEND;
- medical needs;
- reasonable adjustments;
- proportionality;
- individual circumstances.

Fairness does not always mean every child receives the same consequence; it means every child receives the support and response they need whilst maintaining high expectations for behaviour.

SECTION 3 - BREAKTIMES, LUNCHTIMES, TARGETED SUPPORT AND BEHAVIOUR MONITORING

Behaviour During Breaktimes and Lunchtimes

Breaktimes and lunchtimes provide valuable opportunities for children to develop friendships, independence, resilience and social skills. At Russells Hall Primary School we expect the same high standards of behaviour outside the classroom as we do during lessons.

Our aim is to ensure that playtimes are:

- safe;
- inclusive;
- enjoyable;
- well supervised;
- purposeful;
- supportive of children's social and emotional development.

All adults share responsibility for maintaining a positive play environment and modelling respectful relationships.

Children should always feel safe to seek help from any adult if they have a worry or concern.

Positive Play

The vast majority of children's consistently demonstrate excellent behaviour during social times.

Adults actively promote positive play through:

- praise and encouragement;
- House Points;
- Values Awards;
- recognising kindness and teamwork;
- organised games and activities;
- positive interactions with children;
- restorative conversations where appropriate.

Positive behaviour should always be recognised more frequently than inappropriate behaviour.

Adult Responsibilities

All staff supervising breaktimes and lunchtimes will:

- actively engage with children;
- circulate throughout the playground according to OPAL zones and rotas;
- intervene early to prevent escalation;
- model calm, respectful communication;
- encourage inclusive play;
- support children to resolve minor disagreements independently;
- ensure children feel safe;
- report concerns promptly.

Adults should avoid supervising from one position and instead remain visible and approachable throughout the playground zones.

Supporting Positive Play

Many disagreements between children form part of normal childhood development.

Where appropriate, adults should coach children to solve problems independently by encouraging them to:

- listen to each other;
- take responsibility;
- apologise sincerely;
- compromise;
- rebuild friendships.

This supports the development of resilience, empathy and conflict resolution skills.

Graduated Playground Response

Where behaviour falls below expectations, adults should respond calmly, proportionately and consistently.

KS2 Behaviour pathway	KS2 Consequence	
	Break	Lunchtime
Warning	No time owing	
NFI (including minor incidents of swearing)	5mins	10mins
Name calling	Immediate consequence	Immediate consequence
Disrespectful attitude		
Arguing/pushing/kicking	10mins	20mins
Fight	Whole break	Whole lunch
Confrontational and/or disrespectful to an adult		

Stage 1 - Reminder

A quiet reminder is given, reinforcing school expectations.
Children are encouraged to make the right choice immediately.
Where behaviour improves, no further action is required.

Stage 2 - Warning

If behaviour continues, a formal warning is issued.

Adults clearly explain:

- what behaviour needs to change;
- the expected behaviour;
- what will happen if behaviour continues.

Children are always given the opportunity to make a better choice.

Stage 3 - Reflection Time

Where behaviour continues, children complete a short period of supervised reflection appropriate to their age.

Reflection should:

- allow emotional regulation;
- encourage thinking;
- prevent further escalation;
- avoid unnecessary confrontation.

Reflection time should always remain proportionate.

Stage 4 – Learning Mentor Support

Where behaviour is repeated or more serious, the Learning Mentor Team should become involved.

Learning Mentors will:

- investigate incidents fairly;
- gather information from children and adults;
- support restorative conversations;
- identify underlying causes;
- decide whether further intervention is required.

Protocol for owing a whole lunchtime

Children who owe a whole lunchtime will be required to stay inside with a member of staff supervising them – usually a senior or middle leader. During this time, children will be required to eat their lunch and then either read a book or complete appropriate task which will be provided by the member of staff supervising the children.

For some children it may be necessary to have personalised behaviour strategies for break and lunchtime when they have not responded to the normal behaviour consequence pathway. These children will have IBPs, and these strategies will be recorded in them. The AHT will be in regular contact with parents to inform them of the strategies that are being used for their child.

Modified break and lunchtime consequences for Early Years Foundation Stage and KS1

Consequences for incorrect behaviour for younger children in the school need to be modified so that they are appropriate for the age of the child. Whenever possible, children in EYFS and KS1 should have immediate consequences, standing by the member of staff.

