HAGBOURNE C.E. PRIMARY SCHOOL



'Be the best you can be'

CARE - COURAGE - RESPECT - RESPONSIBILITY

Behaviour Policy 2026-2027

This policy has been approved by the Local Governing Body
on 5th October 2026
Next Review Date: October 2027

VISION

In the parable of the Good Samaritan Jesus teaches us to 'Love your neighbour as you love yourself'. It is from this that we get our key Christian values of Care, Courage, Respect and Responsibility. These provide a nurturing environment where we encourage the children to 'Be the best that they can be'.

Following the example of the Good Samaritan we are an inclusive school, serving equally those of all faiths or none through the provision of an education of the highest quality within the context of Christian belief and practice.

Rationale

'Flourishing children are to be loved unconditionally, enabled ambitiously, supported compassionately and championed relentlessly.'

At the heart of a deeply Christian vision for schools is an upholding of the worth of each person: all are made in the image of God – and are thus innately worthy of dignity and honour. The hallmark of authentic, life-giving relationships is recognition of the uniqueness and value of the other so that all are welcomed wholeheartedly. Each individual should be able to flourish, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, age or sexual orientation (taken from Flourishing for all Guidance for Church of England schools).

It is with this in mind and our school vision that we nurture our children, within our Christian environment, to be caring, respectful, responsible individuals who have courage to take risks and make the right choices. We value and celebrate diversity and expect all sections of our school community to demonstrate respect towards others and together make our school 'safe for everyone'.

We want our children to get the most from school life and this policy ensures a consistent approach from the whole school.

Core Principles

The core principles of behaviour at Hagbourne C of E School are that:

- All behaviour is a form of communication and when behaviour is challenging, children are showing us that they have an unmet need. We endeavour to meet that need.
- Children will respond better to adults they have formed positive relationships with.
- Behaviours are not permanent and every child can have successes throughout the day/week.
- Using a positive system of praise and rewards will increase children's self-esteem and confidence to enable them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest and most appropriate way.
- We always consider the safety of other children, and impact upon learning.
- Consistency – in order for a Behaviour Policy to be successful, everyone in the school community, including but not limited to children, staff, governors and parents, must be consistent with the school's approaches set out in behaviour and relationship policy.
- The policy reflects current practice within the school.

Our Aims

- To create an ethos of respect and tolerance where everyone feels heard and seen.
- To promote Christian Values which form our 4 behaviour rules.
- To promote good learning behaviours and self-discipline.
- To give support and encouragement when difficulties arise.
- To work in partnership with parents to support the good behaviour of pupils and encourage a positive relationship between home, school and the community.
- To ensure that there is equal access and opportunity for all pupils.

Our school values/rules

1. **Be Caring** 2. **Be Courageous** 3. **Be Respectful** 4. **Be Responsible**	At the beginning of each year each class will recap the rules and the acceptable behaviour linked to each rule. This will be age appropriate for each year group. The children will be reminded of the rewards and sanctions as listed below.

Our motto: 'Be the best that you can be'

Zones of Regulation



The Zones of Regulation is a trusted, evidence-based framework that builds emotional regulation and skills for life. Grounded in cognitive behavioral science, it gives children and communities a common language for navigating emotions—and the practical strategies to do it well.

We use the zones of regulation at Hagbourne school in Collective Worship, in the classroom and when managing behaviour incidents. The children are given strategies to support themselves to move from one zone to another. It is non judgemental and expected that everyone will experience all zones and all emotions are validated; it's how we deal with our emotions that matters.

Non-negotiable expectations for our school community

We expect our staff to:	
Establish and maintain good classroom routines and expectations for learning to enable children to know how to fulfil the four school values	Address the behaviour and not the child; and draw attention to and praise good behaviour – see rewards below.
Plan and teach creative, effective lessons to minimise the opportunity for inappropriate behaviour and anticipate places where some children may need support.	Be calm and relentlessly bothered.
Speak respectfully about all members of our school community	Keep records of all incidents of inappropriate behaviour on CPOMS following school protocol
Teach good behaviour through their own conduct	
We expect our pupils to:	
Come to school ready to learn (with the support of their parent/carer) e.g. have a good night's sleep, breakfast and have all the necessary equipment to access the day and wear the correct uniform	Leave toys, and other inappropriate items that may disrupt their learning, at home

