



Behaviour, Rewards, Restrictive Physical Intervention & Suspension Policy

Date of approval:	January 2026
Review date:	January 2029
Staff lead:	Mrs R Palmer
Approved by:	Full Governing Body

BEHAVIOUR POLICY

“Outstanding behaviour management requires outstanding relationships with pupils”

Aims

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability:

1. Develop their social awareness and intellectual potential.
2. Gradually move to becoming independent and enthusiastic learners.
3. Learn to recognise, respect and value the cultural, racial and sexual differences in our society and feel a valued member of the school community.

We welcome cultural and linguistic diversity, and oppose racism and intolerance.

Chancel Primary School – Behaviour Policy

We wholeheartedly endorse the local authority's policy relating to Education for a Multi-Cultural Society. One of our aims is to promote equality of opportunity, racial justice and good relationships between all groups of children.

How do we deal with racism?

We reject and oppose racist behaviour. Any child found behaving in a racist manner will be severely reprimanded and parents contacted. Time will be given to support the victims who will be treated sensitively. The school keeps a record of all racist incidents.

How do we deal with bullying?

Everyone at the school has agreed that bullying is unacceptable. Bullying is the wilful, conscious desire to hurt, threaten, intimidate or frighten another pupil. Any incidents of bullying will be immediately dealt with. Any pupils found to be bullying can expect to be severely reprimanded and parents contacted. The Headteacher will regularly report on the ethos of the school to the governing body.

The School's Code of Conduct

Our expectations are that adults and children will:

- Listen to each other.
- Care for all people and treat them with respect and politeness.
- Disagree without losing their tempers.
- Care for their surroundings and belongings of all.
- Ensure that other people are not put at risk by their actions.
- Respect other peoples' views.
- Care for other peoples' property.

In the classroom we expect children will:

- Get on with their learning responsibly and complete the work to the best of their ability.
- Share and use materials sensibly returning them to the appropriate place.
- Let others get on with their learning.
- Listen to, and follow instructions.
- Participate appropriate during lesson time.
- Help other children by not distracting them.

Around the school we expect children will:

- Show respect and care for each other and the school environment.
- Show consideration to other learners.

In the playground we expect children will:

- Respect the right of other children to play without interference.
- Report incidents/concerns to the appropriate adult on duty.
- Speak to other pupils and adults respectfully.
- Refrain from riding on bicycles or scooters on school premises.
- Resolve differences of opinion without resorting to aggression / physical violence.
- Look after property of the school and other children.
- Look after, play with and include as appropriate, children who are alone.
- Play sensibly and not put others at risk by selfish actions.

How do we encourage good social behaviour at the school?

Everyone at Chancel Primary School has agreed to:

- Recognise, praise and reward good behaviour as it occurs.
- Ensure that criticism is constructive.
- Explain and demonstrate the behaviour that we wish to see.
- Encourage children to be responsible for their own behaviour.
- ***Encourage children to recognise and discuss good behaviour with their friends and teacher. For example: a child seen looking after another child in the playground.***
 - Give pupils the opportunity to understand why their behaviour is unacceptable.

PROMOTING GOOD BEHAVIOUR

1. At Chancel Primary School we expect everyone to act with courtesy and consideration to others at all times, treating others as they would like to be treated themselves. We aim for the whole school community to respect all its members, regardless of gender, ability, race, religion, age or disability or status.
2. Good behaviour should be developed through positive attitudes and praise leading to self-discipline and high self-esteem. Praise is most effective when the pupil is fully aware of the reasons behind it.
3. All children and adults in the school should be aware of what constitutes acceptable, desirable, behaviour. It is important for adults to notice good and considerate behaviour. All children should be involved in agreeing what constitutes acceptable behaviour. This will be rewarded by words of praise and encouragement. All adults working in the school (including volunteer helpers) are responsible for school behaviour and should feel free to remind children of appropriate behaviour in a way which is supportive to the class teacher.
4. Children are expected to listen when adults or other children are talking to them, individually or as part of a group. When speaking or listening to children, adults should set a good example acting with respect, consideration and politeness. It is recognised that talking in a calm and quiet manner is often more effective than using a raised voice. We expect the children to speak and listen to others in the same way.
5. We expect movement around the building to be orderly and quiet, to avoid disturbing other people who are learning. People should walk in the corridors and speak quietly. They should be courteous to visitors.
6. Children will be helped to behave appropriately according to the activity they are undertaking. E.g. before and after assembly they need to practice spirituality, enabling others to harness their spirituality in a calm, reflective atmosphere for the act of worship.
7. We recognise that good staff relationships provide a positive role model for pupils.
8. Expectations in terms of the children's work should be at the correct level. Work that is either too challenging or insufficiently challenging leads to frustration and disaffection.
9. The school encourages children to be responsible for their own possessions and respect the property of others. In the class, they are expected to become increasingly capable of organising themselves and becoming self-sufficient. For example, the organisation of the room should be such that children are able to select appropriate equipment for a task and put it away tidily when they have finished.
10. The children are expected to take an active role in treating with care and respect the whole school environment.
11. A system of buddies helps pupils to take responsibility for promoting positive behaviour in school.
12. Behaviour will be discussed/reviewed regularly during SLT and staff meetings, ensuring support and opportunities for CPD are offered to staff as deemed necessary, to maintain high standards of behaviour.
13. In order that we, as a school, continue to listen and respond to pupils' views, we will invite members of the School Council to contribute towards the review of this policy.