EYFS & KS1 Behaviour pathway	EYFS & KS1 Consequence	
	Break	Lunchtime
Warning	<i>No time owing</i>	
NFI (including minor incidents of swearing)	Stand by me 2min	Stand by me 2mins
Name calling		
Disrespectful attitude		
Arguing/pushing/kicking	Stand by me 5min	Stand by me 10mins
Fight	Thinking spot	Thinking spot
Confrontational and/or disrespectful to an adult		

Serious Playground Incidents

Some behaviours require immediate involvement from senior staff.

Examples include:

- physical assault;
- deliberate injury;
- racist incidents;
- discriminatory language;
- sexual harassment;
- sexual violence;
- bullying;
- repeated intimidation;
- deliberate damage to property;
- possession of prohibited items;
- behaviour placing others at significant risk.

These incidents will be referred immediately to a senior leader.

Parents will normally be informed on the same day.

Investigation of Behaviour Incidents

Every significant incident should be investigated fairly and objectively.

Adults should:

- remain impartial;
- gather accounts from all involved;
- speak with witnesses;
- record factual information only;
- avoid assumptions.

Children should always have the opportunity to explain what happened before decisions are made.

Restorative Resolution

Following any behaviour incident, relationships should be repaired wherever possible.

Restorative conversations help children understand:

- the impact of their behaviour;
- how others feel;
- how to repair harm;
- how to make better choices next time.

The objective is learning rather than blame.

Behaviour Support for Children Requiring Additional Intervention

Whilst most children respond successfully to universal behaviour systems, some require more personalised support.

Where concerns persist, additional interventions may include:

- Learning Mentor mentoring;
- check-in/check-out systems;
- emotional regulation programmes;
- social skills groups;
- friendship support;
- behaviour coaching;
- nurture provision;
- Woodland Room support;
- sensory regulation programmes;
- pastoral support.

Support should always aim to reduce barriers to learning.

Individual Behaviour Plans (IBPs)

Where behaviour is persistent or linked to identified additional needs, an Individual Behaviour Plan may be developed.

IBPs should:

- be personalised;
- identify strengths;
- identify triggers;
- include preventative strategies;
- identify reasonable adjustments;
- include agreed responses from adults;
- identify rewards and motivators;
- be reviewed regularly with parents.

Behaviour plans should always complement SEND Support Plans or EHCP outcomes where appropriate.

Behaviour Targets

Some children benefit from short-term behaviour targets.

Targets should:

- focus on no more than three priorities;
- be positively worded;
- be achievable;
- be reviewed frequently;
- celebrate success.

Examples include:

- Following adult instructions
- Remaining in class during independent learning.
- Using kind words.
- Keeping hands and feet to self.
- Asking for help appropriately.

Children should experience success regularly to build confidence and motivation.

Working with Parents and Families

Parents are essential partners in improving behaviour.

Where concerns arise, school will work collaboratively with families to:

- identify strengths;
- understand barriers;
- agree consistent approaches;
- celebrate improvements;
- review support regularly.

Parents should never only hear from school when behaviour is poor. Positive communication remains central to effective partnership.

Behaviour Monitoring

Behaviour information is regularly analysed by senior leaders and the Inclusion Team.

Monitoring enables leaders to identify:

- emerging trends;
- vulnerable children;
- repeated behaviours;
- locations where incidents occur;
- times of day;
- effectiveness of interventions;
- equality considerations.

This information informs staff training, deployment and school improvement.

Behaviour Needs Mapping

Behaviour Needs Mapping is completed throughout the academic year as part of the school's graduated response.

This process enables staff to identify children requiring additional pastoral or behavioural support before concerns become entrenched.

Needs Mapping considers a range of factors including:

- classroom behaviour;
- behaviour during social times;
- emotional wellbeing;
- friendships;
- self-esteem;
- attendance;
- safeguarding concerns;
- SEND;
- family circumstances;
- sensory needs;
- communication needs.

Information gathered informs decisions regarding:

- Learning Mentor support;
- Individual Behaviour Plans;
- SEND referrals;
- Early Help;
- external agency involvement;
- Woodland Room access.

Equality and Reasonable Adjustments

Russells Hall Primary School recognises its duties under the Equality Act 2010.