Be responsible for their own behaviour and act upon suggestions made	Take responsibility for discussing incidents of bad behaviour and reflect upon the choices they made and should have made through restorative practice
Respect the views, rights and property of others and behave safely in and out of class	Walk sensibly and quietly in corridors
Follow and use our four school values: care, courage, respect and responsibility	Develop a growth mindset and a 'can do' attitude
We expect our parents/carers to:	
Speak respectfully about all members of our school community	Act as a positive role model for their child in their relationship with the school
Ensure their child comes to school ready to learn e.g. had a good night's sleep, breakfast and have all the necessary equipment to access the day and be dressed in appropriate school uniform, and discourage inappropriate items being brought into school	Ensure that their child attends school regularly and arrives on time
Ensure that the class teacher is informed of any issues, incidents that have happened at home that may affect their child's behaviour to enable us to support the child e.g the loss of a pet/ family member, separation of parents etc	Work with the school by reinforcing the four school values of care, courage, respect and responsibility
Attend planned meetings with teachers and show an interest and enthusiasm for school	

REWARDS

At Hagbourne CE Primary School we acknowledge and praise good behaviour in a variety of ways.

What?	Why?	Extra info
House points	For good behaviour for learning and for great work	All children are placed into 4 houses. When house points are awarded, tokens are placed into class pots. These are then emptied into whole school tubes in the Reception area. Houses compete against each other to win an award at the end of each half term such as a non-uniform day etc
ASC reward charts	For positive behaviour and children following values	All ASC (After School Club) children may work towards a target and receive points/stickers on a chart. The reward can be agreed with the children and staff when their goal has been achieved
Lunchtime stickers	For positive lunchtime behaviour and for moving around the school calmly and quietly (fantastic walking)	Dinner supervisors may reward general behaviour Prefects to monitor Hagbourne walking in corridors and award stickers
Teacher's certificate	For growth mindset, hard work, improved attitude etc	Children collect certificates in celebration worship. These children are then invited for a

		'hot chocolate' with the Headteacher or member of SLT Certificates monitored by the class teacher to ensure fair distribution.
Value's certificate	For demonstrating the school values	Children collect certificates in celebration worship. Will usually be given a wrist band with the school values written on them. Certificates monitored by the class teacher to ensure fair distribution.
Headteacher/ Deputy stickers	For exceptional work	Teachers may send some children to the senior leaders if they have worked really hard to celebrate their work. They usually receive a sticker as recognition.
Class reward charts	For positive behaviour for learning - this may be linked to the class improvement plan	Class teachers may choose to set up a class reward chart where the children work together to achieve a class reward.

UPPER SCHOOL LEADERSHIP LADDER

Children in Year 5 and 6 have the opportunity to complete the Leadership Ladder which helps foster our school values of care, courage, respect and responsibility. Encouraging Leadership in children helps build life skills such as problem-solving, collaboration, confidence and communication which prepares them for the future. It also helps build self-esteem and gives them a sense of ownership by encouraging them to be responsible citizens.

WARNINGS AND SANCTIONS (Go straight to the 4th step if it is a serious incident) See appendix 3 for levels of behaviour

Children who break a school rule during learning time will be given chances to turn their behaviour around following these steps:

STEP 1 Remind the child of the rule, by referring to the 4 school values

STEP 2 A verbal warning will be given and the child will be told what to do to turn their behaviour around.

STEP 3 If the child continues to break the rule they will be removed from the situation to an alternative place in the room. The teacher will speak to the child individually and ask to see them at the end of the lesson. Tell them that this is their second warning.

STEP 4 If the child continues to break the rule then they will have time out from the classroom followed by a restorative conversation. Time out may be in a different classroom or with the deputy or headteacher depending on the severity of the incident (see appendices below).

All incidents which reach step 4 will be recorded on CPOMS and will be discussed with the child emphasising what is the expected behaviour. Parents will be informed by the class teacher if the child has been removed from the classroom for a period of time.

A behaviour contract (example) and sanctions will be used as appropriate.

