



Greenmount Primary School  
St Vincent's Road  
Ryde  
Isle of Wight  
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# Behaviour Policy

November 2025

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Signed:

Headteacher: Mrs Rebecca Day

Date: 06/11/2025

Signed:

Vice Chair of Governors: Mrs Sue Burton

Date: 06/11/2025

Review Date: November 2026

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# 1 Statement of Intent

Greenmount Primary believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised, graduated response.

## 1.1 Governors Behaviour Principles

- To encourage all members of the school to be polite and respectful to one another and to visitors to the school and in our community.
- To develop a sense of self-control, self-regulation and self-respect to develop skills for now and in the future.
- To provide support and / or intervention for pupils who struggle to adhere to the five key rules or disrupt learning for themselves or others
- To provide access to support and advice for staff and parents when dealing with children's challenging behaviour to ensure their own wellbeing is considered equally important
- Provide a safe environment free from discrimination
- To ensure consistently effective management of teaching and learning with well-organised classes and lessons that are stimulating, appropriate and accessible for all.
- To clearly demonstrate the progression of rewards and consequences within the schools behaviour policy.

## 2 Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools – Advice for Headteachers and School Staff'
- DfE (2025) Keeping Children Safe in Education 2025
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

- Voyeurism (Offences) Act 2019
- DfE (2024) Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England.
- DfE (2024) Mobile Phones in Schools

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Child on Child Policy
- Child Protection Policy
- Complaints Procedures Policy
- Drug and Alcohol Policy
- Physical Restraint and Reasonable Force Policy
- Pupil Home School Agreement
- Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child friendly policies in relation to the above named policies, (where applicable).

### **3 Roles and responsibilities**

#### **3.1 All staff and volunteers**

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling positive behaviour.
- Challenging and giving consequences to pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff. (e.g. for educational visits or residential visits), as authorised by the Headteacher.

#### **3.2 Teaching staff**

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.

- Being responsible and accountable for the progress and development of **ALL** the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: AHT's/SENCO/Headteacher/DSL /Family Liaison Officer.

### **3.3 Pupils**

Pupils are responsible for:

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

### **3.4 Parents**

Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school.
- Supporting their child(ren) in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### **3.5 The governing board**

The governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

### **3.6 Headteacher**

The Headteacher is responsible for:

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

- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### **3.7 Family Liaison Officer or DSL**

The Family Liaison Officer or DSL is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.
- Collaborating with the SENCO, DSL, headteacher and governing board, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS - CAHMS), to receive additional support where required and bespoke Play Therapy services bought in via the school.
- Overseeing the outcomes of bespoke interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, along with the SENCO.
- Liaising with potential future providers of education, such as secondary school safeguarding teams, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

### **3.8 SENCO**

The SENCO is responsible for:

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

## 4 Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will use a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom, in the morning, after break, after lunchtime and at transition times of the day.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Teaching pupils the importance of showing respect to each other – e.g. apologising, writing apology notes, etc...

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

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

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE, through the SCARF Curriculum, Six Strands Curriculum, Zones of Regulation, Thrive, etc...

- Counselling – Talk 2, Youth Trust, KOOTH, Bereavement referrals
- Bespoke therapeutic intervention – bought in services or AP (Alternative Provision).
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## **5 Rules**

### **5.1 Classroom rules**

- Teachers establish classroom rules/class charter (based on the school rules) on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.
- Teachers ensure that classroom rules are always clear, comprehensive and enforceable.
- Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”. “Be kind and helpful” not “don’t hurt anyone”
- Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.
- Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
- Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity or transition time.
- Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the consequences that may be imposed.



## Our School Rules

<u>Do</u>	<u>Don't</u>
😊 Be kind and helpful	😞 Hurt anybody
😊 Work hard/try your best	😞 Waste time
😊 Look after everything	😞 Waste or damage things
😊 Listen to people	😞 Interrupt
😊 Be honest	😞 Cover up the truth

## 6

### **The classroom environment**

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are expected to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset.

## 7

### **Effective classroom management**

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.

- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems – in line with whole school ethos and agreement.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school rules which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

## **7.1 Routines**

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Routines may include activities such as the following:

- Getting out / handing out exercise books and pens/pencils at the beginning of the lesson
- Sticking lesson objectives in / writing lesson objectives down
- Keeping pencil cases tidy and in drawers
- Completing SODA tasks with independence

Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Teachers explain the rationale behind the routine to help pupils understand why it is needed.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

## 8 Behaviour Strategies

Our strategies will be based on positive reinforcement, building on the child's strengths and interests.

We divide behaviour into four phases:

Phase One: Desired Behaviour

Phase Two: Misconduct that can be effectively managed by the class teacher in the classroom.

Phase Three: Persistent phase two behaviour. Behaviour that has escalated and not easily managed in the classroom. Class teacher to notify FLO/DSL/AHT/HT and ensure CPOMs is recorded accurately with full description of incident. Parents to be informed and future meetings to be arranged.

Phase Four: Persistent phase three behaviour and very serious misbehaviour. Formal involvement of the Headteacher and parents. Additionally, other outside agencies may also become involved.