Behaviour expectations remain consistently high for every child; however, reasonable adjustments may be necessary where disability or identified additional needs significantly affect behaviour.

Adjustments may include:

- visual supports;
- adapted language;
- additional processing time;
- movement breaks;
- sensory resources;
- alternative regulation strategies;
- personalised reward systems;
- planned Learning Mentor intervention.

Reasonable adjustments should never lower expectations but instead enable children to achieve them successfully.

Continuous Review

Behaviour support is never static. Interventions are regularly reviewed to ensure they remain effective. Where children make sustained improvements, support will gradually reduce, encouraging increasing independence and self-regulation.

Where concerns continue, further assessment and additional support will be considered in partnership with parents, SEND professionals and external agencies.

SECTION 4 - SERIOUS INCIDENTS, SUSPENSIONS, REINTEGRATION, MONITORING AND GOVERNANCE

Managing Serious Behaviour Incidents

Whilst the vast majority of behaviour at Russells Hall Primary School is positive, there are occasions when behaviour may present a serious risk to the safety, wellbeing or learning of others.

Serious incidents are always managed calmly, professionally and proportionately, ensuring that the safety of children and staff remains paramount.

Every incident is considered individually, taking into account:

- the age and stage of development of the pupil;
- any SEND, disability or medical needs;
- safeguarding considerations;
- previous behaviour patterns;
- the views of those involved;
- whether reasonable adjustments have been implemented;
- the seriousness and impact of the incident.

The school's response will always seek to protect the rights, dignity and wellbeing of every member of the school community.

Behaviours Requiring Immediate Senior Leader Involvement

The following behaviours will normally require immediate referral to the Head of School, Assistant Head teachers or another member of the Senior Leadership Team:

- physical assault towards a pupil or adult;
- deliberate injury;
- behaviour placing another person at significant risk;
- repeated violent behaviour;
- serious verbal abuse;
- threatening or intimidating behaviour;
- racist, discriminatory or hate-related incidents;
- sexual harassment or sexual violence;
- possession of prohibited or dangerous items;
- malicious damage to property;
- behaviour likely to significantly disrupt the safe running of the school.

Immediate action will always prioritise the safety of everyone involved.

De-escalation

Before considering more serious consequences, adults should use de-escalation strategies wherever it is safe and appropriate.

These may include:

- calm, low-arousal communication;
- reducing audience and stimulation;
- offering limited choices;
- allowing processing time;
- emotional coaching;
- support from a trusted adult;
- sensory regulation;
- Learning Mentor intervention;
- Woodland Room provision.

Adults should remain calm, respectful and emotionally regulated throughout.

Restrictive Physical Intervention

Russells Hall Primary School seeks to avoid the use of physical intervention wherever possible.

However, authorised staff may use reasonable force where it is lawful, proportionate and necessary to:

- prevent injury;
- prevent serious damage to property;
- prevent criminal offences;
- prevent behaviour seriously disrupting the learning or safety of others.

Any use of reasonable force will:

- be proportionate;
- be recorded;
- be reported to parents;
- be reviewed by senior leaders.

The school follows its Restrictive Intervention and Use of Reasonable Force Policy.

Searching, Screening and Confiscation

Where appropriate, authorised members of staff may search children or confiscate prohibited items in accordance with current Department for Education guidance.

Prohibited items include those identified within statutory guidance and may include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen property;
- tobacco or vaping products;
- fireworks;
- pornographic material;
- items likely to be used to cause harm.

Parents will be informed where appropriate.

Internal Reflection Provision

Where appropriate, children may access the school's Internal Reflection Room

The purpose of this provision is to:

- allow children time to regulate emotions;
- reduce further escalation;
- protect learning for others;
- enable restorative work;
- support successful reintegration.

This provision is not intended simply as a punishment.

Children continue to complete learning, receive appropriate supervision and participate in restorative work before returning successfully to class.

Suspension

Suspension is considered only when all appropriate alternatives have been explored or where the seriousness of the incident requires this response.

The decision to suspend will only be made by the Head of school (or person acting with delegated authority).

The school follows current Department for Education Suspension and Permanent Exclusion Guidance.

