

# Fulwood and Cadley Primary School

*“Wish it, Dream it, Do it. Be Unique.”*



# Behaviour Policy

Sep 2025

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Social, emotional and mental health needs (SEMH)
6. Managing behaviour
7. Prevention strategies, interventions, and consequences for unacceptable behaviour
8. Restrictive Intervention updated April 2026
9. Sexual abuse and discrimination
10. Child on Child Abuse
11. Sexual abuse & discrimination
12. Smoking & controlled substances
13. Prohibited items, searching pupils and confiscation
14. Effective classroom management
15. Behaviour outside of school premises
16. Data collection and behaviour evaluation
17. Monitoring and review

### **Appendices**

- A. Consequences
- B. Pupil Behaviour Reflection Form
- C. Pattern Mapping Form
- D. SDQ for Teacher & Parent
- E. Internal Request for Support – key questions
- F. Pastoral Referral
- G. Low Level Behaviour Notification for parents

### **Statement of intent**

Fulwood & Cadley believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting appropriate behaviour, which is conducive to learning and development
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good choices in relation to behaviour and self-regulation
- Challenging and disciplining inappropriate behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying, any form of harassment or child on child abuse.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.

- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of aspiration, kindness and courage in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring in appropriate behaviour.

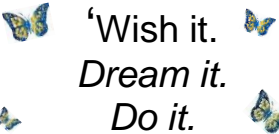
The school acknowledges that behaviour is communication and can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient and develop skills for self-regulation. The school will aim 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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. SDQ assessments will be carried out by parent and teacher to assess strengths and areas for support. In more complex cases a Thrive assessment will be carried out in order to identify possible gaps in neurological developments and identify key areas which needs to be address through targeted provision.

## Vision and Values


  
 'Wish it.
   
 Dream it.
   
 Do it.
   
 Be Unique'

At Fulwood and Cadley Pupils are:

- Confident, ambitious and independent learners who show resilience and perseverance.

- Well-mannered and convey a good moral understanding of themselves and others.
- Able to show empathy and kindness to others.
- Equipped with skills to make positive contributions to society.
- Proud of who they are, with the confidence to achieve their dreams and aspirations.
- Kind and courageous in everything they do.

We aim for our children to develop an understanding of the British and School Values:

<b>School Values</b>	<b>British Values</b>
Courage Respect Aspiration Resilience Imagination Determination	Democracy The Rule of Law Tolerance of Different Faiths and Beliefs Mutual Respect Individual Liberty

### Statement of Principles

At Fulwood and Cadley, we strive to develop and nurture relationships and values which allow all children to develop the necessary skills to manage their emotions and behaviour. We celebrate the diversity and difference within our school community and through our values curriculum strengthen our beliefs and attitudes in relation to: age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion/belief, sex and sexual orientation (Protected Characteristics Equality and Human Rights Act 2010). Every member of the school community contributes and adds to the diverse nature of our school, supporting one another in order to ensure we all feel safe and secure.

Through a range of techniques and systems, the needs of individual children are recognised and supported through positive behaviour for learning strategies. These strategies teach social and emotional skills, positive behaviour and well-being.

As a school community we promote equal opportunities for all and operate a zero tolerance approach to any forms of racism, bullying and inequality in relation to age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion/belief, sex and sexual orientation

Strategies which support pupil's learning in relation to behaviour are enhanced through positive verbal and body language, where the process is valued not the outcome.

It is important that this policy is understood and supported by pupils, staff, parents and community.

### Classroom Management

This policy is based on the following principles, each outlined within the document:

- Engaging and stimulating curriculum
- Positive Reinforcement
- Effective Behaviour for Learning
- Consequences
- Pastoral Support system
- School Promises

#### Fulwood and Cadley's Promises

*"Wish it, Dream it, Do it. Be Unique."*



- . Be kind: Kind hands, Kind feet, Kind words
- . Be honest, take responsibility for my actions and make amends
- . Respect everything and everyone
- . Move around school calmly and quietly
- . Always do my best!



### **Whole School Affirmations**

At Fulwood and Cadley we believe that everyone in school has the right to be respected as an individual. We also strive to create a happy, safe and encouraging environment where our simple rules of 'Kindness and Courage' are fully embedded within the daily ethos and support the children as they develop into independent and respectful individuals. Through our values curriculum, which includes British values, we teach children the skills of cooperation, respect and tolerance towards others as well as self-discipline as these are essential skills required in society today. As a school we adopt a positive proactive response to behaviour, where all members of our community are encouraged to be the best they can be.