Children who need support with their behaviour will be assessed and may be put on the SEND register. An Individual Behaviour Plan or Pastoral Support Plan can help plan appropriate strategies to meet the needs of the child. Help or advice can be sought from external agencies such as the Behaviour Support Service and Educational Psychologist. A risk assessment should be completed for children whose behaviour is a risk to themselves or others.

REPORTING AND MONITORING INCIDENTS OF INAPPROPRIATE BEHAVIOUR

All serious incidents need to be written on CPOMS so that the Class Teacher, Deputy and Headteacher can analyse and look for any patterns that may need addressing. Moderate and lower level behaviour may be added to CPOMS as an ongoing record of behaviour monitoring. The Headteacher and Deputy will analyse CPOMS, behaviour response forms and yellow/red card information at the end of each half term.

SERIOUS LEVEL INCIDENTS (see appendix 3)

IF AN INCIDENT IS SERIOUS THEN PARENTS WILL BE INFORMED ON THE DAY IT HAPPENS.

Children should be taken straight to the Headteacher/Deputy and parents will be informed by phone call. Consequences will be discussed with the child and parents. Involvement of appropriate outside agencies if necessary. Exclusion may also need to be considered if the incident is severe (see Exclusion advice below).

CONFISCATION

Teachers have the right to confiscate items from children when:

- They pose a threat to others or their own safety
- They pose a threat to good order for learning e.g. a pupil continuously plays with a toy
- It is illegal for a child to have
- It is an item the school has previously banned

Screening and searching pupils will only happen if the child has any of the above and they refuse to hand it in for safekeeping, permission from parents will always be sought. The child will sit in the office until the item is safely stored.

All confiscated items will be returned at the end of the day either to the parent or the child depending on the item unless it is illegal then it will be handed to the police.

MOBILE PHONE USE IN SCHOOL

Pupils must not bring mobile phones into school. However, we acknowledge that some older children may bring phones with them to support their growing independence in walking to and from school. Where this is the case, these must be handed in to the school office at the start of the day, stored safely during school hours, and collected at the end of the day. A small number of children in school may need to keep mobile phones for medical purposes – for example, where these have blood sugar scanning apps for children with diabetes. In this situation, the headteacher will agree with parents, the pupil and class teachers where this phone is stored during the day, and who is able to access this.

PLAYGROUND INCIDENTS

The 4 rules (values) apply at all times.

- Playground incidents at break times will be resolved appropriately by staff on duty and reported to class teachers if they deem it necessary.
- Fall outs and disagreements will be discussed using restorative questioning where appropriate/possible.
- Persistent and escalating incidents which disrupt a child's learning **must** be monitored using CPOMS so that the Headteacher and Class Teacher can review them regularly to look for patterns that may need addressing.
- If, when returning to class, the matter has not been resolved, then the Class Teacher will reassure the child that they will talk at the next available opportunity – It should not affect learning time.
- On occasions where similar incidents involving the same child/children occur repeatedly or the incident is of a more serious nature, then they are to be sent to SLT directly where the children may have a restorative conversation.
- These will be reported and monitored in the same way.

Behaviour on the playground is monitored using a card system:

YELLOW CARDS (low to moderate behaviour levels see appendix three)

1st yellow card - simply a warning: which tells a child 'please stop doing that'
2nd yellow card - time out - 5 mins on the bench/ to one side if indoors at BC/ASC
3rd yellow card - when outside this means miss the rest of playtime/lunchtime sitting on the bench. If at ASC/BC inside then playtime will need to be missed the following day.

RED CARDS (serious behaviour level see appendix three)

Red cards - should only be used at times when a child would be sent to the Headteacher/Deputy. This is highly likely to need a conversation with parents. It should be cases of real aggression, racism, homophobia, sexism, damaging property or not cooperating with adults.

CLUBS

The 4 rules/values apply at all times.

1. Verbal warning/ reminder of how to behave (yellow card)
2. Remove from the situation for 5 minutes (sit out or stand by the group leader) allowed to return to activity (2nd yellow card)
3. Remove from the group and watch for a longer period of time or until the session ends (3rd yellow card)

Report this to parents at the end of the club or Headteacher to inform parents If this happens 3 times in a term the child will not be allowed to attend the club.