14. Chancel Primary School actively promotes positive behaviour, using praise and good role-models. This is further supported by allocation of team points, dojos, individual class awards, nomination in weekly whole-school celebration assemblies and star of the term.

DEALING WITH UNACCEPTABLE BEHAVIOUR

No school will be without mischievous over-exuberant or disruptive behaviour; therefore, there are a range of strategies for dealing with unacceptable behaviour, including:

- Moving seats
- Time out
- Break-time detention
- Lunchtime yellow/red card
- Being sent to a member of SLT

Bullying in any form is one of the most unacceptable misdemeanours and will be dealt with promptly and very firmly (this is dealt with in a separate policy). The school has a procedure for recording and monitoring individual children's behaviour which is causing concern. Individual behaviour is monitored through communication between all staff, at least weekly, or as appropriate. Overall behaviour is monitored by SLT.

STRATEGIES FOR MANAGING BEHAVIOUR AND PROMOTING WELLBEING

- Teachers in Reception to Year 6 classes access Good To Be Green behaviour management strategy in order to effectively sanction negative behaviours and promote positive behaviours;
- Teachers in Year 1 to 6 classes access the Class Dojo Home Report tool, which is shared with parents on a daily basis;
- Pupils in Early Years to Year 4 classes have access to a Worry Monster; where they can share their worries and concerns in a safe and confidential manner;
- Pupils in Early Years to Year 2 have access to a Cuddle Quilt; which acts as a comforting tool to alleviate anxiety;
- Pupils in Year 5 to 6 have access to a Worry Box, where they can share their worries and concerns in a safe and confidential manner;
- Each classroom incorporates a visible wellbeing area into their Reading Corners, which promotes self-care, signposting pupils to a wide variety of support avenues.
- All pupils access MiSP (Massage in schools Programme) on a regular basis in support of their health and wellbeing;
- The ELSA (Emotional Literacy Support Assistant) holds regular 'Nurture Drop-In Sessions' during lunchtime, which pupils can access to discuss worries or concerns;

PROCEDURES FOR DEALING WITH VIOLENT BEHAVIOUR

Violent behaviour (that is not as a result of over-zealous play), either physical or verbal, is considered to be unacceptable and unnecessary. We will work with pupils and parents to help to resolve conflict by peaceful means. A deliberate and intentional 'physical assault' by a pupil on any member of the school community must be reported to the Head Teacher. A written report must be made, and a copy stored in the Head Teacher's office. A meeting should be held as soon as possible after the incident and should include the class teacher, Head Teacher or Deputy Head, the parent/carer and the pupil. The purpose of the meeting is to:

- i) Emphasise the seriousness of the incident
- ii) Look for causes
- iii) Inform all parties of the consequences of a repeated incident.
- iv) Look to support the pupil in avoiding similar behaviour

If pupils are involved in frequent acts of minor verbal or physical aggression, records will be kept by the class teacher. In exceptional cases a pupil may be suspended from school without an initial warning and without a meeting with parents. Staff may use physical intervention in order to avert immediate danger to: a pupil; another young person, other people; property of other people. (For further details see 'Restrictive Physical Intervention' section of this policy. **N.B Staff closely monitor pupils during break-times, reminding children of the**

importance of playing safely in an attempt to prevent harm to themselves and others. As a general guidance, over-zealous play is not classed as violent behaviour or bullying.

Understanding restrictive interventions

Who can use 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:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Use of reasonable force to search pupils

Head teachers 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. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Unacceptable uses of force

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.

For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

Seclusion

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. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported. Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.

Recording and reporting duties

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

Schools should record the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Reporting the use of force

Each significant use of force must be recorded as soon as practicable after the incident, and this should be done no later than the same day.

Exceptions to the requirement to report are where:

- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Schools should communicate this information to parents in writing.

Parents will be invited to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

Recording and reporting the use of seclusion and non-force related restraint

Each seclusion or restraint incident should be reported. An incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Schools should record the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Parents must be informed as soon as practicable after the incident and schools should endeavour to do this no later than the same day.