We believe that our children need to understand that their behaviour in school is their choice and that they need to learn to make the right choice. Staff will frequently remind children that if they choose to behave in an inappropriate way that there will be consequences as a result of this. Where children make the right behaviour choice they will be praised for this.

## 1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher Mrs France, supported by the Senior Leadership Team will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Support teachers and teaching assistants in teaching and modelling behaviour.

The senior mental health lead – Mr Corlett (currently completing his qualification) will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO – Mrs Atkinson will be responsible for:

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

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their 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 behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- Deal with low level behaviour to prevent disruption to learning or an escalation.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Develop their own strategies for self-regulation and when they are unable to, seek support from a trusted adult.
- Always try to articulate their feelings and how these impact on their behaviour

Parents will be responsible for:

- Supporting their child in adhering to the school expectations and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Appropriate communication with their child regarding any issues in school.
- Strive to work with school staff and not undermine or disrespect decisions.

### 3. Definitions

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

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

For the purposes of this policy, the school will define "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/disrespect

- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport ie to swimming or school trips
- Use of mobile phones without permission
- Graffiti or deliberate minor damage to school property

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

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

#### **5. Social, emotional and mental health (SEMH) needs**

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

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

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

## **6. Teaching behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring and strive to give children the opportunity to reflect when calm in order to teach behaviour as we do in other curriculum areas.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

All teaching staff will have the responsibility to contribute to maintaining a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. All incidents of inappropriate behaviour must be recorded on C-Poms, using the categories of 'Cause for Concern' and 'Behaviour Related Log'.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences (appendix A) which are familiar, not excessive, for the child, logical and specific to the child and/or act, to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Reflection form (appendix B) – Where did we go wrong?
- Removal of privileges – attendance at clubs, representing the school, break and lunchtime play, leadership responsibilities
- School-based community service, e.g. tidying the classroom
- Reflection Time – remain inside during lunchtime with a senior leader

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil will be made aware of their behaviour and told it is unacceptable, they will be given an opportunity to address this.
- If they do not respond and the behaviour persists, causing a disruption to learning they can be moved within the classroom to a more appropriate seat or have some of their play/lunchtime taken from them. If you have had to attend to behaviour with an action such as this then a message must be sent to parents making them aware – Low Level Behaviour Notification. This is a generic statement refer to appendix G sent by the

school office only on the instruction of the class teacher providing the full name of the child, class and type of behaviour.

- If a child receives three notifications in a half term period then parents will be invited in by the class teacher to address concerns and support the behaviour.
- The pupil may be sent to another class to enable them to refocus and prevent an impact on other children's learning.
- The senior leader with the class teacher investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the senior leader and class teacher deems the incident to be unacceptable behaviour, it will be recorded on C-Poms, creating an on-going record for the individual and shared with the Headteacher. (Refer to appendix E)
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom. In most cases the child will be sent to the senior leaders class but other classes can be used as appropriate for time out with directed work to complete set by the class teacher.
- The senior leader or class teacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident if necessary.

Following repeated incidents of unacceptable behaviour, the following consequences will be implemented:

- The situation will be brought to the attention of the headteacher, discussion regarding measures implemented will be reflected upon and progress to date, as well as possible triggers or contextual influences
- Class teacher will be asked to implement a pattern mapping monitoring period, in order to identify triggers and patterns in behaviour. (appendix C)
- The headteacher along with the Senior Leader will meet with parents to discuss next steps
- Class teacher and parent will complete an SDQ to establish strengths and areas for development, as well as an internal request for support (appendix D & E)
- Identification of possible trauma will be carried out and therapeutic support implemented through the school counsellor with a parents permission.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour internal referral to be completed on Provision Mapping software.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan (IBP available on Provision Mapping) will be created to outline the necessary provisions in place. This will be completed in conjunctions with parents.

- The headteacher will consider whether the pupil should face a suspension, in line with the school's Suspension and Exclusion Policy, and will determine the length of the exclusion.