BULLYING – see the Anti-Bullying Policy (which follows LA recommendations)

The DfE definition of bullying is 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online"
The Anti-Bullying Alliance

At Hagbourne CE Primary school we follow the KiVa programme to teach children about bullying: what it looks like and how to deal with it.

- Pupils are told that if they are bullied or see someone else being bullied they should try telling the bully to stop and MUST inform a member of staff
- We always take complaints of bullying seriously and act promptly following the KiVa programme's checklists and paperwork

- With any bullying incidents both sets of parents/ carers will be informed and a programme of follow up put in place.
- It is also important to give the pupil /s who experienced the bullying time to talk over the incident to ensure they feel supported and safe at school
- As a parent if you think your child is being bullied please listen to your child and let them know you want to help, be clear that it needs to stop and the school needs to know to help. Talk to the school class teacher or head teacher as soon as possible. Keep talking to the school to ensure you know how it is being dealt with and the outcome.

SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). **See Appendix 1 Behaviour levels of support.**

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy to ensure that children with SEND are not disadvantaged and that we are using our best endeavours to meet the needs of the pupil. If a pupil has an EHCP then this must be followed when dealing with behaviour difficulties.
The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.
Considering whether a child exhibiting challenging behaviour may have unidentified SEND: the school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

HOMOPHOBIC COMMENTS

'A prejudice-related incident is any incident which is perceived to be so by the target or any other person.'

Teachers and other school staff need to challenge homophobic language every time they hear it and to explain why it is not appropriate. There needs to be a consistent approach from all school staff with a clear understanding of why language needs to be challenged and clear guidelines for how to challenge it.
See Appendix 4

RACISM

"A racist incident is any incident which is perceived to be racist by the victim or any other person". (Stephen Lawrence Inquiry – The McPherson Report 1999)

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. Racist behaviour includes: isolation because of someone's race, name calling, teasing, comments about family members, offensive humour, inciting others, graffiti, handling racist material.

All staff at the school must challenge racist behaviour. Incidents of racist behaviour are dealt with by the headteacher and parents of both the victim and offender are informed. A record is made of all incidents and they are reported to the governing body. The seriousness and unacceptability of racist behaviour should be explained to all those involved including bystanders and witnesses. See Appendix 4

SEXUAL HARASSMENT AND VIOLENCE

The school has a zero tolerance approach to sexually inappropriate behaviour. Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting. Sexual violence means sexual assault including sexual touching.
Incidents will be assessed on a case by case basis. They may be managed internally or external support may be sought. All cases will be proportionate, considered and supportive taking a child's age and development into account.

PHYSICAL RESTRAINT

Please see our Use of Reasonable Force in Behaviour Management Policy (appendix 5).

PHYSICAL AND VERBAL ABUSE OF STAFF

Incidents of physical or verbal abuse of staff will be reported to the academy using online reporting. Staff MUST inform the headteacher on the day of the incident so that it can be reported immediately and where necessary a photo taken of the injury. This will be recorded on CPOMS.

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our child protection and safeguarding policy for more information.

EXCLUSION

Exclusion is used as a last resort. We will consider exclusion when:
• No member of staff is able to regulate a child and the child is showing distress.
• The child is exhibiting behaviour that is deemed to be unsafe to themselves or others.

In all exclusions, the pupil is not allowed onto the school site for the period of the exclusion unless specific permission has been given by the school.

There are two types of exclusion:
1. **Suspension:** (Previously called Fixed Term Exclusion): specified number of days or lunchtimes when a pupil is not allowed into school.
2. **Permanent exclusion:** when the Headteacher has decided that a pupil should not continue at the school and that allowing the pupil to remain would harm the education or welfare of the pupil or others in the school.

Reintegration meetings will be held between the school, pupil and their parents upon their return.