When considering suspension, the Head of School will take account of:

- proportionality;
- equality duties;
- safeguarding;
- SEND;

- previous interventions;
- risk to others;
- public interest.

Parents will be informed immediately and provided with all statutory information.

On occasions and when deemed appropriate, the Quiet Space at Wren's Nest Primary may be used with parental agreement. This is to avoid external suspension yet treat the consequence as a serious act in response to behaviour demonstrated

Permanent Exclusion

Permanent exclusion remains an absolute last resort.

It may be considered where:

- there has been a serious breach of the Behaviour Policy;
- allowing the pupil to remain would seriously harm the education or welfare of others;
- all reasonable interventions have been exhausted where appropriate.

The decision will always follow statutory guidance and be subject to appropriate governance procedures.

Reintegration Following Suspension

Following any suspension, a reintegration meeting will take place before the pupil returns to school.

The purpose is to:

- rebuild relationships;
- identify lessons learned;
- review support;
- reduce future risk;
- ensure a successful return.

The meeting will normally involve:

- parents or carers;
- Head of School or senior leader;
- class teacher;
- Learning Mentor;
- SENDCo where appropriate.

An updated support plan may be agreed.

Graduated Behaviour Support Following Serious Incidents

Where behaviour indicates increasing concern, additional support may include:

- Individual Behaviour Plan;
- Behaviour Risk Assessment;
- Learning Mentor intervention;
- daily check-in/check-out;
- Woodland Room support;
- restorative mentoring;
- Early Help Assessment;
- Team Around the Family meetings;
- SEND review;
- Educational Psychology involvement;
- Behaviour Support Service;
- CAMHS referral where appropriate;
- multi-agency planning.

Support should always seek to reduce barriers rather than simply increase consequences.

Monitoring Behaviour

Behaviour information is analysed regularly by senior leaders.

Analysis considers:

- frequency;
- severity;
- location;
- protected characteristics;
- SEND;
- disadvantaged children;
- year groups;
- time of day;
- recurring patterns;
- effectiveness of interventions.

Leaders use this information to improve practice, deploy support effectively and evaluate the impact of behaviour systems.

Staff Training

Behaviour management forms an integral part of professional development.

Training includes:

- behaviour expectation
- restorative practice
- trauma-informed approaches

- SEND and reasonable adjustments
- de-escalation
- safeguarding
- restrictive intervention
- positive handling
- KCSIE updates

New staff receive behaviour training as part of their induction programme.

Partnership with External Agencies

Where additional expertise is required, the school works collaboratively with external professionals.

Support may include:

- Educational Psychology;
- SEND Support Services;
- Behaviour Support;
- CAMHS;
- School Nursing;
- Early Help;
- Children's Social Care;
- Virtual School;
- Alternative Provision;
- Local Authority Inclusion Services.

Parents remain central partners throughout all stages of support.

Equality, Inclusion and Reasonable Adjustments

The school is committed to meeting its duties under the Equality Act 2010. Behaviour expectations remain consistently high for all children. Where disability or additional needs significantly affect behaviour, reasonable adjustments will be considered to ensure children are not disadvantaged.

Adjustments are personalised and reviewed regularly.

Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (KCSIE)
- Attendance Policy
- SEND Policy
- Equality Information and Objectives
- Anti-Bullying Policy
- Restrictive Intervention and Use of Reasonable Force Policy
- Health and Safety Policy
- Online Safety Policy
- Staff Code of Conduct

Legislative Framework

This policy has been developed with reference to current statutory guidance including:

- Behaviour in Schools – Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion Guidance
- Keeping Children Safe in Education (KCSIE 2026)
- Equality Act 2010
- Children Act 1989 and 2004
- SEND Code of Practice (2015, as amended)
- Education and Inspections Act 2006
- Education Act 2011
- Searching, Screening and Confiscation Guidance
- Use of Reasonable Force Guidance
- Working Together to Safeguard Children

Monitoring and Review

This policy will be shared with parents annually and the whole policy is available for all parents from the school office and published on the school website

Head of School and Governors will review the policy annually.

The effectiveness of this policy will be reviewed throughout the academic year by the Senior Leadership Team and reported to Governors.