Following further incidents of unacceptable behaviour, the following consequences will be implemented:

- Referral to other appropriate outside agencies if there are wider contextual influences impacting on the child's behaviour.
- Initiate and complete an Early Help Assessment and invite appropriate agencies, family and child to half termly TAF meetings.
- A referral to the DG6 Inclusion Hub to gain financial support in order to enhance provision.
- The headteacher will reluctantly consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **7. Prevention strategies, intervention, and consequences for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour
- Any referrals for support must be submitted to HT/DHT and Gemma via C-Poms using question prompts in appendix E

Examples of initial interventions to address inappropriate behaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, which goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **School Approach: Sequential and Relationship Based**



The following steps must be implemented when addressing behavioural needs across the school and must be done in order.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Strategies to Develop Strong Relationships & Manage Behaviour**

#### **Attends Language**

All staff praise children for the process, habit, action or effort not the outcome, avoiding generic praise – good girl/boy. This ensures that all children regardless of ability or need feel like they

can achieve. Children are supported in understanding that effort is recognised, acknowledging effort and building trust. Teachers convey expectations to the children in a calm working environment where they are most receptive in order to develop and nurture positive behaviour for learning as well as our school values: resilience, courage, determination etc. This approach is effective in nurturing emotion and self-esteem.

*"I can see how you have ...." "I have noticed..."*

### **Lowest Emotional Response**

Teachers are encouraged to always deal with any inappropriate behaviour with the lowest emotional response, this ensures minimal attention is gained for negative behaviour as this type of attention is not nurturing and has a negative impact on self-esteem. A zero tolerance approach will always be adopted with choice at every point for the child ie *"you have a choice to finish your work in lesson or complete it at lunch."* Giving children the choice enables them to take some responsibility for both their behaviour as well as a possible consequence.

### **Take them Back to Learning**

Within lesson children may begin to lose focus and concentrate, which can result in disruption, sometimes a question such as *"you ok?"* or *"what should you be doing now?"* *"Where should you be?"* is enough to re-engage a child and prevent an escalation.

### **Secondary Conversation**

Children can often draw an adult into a secondary conversation, it is important that teachers and TA's remain with the current issue, putting a stop to further conversation or discussion which takes the child away from learning. Staff to adopt a key word ie *"Stop, Enough, End,"* said in a low, monotone voice

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to implement consequences for the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour for all pupils including SEND and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition

- Training for staff in understanding autism and other conditions
- Use of Team Teach if the child is at risk of hurting themselves or others.
- If physically attacking a staff member, teachers will remove the child's shoes to reduce the risk of harm.
- If a child becomes physical help must be requested immediately from another staff member who is Team Teach trained. This can be done via the phones in class, a child being sent or the class assistant teacher.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Never say "*please*", always say "*thank you*", this gives the chd the expectation and trust that they will make the right choice.
- Describe the reality and validate their feelings – "*I can see you are upset/angry etc!*"
- Using simple, direct functional language and after a request walk away, again there is an expectation and trust that they will make the right choice
- 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. a choice
- 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".

### **Physical intervention**

In line with the school's safeguarding policy 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.

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

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

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

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

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. If behaviour is repeated a possible internal exclusion/removal to another class will be implemented.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom (internal exclusion) where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space
- If persistent low level behaviour is repeatedly impacting upon the learning of other children.
- If an incident of inappropriate behaviour has taken place towards another pupil which could be deemed as bullying or child on child abuse,

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the class teacher and senior leaders to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom 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 removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

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

### **Reflect and Reparation**

The school will operate a restorative approach to supporting pupils with their behaviour, through the provision of time at lunch supported by senior leaders or class teachers, for reflection and reparation. This is not a detention but a supportive opportunity to reflect on what has happened, discuss where children have gone wrong and how in the future situations of this nature could be managed. There will be a chance for children to think about how they can make amends and build trust again.

The school will make it clear to parents and pupils that they are able to use reflection time as a consequence to deter future misbehaviour, both during and outside of school hours. The use of reflection time as a consequence will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose reflection time on a pupil, unless the headteacher decides to withdraw this power from any teacher.

The following indicate the times during which reflection time can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Break-time and lunchtime
- 10mins at the end of the school day

Parental consent will not be required for reflection time however parents will be notified via the school app – Parent App if their child has had or is required to stay behind after school for reflection time.

When issuing reflection time, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the reflection time is during lunchtime 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a reflection time outside of school hours, staff will consider the following:

- Whether the reflection time is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the reflection time timing conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Reflection time will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate consequence will be issued instead.