This policy is supported by:

- The Anti-bullying policy
- Dealing with safeguarding allegations against staff and volunteers

- Valuing All God's Children.
- The child protection and safeguarding policy
- The complaints procedure
- Code of conduct
- The staff handbook
- Disciplinary Procedure
- Grievance Procedure
- The SEN policy
- Anti-Bullying, Harassment and Discrimination Policy
- The whistleblowing policy

Appendix 1 Hagbourne Behaviour levels of support

Level 1 Universal	**Level 2 Low level intervention Additional need Managed by class teacher/TA**	**Level 3a Medium level intervention Additional need/ wider school support**	**Level 3b High level intervention Complex Needs/ multi agency support**	**Level 4 Critical Needs**
4 step warning system from Behaviour policy - see below	Speak to child privately rather than in front of class	Speak to child privately rather than in front of class	Speak to child privately rather than in front of class	Speak to child privately rather than in front of class
KIVA and RSHE curriculum	QCA Behaviour	QCA Behaviour for any changes	Check Threshold of Needs for any concerning behaviour	Specialist Provision
Spacemakers and mindfulness to support calming strategies	SEMH level descriptors	Child to meet with a member of SLT with the teacher to address behaviours and expectations	CAMHs referral	Adapted/ reduced timetable
Lunch club to support overwhelm on the playground	Observations to identify the missed need	Home School Link Worker advice where appropriate	Doctors	EHCP
Yellow and Red cards given at lunchtimes and playtimes	Check Threshold of Needs for any concerning behaviour	Check Threshold of Needs for any concerning behaviour	Work with HSLW	1:1 support in school
Certificates given for good behaviour	Phone call with parents. If behaviour persists then invite in for a meeting	SLT to meet with parents, child and teacher	TAF (after EHA)	Referral to behaviour outreach services
Non verbal cues from adults	Safe space for self regulation	Extra forest school sessions by referral	Behaviour/ positive handling plan/ safety plan	Alternative provision
Ignore any secondary behaviours	Behaviour reward chart/contract drawn up with child	Social emotional work with TA (prev ELSA)	Add to SEND register	Permanent exclusion
Clear expectations - when you have finished, tidy up your table. House points for the tidiest tables	Target children for specific clubs or activities to help with self esteem/ confidence	Talk to SENCO	Safe place	Enhanced Provision room on site
Redirect: Where should you be? What should you be	Regular check ins with clear reminders of expectations	Early Help assessment to support child/family where appropriate	Boxall Profile/ SDQS	

doing?				
Give take up time	Mindfulness/ spacemaker sessions in groups	Supported lunchtime timetable with possible restricted time outside or in the hall	Parenting classes with HSLW	
Clear routines and boundaries	1:1 / small group Zones of Regulation with TA	Supported playtime/ Daily mile	HSLW support for child and parents	
Zones of Regulation as a class	Different seating arrangement	Internal exclusion	Referral to behaviour outreach services	
Collective Worship and School Values	Positive reinforcement of correct behaviour		Suspension/ fixed term exclusion	
Certificates awarded in CW	Missed playtime		EHCP application	
Lunchtime stickers	Unfinished classwork sent home			
House points	Distract and Divert			
	Give choices: put your toy on my desk or in your bag. Which are you going to do?			
	Behaviour monitoring chart for CPOMS			
	Restorative conversation so child can see impact of behaviour on others			
	See strategies listed below from policy			

Appendix 2

Strategies for good behaviour management

- **Acknowledging**-(notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- **Positive Correction**- tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up, finger on the lips, the “look”.
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Redirection-** repeat direction without being side-tracked. Use thanks and take-up time do not stand over pupils in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity**- move closer to a disruptive pupil
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations**- e.g. “When we go back into the classroom after break, I will give a raffle ticket to those who go straight back to their task.”
- **Where/ What**- “Where should you be?” (In my seat) What should you be doing? (My work).
- **Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand**- a quiet word rather than a public confrontation.
- **Repair & Rebuild**- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

