

Reid Street Primary School



Policy for Promoting Good Behaviour

Date of next review: November 2025

Introduction

Mission Statement

Wider school aims / ethos

At Reid Street we create a culture that enables pupils and staff to excel. We value the autonomy our converter academy status brings, whilst embracing the expectation that we offer a broad curriculum that should be similar in breadth and ambition to that of maintained schools. Our broad and deep progressive curriculum inspires pupils to learn, promotes a sense of enjoyment and fascination about the world and prepares pupils for lives as active members of British society. We endeavour to ensure that, through a well sequenced, incremental curriculum, links are made with previous learning allowing pupils the opportunity to consolidate and extend upon previous knowledge, skills and vocabulary. This includes teaching of the behaviour curriculum. We value our longstanding high profile within the community and ensure that valuable community links are an integral part of learning.

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British Values, are at the heart of the school's work. Through our commitment to excellence, we ensure that each individual pupil fulfils their potential, takes pride in their achievements and is prepared for the next phase of their education as confident, self-assured learners. Developing resilience and independence are key aims of our curriculum.

Equality of opportunity is our central aim; whilst we embed consistent approaches, we also respond to individual needs, challenging and supporting within the caring, secure and welcoming ethos of Reid Street school. We plan carefully, knowing the context of our community and how we can provide the curriculum our pupils need in order to take advantage of opportunities, responsibilities and experiences in later life. In that way we strive to address social disadvantage and to address typical gaps in pupils' knowledge and skills.

Purpose

Reid Street School seeks, through its Mission Statement and this policy, to develop an ethos wherein good behaviour and discipline, the key foundations of citizenship and education, are promoted and encouraged. The school has high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to create a calm and safe environment.

This policy reflects the school values, philosophy and practice in relation to the promotion of good behaviour. It sets out the framework within which staff can operate and gives guidance on expectations, rewards, codes of conduct and sanctions.

This document is intended for all staff with classroom responsibilities, school governors, parents and carers, inspection teams and interested others. Copies are provided to school staff and to the governing body. A copy is kept in the school office and is published on the school website.

The school works in partnership with parents and carers and values the collaboration detailed in the Home School Agreement. (See Parent Handbook).

Aims and Expectations

- To set and maintain high expectations of pupils' conduct and behaviour, which are commonly understood by staff, pupils and parents / carers and which are applied consistently and fairly to help create a calm and safe environment.
- To highlight the importance of routines as these provide a fundamental source of expectations, a scaffold for conduct and a community vision of optimal habits of behaviour.
- To provide the limits and boundaries which are essential for all in school to be safe, and feel safe.
- To help our pupils to develop as good citizens, preparing them for the next phase of their education and enabling them to succeed in wider society.
- To reward and encourage pupils' good behaviour.
- To help children to understand that they are responsible for their own actions.
- To enable pupils to have pride in themselves and their school.
- To establish clear procedures for the promotion of good behaviour.
- To blend compassion, high expectations and wisdom to decide where pupils with additional needs are able to modify their behaviour.
- To recognise that everybody has capacity for improvement.
- To highlight the importance of creating a positive, safe environment in school in which bullying, physical threats or abuse and intimidation are not tolerated, in which everyone is treated respectfully and in which any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively.

Underlying Principles

At Reid Street, there is a recognition that high standards and expectations of behaviour must pervade all aspects of school life including the culture, ethos and values of the school, how pupils are taught and encouraged to behave, the school's response to misbehaviour and the relationships between staff, pupils and parents /carers. All members of the school community work together to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.

Staff at Reid Street understand the crucial nature of positive relationships, empathy and creating a genuine sense of belonging for all pupils. Promotion of good behaviour is rooted in inclusion, fostering of social relationships and mutual engagement in the school community. The school's approach to behaviour is easily apparent to anyone joining or visiting - everyone is treated with dignity, kindness and respect.

- Positive relationships between all members of our school community are imperative to our practice, buffer stress and build resilience.

- Children and adults have a sense of belonging, feel safe, secure and valued at our school.
- Pupils will be supported to meet the high standards of behaviour expected.
- All in school take responsibility for their own actions and their impact on others.
- Opportunities for reflection and restoration of relationships are vital.