Staff will always strive to deal with and resolve a behaviour incident on the day it takes place, implementing the consequence and reflection time on that day, this supports our children in having a fresh start the following day.

Following DFE guidance:

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

*DFE Guidance Sep 2022*

## **8. Restrictive Intervention**

### **1.1 Restrictive Intervention (Including Use of Reasonable Force)**

At Fulwood & Cadley, we are committed to safeguarding and promoting the welfare of all pupils. This section should be read in conjunction with Keeping Children Safe in Education and Use of Reasonable Force. We prioritise proactive, relational, and preventative approaches to behaviour in order to minimise the need for restrictive interventions.

#### **Definition**

A restrictive intervention is any action that prevents or significantly restricts a pupil's movement or liberty. This includes the use of reasonable force, which is defined as the minimum force necessary to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Causing disorder that compromises safety

#### **Legal Framework**

In line with Use of Reasonable Force:

- All school staff have the legal power to use reasonable force
- Force must be reasonable, proportionate, and necessary
- The degree of force used must be the minimum required to achieve the intended outcome

#### **Principles**

Restrictive interventions will:

- Be used only as a last resort
- Be applied for the shortest time necessary
- Always represent the least restrictive option available
- Never be used as punishment

The school recognises that the use of force is a safeguarding issue and must always be approached with a focus on the pupil's best interests, dignity, and rights.

#### **Seclusion**

Seclusion is defined as the supervised, time-limited separation of a pupil in a space from which they are prevented from leaving. It is a form of restrictive intervention and is treated as a serious safeguarding measure.

In line with Keeping Children Safe in Education and best practice expectations:

- Seclusion will only be used in exceptional circumstances where there is a clear and immediate risk of harm to the pupil or others
- It will never be used as a punishment, for staff convenience, or as part of routine behaviour management
- It will only be used where less restrictive alternatives have been attempted or are not viable

Where seclusion is used, the school will ensure that:

- The pupil is under continuous, direct supervision at all times
  - The duration is strictly time-limited and kept to the shortest possible period
  - The environment is safe, appropriate, and suitable for safeguarding purposes
  - The pupil's physical and emotional wellbeing is actively monitored throughout
  - The pupil is supported to regulate and reintegrate safely as soon as possible
- Seclusion must always be reasonable, proportionate, and necessary in the circumstances and is subject to the same recording, reporting, and review processes as any other restrictive intervention.

### **Prevention and De-escalation**

In line with Keeping Children Safe in Education, the school adopts a preventative approach by:

- Creating a calm, predictable, and supportive environment
- Using positive behaviour support and clear expectations
- Training staff in de-escalation strategies and trauma-informed practice

Where pupils are identified as being at increased risk, individualised Behaviour Support Plans or Risk Assessments will be developed in partnership with parents/carers and relevant professionals.

### **Recording, Reporting and Parental Communication**

Consistent with safeguarding expectations outlined in Keeping Children Safe in Education:

- All incidents involving restrictive intervention, including seclusion, must be recorded promptly, factually, and in detail
- Records will include the context, reason for intervention, actions taken, duration, supervision, and outcome
- Incidents will be reported to senior leaders and, where appropriate, the Designated Safeguarding Lead (DSL)
- Parents/carers will be informed as soon as reasonably practicable (refer to Appendix H)

### **Monitoring, Review and Accountability**

The school will:

- Regularly review incidents to ensure compliance with this policy and statutory guidance
- Analyse patterns and triggers to inform preventative strategies
- Use findings to improve staff training, risk management, and pupil support

Where concerns arise, they will be addressed through safeguarding procedures in line with Keeping Children Safe in Education.

### **Safeguarding and Staff Support**

The use of restrictive intervention, including seclusion, is recognised as a potential safeguarding concern. Therefore:

- Pupils' dignity, rights, and wellbeing will be upheld at all times
- Any injuries or concerns will be recorded and followed up appropriately
- Staff will receive appropriate training and support, including post-incident reflection and review

## **9. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

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

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary consequences, will not jeopardise the police investigation.

## **10. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **11. Child on Child Abuse**

**Child-on-Child abuse** is defined as abuse between children under 18 years of age.

Fulwood and Cadley has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Fulwood and Cadley will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com/5.31/peer-abuse)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment

between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL.