The Governing Board will monitor:

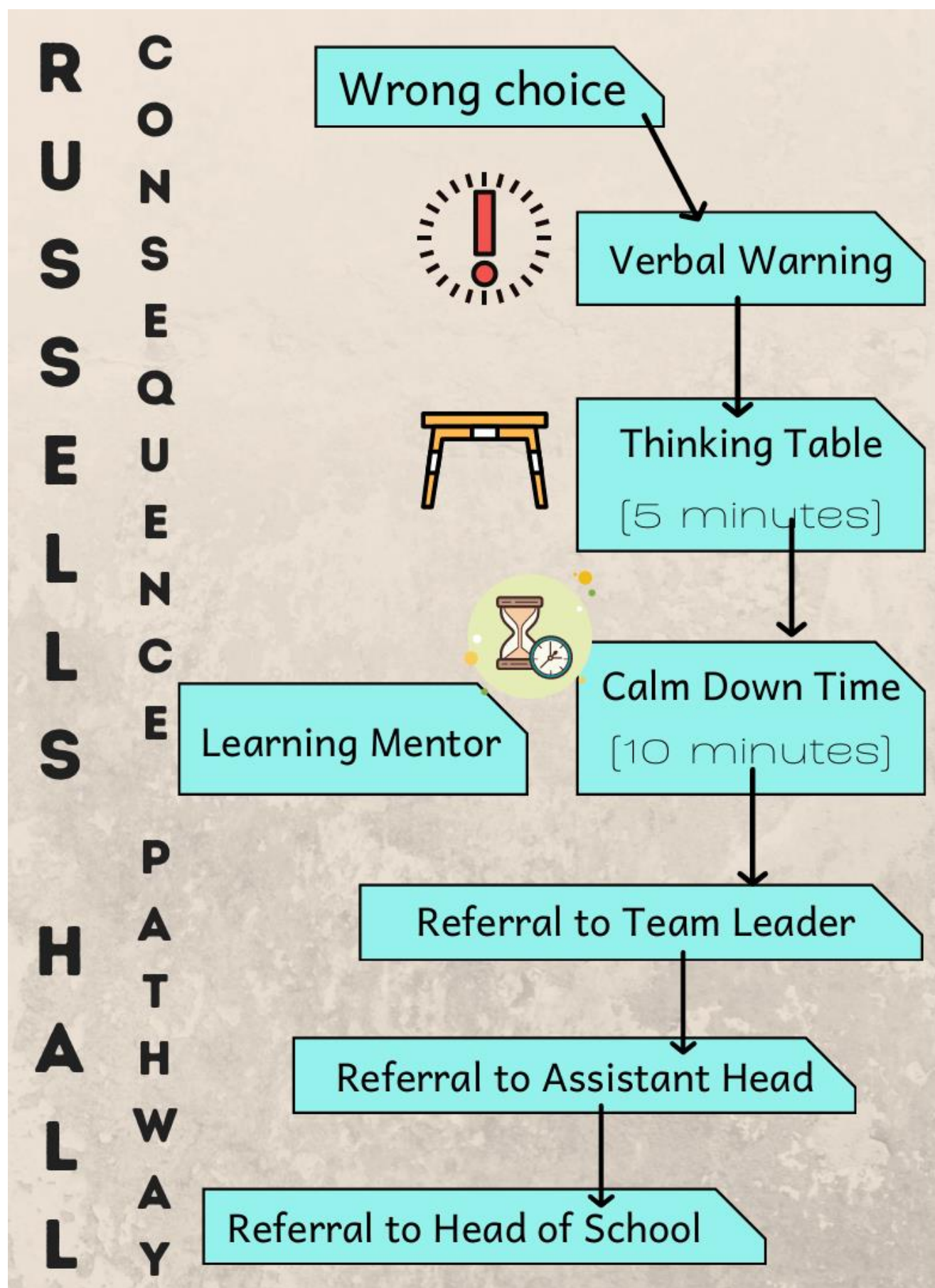
- behaviour trends;
- suspensions and exclusions;
- attendance;
- bullying incidents;
- equality information;
- safeguarding links;
- pupil and parent voice;
- staff feedback.

Regular review ensures the policy continues to reflect current legislation, statutory guidance and the evolving needs of the school community.

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy and privacy notices published on the school's website

Date: September 2026

Policy to be reviewed: September 2027



Appendix 2: example of tracking records

[illegible]