These are the values taught and encouraged from the first day a pupil arrives at Reid Street School such that good behaviour becomes the expected norm and discipline becomes self-discipline rather than something imposed.

Governors produce, and frequently review, a written statement of general behaviour principles to guide the Headteacher/Principal in determining measures to promote good behaviour and discipline amongst pupils.

Equal Opportunities / EQIAS

At Reid Street School we recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special education needs and/or disabilities (SEND). Staff receive training around the underlying causes of poor behaviour including attachment, trauma and speech, language and communication needs. Consistency of approaches and fairness are not at odds with reacting to children differently and as individuals.

Young Carers

Children identified as Young Carers will receive additional support where necessary and have access to the designated Young Carers leads in school.

Safeguarding

A key consideration in the formation and maintenance of this policy and the practice it details, is the safeguarding of pupils and staff. The policy is written in line with the most up-to-date guidance from Working Together to Safeguard Children and Keeping Children Safe in Education and all relevant updates.

Health and Safety

In order to comply with health and safety legislation, everyone has a responsibility to ensure that they are conversant with school policy and guidance and cooperate to make the school safe. The senior leaders take seriously their duty of care towards pupils, employees and visitors to the school.

This policy is informed by a legal framework, current research in the subject and by national guidelines – see Appendix 1.

This policy is aligned to other key policy documents ensuring coherence - see Appendix 2

Roles and responsibilities

The Governing Body has overall responsibility for:

- 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 ensuring provision of a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.
- Agreeing and sharing a Written statement of behaviour principles.

The Principal is responsible for:

- Publishing this policy on the school website.
- Reporting to the Governing Body on the implementation of this policy.

The Principal determines measures which aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Ensure that pupils complete any tasks, reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils

School leaders are responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- The day-to-day implementation of this policy.
- Inducting new staff 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.
- Supporting parents/carers of new pupils to understand expectations, rules and routines.
- Supporting new pupils to understand expectations, rules and routines.
- Providing / sourcing any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

- Ensuring staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- Engaging with experts, such as Educational Psychologists and other support staff such as counsellor and therapists, to inform effective implementation, and design, of behaviour policies.
- Making links to whole school approaches to mental health and wellbeing.

The SENDCo / Senior Mental Health Lead will be responsible for:

- Collaborating with the Governing Body, Principal and other members of the SLT, to determine the strategic development of behaviour and SEMH (social, emotional and mental health) policies and provision in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting new pupils to understand expectations, rules and routines.
- Supporting staff in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- 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.

Teaching staff are responsible for:

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with the SENDCo, the DSL, the DT for LAC and the Key Stage Leader, as appropriate.
- Supporting parents/carers of new pupils to understand expectations, rules and routines.
- Supporting new pupils to understand expectations, rules and routines.

Pupils are responsible for:

- Their own behaviour.
- Contributing to the school culture and upholding the school rules.

- Recognising that all pupils deserve to learn in an environment that is calm, safe and supportive.
- Reporting any unacceptable behaviour to a member of staff.

Parents and carers are responsible for:

- Signing a 'Partnership Agreement' when their child starts at this school in which they agree to support the school in matters of discipline as outlined in this policy.
- Supporting their child in adhering to the school rules and reinforcing these at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Working in partnership with the school.

The school behaviour curriculum

Positive behaviour reflects the values of our school, readiness to learn and respect for others. This is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to, and regularly reinforced with, all pupils so that they understand what behaviour is encouraged and what is prohibited. What constitutes expected behaviour is clearly defined for all parties. This is then positively reinforced when expectations are met, while sanctions are required where rules are broken.

Positive recognition and reward

We believe that, in any process aimed at promoting good behaviour, the emphasis should be upon a positive approach of encouragement and praise. Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provide opportunities for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Through a positive approach towards behaviour management, we aim to create a calm learning environment in which pupils can:

- learn and teachers teach
- operate with increasing independence
- grow in confidence and self-esteem
- feel safe and supported
- develop a range of knowledge and skills

Examples of rewards include:

- Praise for those pupils demonstrating good behaviour - this can be individually within the class, as groups and whole classes, within assemblies, during lunch times and during play times.
- Stickers relating to Class Dojo points for whole school agreed positive behaviours.