The school's procedures for managing allegations of child-on-child abuse are outlined in the School Behaviour Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

Fulwood and Cadley DSL's will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

**Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- both children
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to guidance in Keeping Children Safe in Education Sept 2024, Part 5.

## **12. Prohibited items, searching pupils and confiscation**

Headteacher, Deputy Head and Senior Leaders will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile Phone

Mobile phones will be handed in on arrival by all pupils – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

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

### **13. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of expectations, rules and routines that are understood by all pupils within a Class Charter, signed by all class members including staff
- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- 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 engage all pupils regardless of need.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which must be shared by class teachers at the start of the year, 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 respectful 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.
- Always conduct themselves with Courage and Kindness

## Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable rules, known as promises which define what acceptable behaviour is.

### Fulwood and Cadley's Promises

*"Wish it, Dream it, Do it. Be Unique."*



- . Be kind: Kind hands, Kind feet, Kind words
- . Be honest, take responsibility for my actions and make amends
- . Respect everything and everyone
- . Move around school calmly and quietly
- . Always do my best!



Attention is given to how rules are worded, such as the use of positive language rather than negative. These rule will be conveyed and reinforced in class.

Consistent classroom routine and conveyance of school rules will support effective behaviour for learning and high expectations of pupil conduct. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the learning clearly and explicitly, so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand the school rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers will support pupils to understand and follow school rules and routines. Teachers will inform pupils of the rules/promises and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences that may be imposed.

To support pupils' continued awareness and understanding of rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the rules have been devised by staff and pupils, pupils will be provided with a classroom rules agreement which they are required to read and

sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent inappropriate behaviour and enable it to be noticed early, such as:

- 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.
- Anxious/hyper aroused children must not sit with their back to the rest of the class, but be seated with their back to the wall facing others. This will reduce stress and support self-regulation

### **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- Use Attends Language – process and effort not outcome.
- Not general ie good boy/girl!
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, Star of the Week, postcards home and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

**Whole school house point system** - All children belong to a designated house: Minotaur, Unicorn, Pegasus, Phoenix, Chimera and Griffin linked to our school values. Pupils can receive house points for any positive behaviours around school and these are recorded in classes and collated weekly. At the end of each week the running total is shared with the children during celebration assembly and at the end of two weeks the winning house is allowed to attend school on the following Friday in non-uniform.

## 14. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

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

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

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

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour

outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

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

Inappropriate behaviour outside of school that brings the schools name and reputation into disrepute could result in a suspension or exclusion.

## **15. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT, with information shared with the Governing body. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

## **16. Monitoring and review**

This policy will be reviewed by the headteacher and deputy headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Jan 2026

Appendix A

**List of Consequences, which may be used in response to inappropriate behaviour.**

<b>Examples of Inappropriate Behaviour</b>	<b>Logical Consequences.</b>
Disrupting learning/ Wasting time in lessons	Dealt with by the class teacher Move within the classroom, loss of playtime possible time out to another class. Loss of break-time/lunchtime - Reflection time
Swearing	Class Teacher / Key stage leader – dependent on situation Loss of playtime, privileges. Loss of break-time /lunchtime - Reflection time
Talking/ interrupting teacher when talking	Dealt with by class teacher Move within the classroom, loss of playtime, /lunchtime - Reflection time
Verbal violence/ Physical violence	Class Teacher / Key Stage Leader/SLT (dependent on situation) If repeated possible internal exclusion/removal to another class, loss of privileges club, playtimes etc, notify parents Loss of break-time /lunchtime - Reflection time
Refusing to work or follow direction of a staff member	Class Teacher or refer to SLT if necessary Inform parents if necessary If repeated possible internal exclusion/removal to another class Loss of break-time /lunchtime - Reflection time
Stealing	Refer to DHT/ HT Inform parents Support from pastoral team Loss of break-time /lunchtime - Reflection time
Lying	Class Teacher Possible referral to pastoral team if repeated Loss of break-time /lunchtime - Reflection time
Disrespect to adults in school	Class Teacher / Refer to Key Stage Leader Loss of privileges, club, playtimes Loss of break-time /lunchtime - Reflection time If repeated possible internal exclusion/removal to another class
Bullying of any kind	Refer to senior leadership team (Deputy Head/ Head Teacher) Loss of break-time /lunchtime - Reflection time Possible internal exclusion/removal to another class, parents informed, incident formally recorded, loss of privileges, club, playtimes
Racial comments	Refer to senior leadership team (Deputy Head/ Head Teacher) If repeated possible internal exclusion/removal to another class, parents informed, incident formally recorded, loss of privileges, club Loss of break-time /lunchtime - Reflection time