Appendix 3 **Behaviour levels guidance**

Low level	**Moderate Level**	**Serious level**
If I choose to not follow the school values, I will be given a reminder and then a warning or a yellow card on the playground. If I persist a consequence will be given.		If my behaviour is serious, I may not be given a warning before a consequence is issued.I will be given a red card on the playground.
● Persistent off task behaviour ● Persistent telling tales ● Dropping Litter ● Constant talking ● Calling out (a few times) ● Leaving seat without permission a number of times ● Being slow to follow or not following instructions first time ● Time wasting ● Telling lies (one off) ● Running in corridors ● Pushing in line ● Chewing Gum ● Borrowing without permission ● Leaving work area untidy ● Persistent wearing of Non uniform/ jewellery ● Playing roughly/ play fighting ● Annoying others or disrupting their games	● Constantly calling out even though spoken to ● Consistent poor effort ● Distracting or disrupting the learning of others ● Not completing enough work ● Deliberately messy or untidy work ● Bad language (one off) ● Answering back staff or other adults or being deliberately rude/ disrespectful ● Repeatedly not following instructions ● Telling lies (persistent or continuous) ● Physical or verbal threats to others (one off) ● General unkind/rough behaviour towards others: verbal or physical	● Vandalism e.g. damage to school property/ graffiti ● Violent outbursts: verbal or physical ● Refusal to cooperate with adults (keep in mind child's SEND needs and act accordingly) ● Inappropriate gestures or touching ● Swearing (continuous) ● Stealing ● Leaving school without permission ● Fighting ● Verbal, non-verbal or physical bullying ● Online abuse ● Racist, homophobic, biphobia, gender based, religion based discriminatory language ● Serious assault ● Sexual harassment/ violence ● Use of or in possession of drugs/ solvents / weapons
Consequences		
Low level	**Moderate Level**	**Serious level**
● Reminder (attention drawn to the rule being broken) ● Verbal warning ● Working away from table/ group ● 5 minutes off break or lunchtime - use timer ● Where behaviour persists treat as moderate ● Time out of an activity ● Conversation after the lesson which may be at break or lunchtime	● Work in another class for a set amount of time ● 15 minutes off break or lunch ● If incident happens at lunch time then send inside to office ● Parent/carer called to discuss behaviour issues if appropriate ● Behaviour logged on CPOMS ● Consider behaviour contract	● Behaviour support plan/ contract ● Alternative timetabling ● Loss of privilege ● Exclusion from trips, visits or special events ● Missed lunchtime ● Internal exclusion (work in another class or an office for a morning or afternoon or whole day) ● Fixed term exclusion (suspension) ● Permanent exclusion ● If lunchtime then send inside or request help from a senior member of staff
Restorative practice: ● Hear the narrative - what happened? Children must not interrupt each other ● Explore everyone's thoughts and feelings before, during and after the incident ● Think about who else has been affected by their actions ● Think about what the person needs in order to help them improve their behaviour ● Discuss ways forward and find a solution		

Appendix 4

RESPONDING TO HOMOPHOBIC / RACIST / SEXIST LANGUAGE

- Challenge all incidents, behaviour and language and be seen to be doing this.
- Be calm and constructive (responding and helping to build skills).
- Take time, remain silent if you are upset or angry until you regain control If appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable.
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you.
- Be mindful of what happens next with friendships and other spin-offs.
- Show that you are delaying judgement (in some cases) by asking questions.
- Allow them space to reflect on what they have just said or done.
- Give them a chance to back-track: self-justify, own or modify their behaviour.
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on.
- Build a sense of empathy, co-operation and shared rules "we all agreed…" "how would you feel if…" Linking back to school values at all times.
- Be firm and clear about what is not acceptable.
- Show upset and hurt if appropriate.
- Search for the personal, individual concerns which may lie behind their words or reflect.
- Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group.

The incident must be reported to the Headteacher for monitoring purposes and report to relevant personnel if appropriate

CHALLENGING PREJUDICIAL LANGUAGE – a 'palette' of responses

- The class rules we agreed at the beginning of the lesson said we would show respect to others
- The school anti-bullying/behaviour policy is clear that homophobic language will not be tolerated
- This school does not tolerate language like that
- What do you mean by that? What makes you think that?
- Do you mean that as a compliment or an insult?
- Do you realise that what you said is homophobic/ racist/ sexist?
- Would you feel happy if someone was talking like that about your sister / brother?
- Can you explain what you mean by calling that {object} gay? - confront any language that is not acceptable.
- You might not think that remark is offensive, but many would.
- Let's talk about why people think like that

Personal response:

- I'm not happy with what you said.
- I'm really surprised to hear you using that type of homophobic/ racist/ sexist language.
- When you use homophobic/ racist/ sexist language it offends me.
- I don't want to hear it again.
- What you've said really disturbs/upsets/angers me.