- Messages home when pupils demonstrate agreed positive behaviours.
- Being sent to the Principal for praise and / or stickers.
- 'Golden Time' on achievement of a target for the class around behaviour.
- 'Perfect Day' when a treat such as ice-cream or choc ices are given to every child in KS2 in respect of three consecutive days in any week when there are no referrals to the Duty Teacher.
- Awarding of positions of responsibility for pupils who exemplify good and excellent behaviour.
- KS1 and KS2 'Star Pupil' - This award is given to a child who has been a 'shining example' during the week. The recipient wears a special waistcoat with a star badge and is awarded a certificate.

Rules

Rules are kept to a minimum and phrased positively at all times. All are designed to promote courtesy and good manners, to protect children from injury and to maintain a safe, healthy environment. Children are reminded during assemblies and class time about school expected codes of conduct.

In Reid Street School we expect all pupils to:

- behave in a sensible courteous and co-operative manner towards all people, whether children or adults, in and around the school.
- be aware that everyone matters in our community and that the action of one individual has an affect on others.
- acquire a degree of self-discipline and a willingness to respond positively towards fair and sensibly imposed matters of discipline.
- come into school ready to learn and prepared to cooperate with our school rules.
- be aware that they are individually responsible for the words that they speak and that they should never use language which could offend others.
- walk everywhere inside the building, except when directed to run during P.E. lessons.
- Only be in school during break times with the express permission of a member of staff.
- bring all issues/grievances to the attention of staff.
- look after each other.
- agree to disagree well.

Bullying

Effectively preventing and tackling bullying creates a safe, disciplined environment in school where pupils are able to learn and fulfil their potential.

The school recognises and supports the Anti-Bullying Alliance definition of bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

This is in contrast to single instances of unkind behaviour or friendship issues.

Prevention of bullying is supported by the ethos of good behaviour embedded across the school where pupils are taught and reminded to treat one another and the school staff with respect, ensuring that they know this is the right way to behave. Staff work hard to create an inclusive and safe environment where pupils feel able to report any incidents of bullying, including when they find themselves as bystanders.

Parents are able to report any concerns around bullying directly to staff in school. The school will work with parents / carers to tackle any bullying reported or witnessed, always encouraging the child to continue to attend school. Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem.

Stopping violence and ensuring immediate physical safety is obviously a first priority, however, staff recognise the damage that can be caused by emotional forms of bullying. Direct bullying behaviours (overt) involve behaviours that are observable and usually expressed by physical and verbal means. Less obvious (covert) behaviours may include things such as deliberately ignoring another pupil and/or encouraging others to do the same.

Staff are aware that 'banter' and/or 'horseplay', if left unchallenged, can lead to reluctance to report other behaviour and so early intervention is used to set clear expectations of what behaviour is, and is not, acceptable to prevent negative behaviours from escalating. At Reid Street, staff work hard to create an environment which challenges 'banter' and offensive language, instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way, leading by example.

All bullying is unacceptable and will not be tolerated. The school will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. These measures will be applied fairly, consistently and reasonably, taking into account any special education needs or disabilities that a pupil may have and taking into account the needs of vulnerable pupils. Staff will also consider the motivations behind bullying behaviour and whether they reveal any concerns for the safety of the perpetrator.

Bullying outside school that is reported to school staff will be investigated. Senior staff will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Incidents of bullying will be logged and reported to governors so that patterns of behaviour can be identified and challenged.

Child-on-child abuse

All staff are aware that children can abuse other children and this can happen both inside and outside of school and online. Preventative education is used, appropriate the age of pupils, to

prepare children for life in modern Britain and creates a zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence / harassment.

Online Bullying

Filtering and monitoring systems in place in school, along with the banning of mobile phones, are preventative measures against online harms. Preventative education around online bullying is built into the school's PSHE and RSHE curricula and regular revisiting of key messages is threaded through the school year.

School staff will:

- Investigate reports of bullying thoroughly.
- Keep accurate records of all incidents involving bullying.
- (Following establishment of the facts about any bullying incident) use a range of measures and sanctions available and consult other agencies where necessary. The school's response to each case will depend on the circumstances of each incident.
- Make expected standards clear to all pupils and involve them in reinforcing codes of conduct and appropriate ways of behaving.
- Ensure that school curricula create and embed an atmosphere of mutual respect, understanding and empathy.