### 8.1 Phase One:

Desired Behaviour	Praise and Rewards
Following the school rules	Praise – from staff and children (peer praise) Praise: defines the behaviour that is being rewarded Immediate Related to effort, rather than only work produced Perseverance and independence encouraged Praise is sincere <u><b>Rewards:</b></u> When rewards are used, pupils are more likely to model the same behaviour again. Rewards need to be: Immediate Consistent Achievable Fair <u><b>Different types of rewards:</b></u> Dojo's Stickers Certificates Phone calls home / Dojo messages Personalised Rewards
Our desired behaviours are outlined in our classroom charters	

### 8.2 Phase Two:

Behaviour	Consequences
Not on task	

	<ul style="list-style-type: none"> <li>• Stopping and waiting for the child / children to desist from distracting behaviour</li> <li>• Waiting patiently</li> <li>• Making your expectations clear through non-verbal communication</li> <li>• Stopping the lesson and explaining expectations (as frequently as needed)</li> <li>• A constant reminder of the class rules</li> <li>• Minutes deducted from playtime (appropriate to age/stage of development)</li> <li>• From Year 2, the three chances system may be used to encourage the children to make the right choices</li> <li>• Changing seating arrangements, such as working groups, individual positions within the classroom, separation within the classroom</li> <li>• Contacting parents to discuss school and home behaviours (triggers, similarities and differences)</li> <li>• Time out of after school clubs</li> <li>• Restricted access to zones at lunchtime</li> <li>• Discussion of behaviours with staff in following year groups</li> <li>• Discussion of behaviours with FLO/DSL</li> </ul>
Disrupting another child	
Chatting in class	
Answering back	
Not following instructions	
Verbal Abuse (including discrimination)	
Unsafe movement around the school site	
Unsafe movement off of the school premises, to/from and on school trips and residential visits	
Telling lies / getting others into trouble	

### 8.3 De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation, using de-escalation training skills learnt – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"
- Use of sensory breaks to support children's needs

### 8.4 Phase Three:

Behaviour	Consequences
Failure to complete tasks	<ul style="list-style-type: none"> <li>• FLO/DSL/AHT/HT to speak to the child about their behaviour</li> <li>• Communicate a concerning behaviour to parents/carers</li> </ul>
Deliberate destruction of another child's piece of work	

Refusal to follow instructions	<ul style="list-style-type: none"> <li>• To draw up a behaviour contract with the child and involve the family</li> <li>• Meet with the SENCO</li> <li>• Isolation for the pupil to re-engage, complete work and be equipped to return to the classroom safely</li> <li>• Time out of after school clubs- longer than just one session dependent on behaviour</li> <li>• Restricted access to zones at lunchtime for a given amount of time, dependent on behaviour</li> </ul>
Defiance	
Direct verbal abuse	
Intent to steal	
Minor vandalism	
Persistent name calling	
Destruction of property	
Sexual harassment	

## 8.5 Phase Four:

Behaviour	Consequences
Major disruption of class activity	<ul style="list-style-type: none"> <li>• Regular meetings with parents</li> <li>• Action plan in place for the perpetrator – agreed with home and school and regularly reviewed.</li> <li>• Consider referrals to relevant agencies (MHST, Youth Trust, MASH, CAMHS, CSD)</li> <li>• Referral to REST (Regulation and Engagement Support Team)</li> <li>• Contact with the police</li> <li>• Fixed term suspensions</li> <li>• Formalise behaviour in writing to warn of consequences and potential for permanent exclusion</li> <li>• Permanent Exclusion</li> </ul>
Aggressive violent behaviour causing deliberate injury towards children or adults	
Leaving school premises without consent	
Dangerous refusal to obey instructions	
Verbal abuse (Protected characteristics)	
Stealing	
Vandalism of school property	
Carry offensive weapons / illegal substances (including smoking)	
Sexual violence	

## 9 Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive regular and relevant training in regard to this policy as part of their new starter induction and as part of ongoing CPD which will be given in respect of behaviours.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's Physical Intervention Policy.

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing. This is supported by the headteacher and the FLO (Family Liaison Officer) and DSL.

Teachers and support staff will receive regular and ongoing training as part of their development.

CPOMs is the mechanism for recording all concerns and behaviours for each and every child. Therefore a robust CPOMs training session will take place as part of new staff induction to the school. Ongoing CPD on CPOMs is included in staff training.

## **10 Monitoring and review**

This policy will be reviewed by the Headteacher, DSL, SENCO and Family Liaison Officer on an annual basis, who will make any necessary changes and communicate these to all members of staff.

## **Appendix A - Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Home School Agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discuss with pupils, misbehaviour outside of the school premises.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

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

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

## **Appendix B – Isolation rooms/spaces**

The school may decide to move pupils to a separate room/space away from other pupils for a limited period – these are known as isolation areas.

The school will only move pupils to isolation areas where absolutely necessary.

The school will ensure that pupil's health and safety is not compromised during their time in the isolation areas, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation area is up to the school to decide. This could be for more than one school day.

The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.

The Headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

## Appendix C – Definitions

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

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

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

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

- Disruption on public transport
- Use of mobile phones
- Graffiti

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

## Appendix D – Suspension/intervention Phase 4

### Intervention

In line with the school's Physical Intervention Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom, including intervention where force may be necessary.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Alcohol
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Any physical intervention used will be conducted in line with the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil's parents will be informed.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension.

When using physical intervention in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

### **Suspension**

Following a period of fixed term suspension a pupil and their family will be invited back into school for a reintegration meeting. This will take place on a day and time deemed most suitable for the child / nature of the incident but it will be before the child re-enters / re-joins the classroom. Therefore this meeting is advised to take place prior to the start of the official school day, so that the child returns to learning and school with all other children and the day can start afresh. This meeting is recorded and logged on CPOMs. Parents/carers will have written documentation.

## **Appendix E – Smoking and controlled substances**

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug and Alcohol Policy, Safeguarding Policy and Child Protection Policy. See these policies for further information.

## Appendix F – Sexual abuse and discrimination

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately, to any sexual harassment complaints in line with the Child Protection Policy and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

# Appendix G – Behaviour contract

## Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



To prevent my challenging behaviour, I can:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



When I demonstrate challenging behaviour, you can help me by:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**These are the consequences if I don't meet my goals:**

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**These are the rewards if I meet my goals:**



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My contract will be reviewed on:

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_