Appendix 5

Restrictive Interventions and Use of Reasonable Force

In line with statutory DfE guidance Restrictive Interventions Including use of Reasonable Force in Schools, April 2026.

1. **Definitions**

Restrictive interventions include reasonable force, physical restraint and seclusion. These are only used when necessary to prevent harm, serious disruption or damage, and must be proportionate to the risk presented.

Reasonable force: actions to control or guide a pupil using minimal physical contact.

Physical restraint: holding back or bringing a pupil under control to prevent injury, serious disruption or damage.

Seclusion: confining a pupil alone and preventing them from leaving a space; used solely to maintain immediate safety, time-limited, and never used as punishment. The pupil is monitored throughout, and arrangements for safe exit are made clear. Every use of seclusion is recorded and reported as a significant incident.

Significant event: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described on p7 of DfE Restrictive Interventions guidance. This includes where physical force is used to implement a non-physical restrictive intervention.

2. **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power also applies to individuals temporarily put in charge of pupils by the headteacher (for example, volunteers on school visits).

Where possible, staff should alert a senior member of staff if they anticipate that physical intervention may be required.

3. **When can interventions be used?**

There are some circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to question over the use of reasonable force or other restrictive interventions – for example, giving first aid, offering comfort or praise, demonstrating musical instruments or other equipment, or guiding / escorting pupils including helping a pupil to a space they have chosen to access to self-regulate.

Staff may use reasonable force or physical restraint to prevent pupils from harming themselves or others, causing serious disruption, or damaging property, and to maintain safety during school activities including trips.

Examples include removing a disruptive pupil from a classroom, preventing a pupil from leaving where this would create significant risk, stopping a fight, or restraining a pupil at risk of self-harm.

4. **Conducting a search**

Headteachers and authorised staff may search for prohibited items including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force may be used where lawful and necessary to conduct a search for prohibited items. Force must not be used to search for items banned solely under school rules.

Any use of force during a search is recorded and, where significant, reported to parents/carers.

5. **Prevention, de-escalation and communication**

Where necessary, staff work with pupils and their parents to co-produce behaviour support plans. These outline adjustments needed in order to ensure the pupil is most effectively supported, so reducing the likelihood of the need for restrictive intervention. They also outline the circumstances where it may be appropriate for staff to have additional physical contact with a pupil. Parameters around this contact are discussed with relevant people, typically including teachers and other adults, parents, the pupil (depending on their age), and any other professionals involved in providing support; these are included on the behaviour support plan.

Where there is an identified risk that there remains an increased likelihood of the need to use reasonable force and / or other restrictive intervention, a risk assessment will be written. This will include consideration of the need for additional training and other prevention strategies.

Behaviour support plans are reviewed with the pupil (depending on their age) and their parents periodically and following any significant incident so that amendments can be made based on the evidence of what has and has not worked in practice for the individual pupil.

6. **Staff training and support**

Staff receive role-appropriate training covering prevention and de-escalation techniques; safe and lawful use of reasonable force and physical restraint; seclusion safeguards; and statutory recording and reporting requirements. Training equips staff to judge where it is appropriate to use restrictive intervention, including where quick decisions are needed, and helps ensure staff understand how to assess that their response is reasonable under pressure.

Additional support is provided following incidents, including supervision and reflective practice.

7. **Recording and reporting**

Each significant incident involving force or seclusion is recorded on CPOMs, to include reason; type and duration of intervention; staff involved; injuries; and outcome. Records are made by the staff member/s involved as soon as practicable after an incident and no later than the same day.

Parents/carers are informed as soon as practicable following a significant incident; staff endeavour to do this no later than the end of the same day. Reports are shared in writing (typically via email) alongside, as far as possible, a verbal discussion (phone call, video call or in person).

The Local Governing Body reviews restrictive intervention data three times a year in the Headteachers Report to identify patterns, ensure compliance, and support improvement of preventative and de-escalation strategies. The Trust Board, through its Standards and Safeguarding Committee, reviews aggregated trust-wide restrictive intervention data three times a year through the CEO Report.