# Behaviour Reflection Form

## Pupil Behaviour Reflection Sheet

Name		Class	
What happened?			
Where did we go wrong?			
Could you have done something different?			
Have you been asked to leave your class, how do you feel?			
What can we do to make things better? What strategies could you use in the future?			
Can we help in any way?			
Signed Pupil:		Signed Teacher:	
Date:		Date:	

Appendix C  
Pattern Mapping Form

<b>Target's for</b>	• •								• <b>W/C:</b> .....			
	<b>Registration</b>		<b>Phonics</b>		<b>Morning learning</b>		<b>Lunch</b>		<b>Afternoon</b>		<b>End of the day</b>	
	Teacher	Child	Teacher	Child	Teacher	Child	Teacher	Child	Teacher	Child	Teacher	Child
<b>Monday</b>												
<b>Tuesday</b>												
<b>Wednesday</b>												
<b>Thursday</b>												
<b>Friday</b>												
<p>Don't forget to see Mrs Gill/Mrs France on Friday to show her how well you are doing.</p> <p>Signed: .....</p>												

Appendix D

SDQ Teacher

**Strengths and Difficulties Questionnaire**

T4-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name .....

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

## Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months.

Child's Name .....

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?



## Fulwood and Cadley Primary School

*"Wish it, Dream it, Do it. Be Unique."*

### **Internal Request for Pastoral Support for Behaviour**

All requests for support must be submitted on C-poms. The following areas must be included in the request:

- Reason for Request
- Effect on Progress in Learning including current attainment
- Actions already taken to address need
- Types of Support Required



Appendix F

**Behaviour incident form**

Use this form to help structure your log on C-Poms, doesn't have to be uploaded, can just be recorded as an incident.

<b>Name of pupil</b>		<b>Year group</b>	
<b>Date</b>		<b>Time</b>	
<b>Location of observation</b>		<b>Name of staff member</b>	
<b>Before the incident: what led to the behaviour?</b>			
<b>During the incident: what did the pupil do?</b>			
<b>After the incident: what were the consequences of this behaviour?</b>			
<b>Additional comments</b>			

## **Appendix G**

Low Level Behaviour Notification for parents

**To: [Parent/Guardian's Name]**

**Re: Behavioural Concerns Regarding [Student's Name]**

Dear [Parent/Guardian's Name],

I hope this message finds you well.

I am writing to inform you of some ongoing concerns regarding [Student's Name]'s behaviour in class, which has been having a negative impact on both teaching and learning.

Unfortunately, [he/she/they] has been engaging in behaviour that disrupts the learning environment, including [briefly list specific behaviours, e.g. not engaging in learning, refusing to follow instructions, shouting out, distracting other students, etc.]. Despite reminders and support provided in class, these behaviours have persisted.

As a school, we are committed to supporting all students to succeed, and we believe that working in partnership with parents is key to addressing such challenges. We would greatly appreciate your support in reinforcing appropriate behaviour expectations with [Student's Name] at home.

Please do not hesitate to contact me should you wish to discuss this matter further. We are keen to work together to ensure that [Student's Name] is able to fully engage in a positive and productive learning experience.

Thank you for your attention and cooperation.

Yours sincerely,

## Appendix H

Dear Parent/Carer,

I am writing to inform you of an incident that took place on [date] involving [Child's Name].

During the school day, [Child's Name] was involved in a situation where their behaviour presented a risk of harm to themselves/others/significant property damage. In line with our Behaviour and Safeguarding Policy, staff used a **restrictive intervention** as a last resort to ensure the safety of all involved. This included use of reasonable force and/or a period of seclusion.

Seclusion, in this context, refers to the supervised and time-limited separation of a pupil from others to support safety and allow them to regain control. This approach was used only where necessary, proportionate, and for the shortest time possible. Throughout the incident, staff prioritised de-escalation, close supervision, and the wellbeing and dignity of your child.

Following the incident:

- [Child's Name] was supported to regulate and return to a calm state
- Their wellbeing was checked, and appropriate care was provided
- The incident has been recorded in line with school policy and safeguarding requirements

If you wish to discuss this matter any further, please contact the school office.

Yours faithfully