Complaints and allegations

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed. This includes the provisions regarding suspension of staff.

Equality Information

This policy is underpinned by the Equality Information and Objectives Policy for Chancel Primary School which is available on request.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties.

This policy applies to the whole of Chancel Primary School, including the Early Years Foundation Stage.

The policy will be disseminated widely to all staff members, governors and parents and it will be reviewed every three years.

Approved by Governing Body (sign): _____

Dated: _____

Restrictive Physical Intervention - Record of Incident

1. Names of those involved	Staff:	Service User/Pupil: Others:
2. Date of incident:	Time of incident:	Location of incident:
3. Events leading up to Restrictive Physical Intervention (including alternative strategies used):		
4. Account of actual incident (including details of actions, method of intervention, words used, witnesses etc.):		
5. Outcome or resolution of incident:		
6. Follow up actions (advice to family/parents/carers, support to staff and pupils involved):		
7. Names of witnesses and attached witness statements:		
8. Risk Assessment and Restrictive Physical Intervention Protocol reviewed: Yes/No Outcomes:		
9. Record of any injury or property damage:		
10. Has an Accident Investigation Report Form or Report of Violence and Aggression Form been completed and submitted to the Health, Safety and Wellbeing Service?		
Print Name:	Signature	Job Title
Date:		

SUSPENSIONS

A suspension (formerly exclusion) is a disciplinary measure that the Head Teacher can use to deal with unacceptable behaviour. There are three types of suspension:

- Lunchtime - your child may be suspended from school premises for the lunch time period. This can only be for a set length of time (e.g. one week) if your child qualifies for free school meals, he/she is still entitled to receive a meal if they are suspended at lunch time.
- Fixed term - your child may be suspended for a specified number of days (maximum 45 days in any one school year). You will be given a start and finish date of the suspension and when your child is expected to return to school.
- Permanent - a decision to suspend a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy e.g. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

A decision to permanently suspend is a serious one and will usually be the final step if the school has tried a range of sanctions and other strategies to improve behaviour that is consistently falling below what is expected. However there will be exceptional circumstances where it is appropriate to permanently suspend for a first or 'one off' offence, which might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Only the Head Teacher or designated acting head teacher can issue an suspension. You will receive a letter from stating the reason for the suspension and your right to make representations to the Discipline committee of the Governing Body.

What happens to my child's education whilst s/he is suspended? Day 1 to Day 5 You have a duty to ensure that your child is not present in a public place in school hours during this period unless there is reasonable justification for this. You may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. The school will arrange for some work to be provided but it is your responsibility to see that this work is completed and returned to school for marking.

Day 6 onwards From the sixth day of a fixed term suspension until the expiry of the suspension the school will make arrangements for suitable full-time education. From the sixth day of a permanent suspension, you will receive the offer of an interview at the Pupil Referral Service. The Pupil Referral Service (PRS) is a temporary education provision. In many ways it is similar to a school but it is much smaller.

If you feel that the suspension is unfair, you should let the Clerk to the Discipline Committee know within 7 days, the Clerk's details will be in the Head teacher's letter. The Discipline Committee is made up of three or five school Governors who have had no previous involvement in your child's suspension.

The Governors may, consider any statement from the parent, and place a note on the pupil's record. The Committee cannot direct reinstatement but may do so only if the suspension causes the pupil to miss sitting a public examination

Suspensions of More than 5 days Governors may uphold the Head teacher's decision to suspend the pupil or overturn the suspension. If the pupil is back in school before the meeting takes place, the decision will be noted on the pupil's file.

Alternatives to suspension

There are a number of steps and actions that an educational setting can take to support pupils and reduce the risk of suspension. When planning support for pupils it is useful to consider if the following actions/options have been explored:

- Engaging with parents
- Possible interventions within the school
- Allocation of a key worker (Learning Mentor or Behaviour Support Team)
- Referral to a specific support service e.g. Education Welfare Service, Children's Services or the Child and Adolescent Mental Health Service.
- Respite placement in a Pupil Referral Unit or with a voluntary/private sector alternative provider, where the pupil can receive educational provision intended to improve their behaviour
- A managed move to another school
- Assessment of special educational needs, EHC plan (support within school or possible placement in a special school/unit within mainstream)
- Pastoral Support Programmes (PSPs) useful to help pupils better manage their behaviour.

What can I do if the permanent suspension is upheld?

You have a right at any time to try to find a place for your child at another school. The admissions service will help you find a new school for your child.

RELATED POLICIES

Anti-Bullying Policy

Equality Objectives Policy

Special Education Needs Policy

Equality Information

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