Pupils are encouraged to:

- Not stand by and watch, but fetch help.
- Show that they and their friends disapprove of bullying, showing empathy.
- Give sympathy and support to any pupil who may be bullied.
- Take care with the comments and remarks they make to others.
- Tell their class teacher or another member of staff they can confide in if they know of any bullying.

Parents / Carers are asked to:

- Work in partnership with the school to achieve good relationships between pupils.
- Contact their child's class teacher if they are concerned about their child being unsettled in school or if they suspect that they may be involved in bullying.
- For all serious cases of bullying, take part in discussions about what strategies should be used and support the action taken by the school.

Racial / Homophobic Harassment

Our Single Equality Plan, which outlines a series of protected characteristics for which direct or indirect discrimination are illegal, reflects the school's core values and ethos:

- Every child should have opportunities to achieve the highest possible standards to help them prepare for the next stages of their education and for life in society beyond the primary school.
- Every child should be helped to develop an open and confident sense of personal and cultural identity that is open to change and is receptive and respectful towards other personal and cultural identities.
- Every child should be helped to develop the knowledge, skills and understanding they need to enable them to participate in Britain's multi ethnic society.

Should racial or homophobic harassment be reported (as it is perceived by the victim or witness) or identified, discussion will take place with all parties involved initially at class teacher level. A written record will be kept via a tracking sheet (to enable monitoring of possible trends) and via the school CPOMS. Parents will be informed.

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly and assertively and in a proportionate manner in accordance with this policy. The first priority is to ensure the safety of pupils and staff and to restore a calm environment. Staff are trained in de-escalation techniques.

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- School staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including when taking part in any school-organised or school-related activity.

Schools have the power to sanction pupils (when in school) for misbehaviour outside of the school premises to such an extent as is reasonable. This may include:

- misbehaviour when the pupil is:
 - travelling to and from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.
- or when the behaviour:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil

- could adversely affect the reputation of the school

Sanctions

The aims of any response to misbehaviour are to maintain the culture of the school, to restore a calm and safe environment in which all pupils can learn and thrive and to prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes. These include:

- Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- Protection: Keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and re engage in meaningful education. Pupils may test boundaries, may find their emotions difficult to manage, or may misinterpret the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations, restorative approaches and/or targeted pastoral support.

Staff will take account of any contributing factors that are identified following a behaviour incident whilst being aware that limits and boundaries are needed for a sense of safety for all pupils, particularly those who have experienced trauma. Collective wellbeing will be ensured through restoring relationships, helping pupils to develop a sense of self and collective efficacy and through emphasising connectedness and hope.

Our school offers a well-ordered environment in which children can learn and develop as individuals. In order to secure those positive 'conditions for learning' staff have at their disposal the following sanctions which are used with appropriate professional judgement for each individual situation and with due regard to the age/maturity and ability of each individual-pupil.

When used calmly, consistently, and respectfully, 'Time Out' can be a valuable strategy for helping students develop self-control while keeping the classroom calm, safe and orderly.

Sanction Steps

Reception (Foundation Stage)

1. Verbal reminders and warnings given.
2. 1 minute 'Time Out' within the classroom, away from the main group, within clear sight of staff.
3. 2 minutes 'Time Out' within the classroom, away from the main group, within clear sight of staff.
4. 5 minutes 'Time Out' with a member of the Foundation Stage staff at dinner time.

Key Stage 1

1. Verbal reminders and warnings given.
2. 1 minute 'Time Out' at Playtime with the class teacher.
3. 2 minutes 'Time Out' at Playtime with the class teacher.
4. 5 minutes with the corresponding year group class teacher (or with the teacher on duty at playtime).
5. Sent to undertake work with the corresponding class for a set time.
6. 15 minutes with the Duty Teacher (a member of the senior leadership team) at Lunchtime. The adult will undertake the Restorative Think Sheet with the pupil (scribing as necessary).

Key Stage 2

1. Verbal reminders and warnings given.
2. 1 minute 'Time Out' at Playtime with the class teacher.
3. 2 minutes 'Time Out' at Playtime with the class teacher.
4. 5 minutes with the Duty Teacher at Playtime / 5 minutes with the Duty Teacher (a member of the Senior Leadership Team) at Lunchtime.
5. Sent to undertake work with the corresponding class for a set time (5 minutes).
6. 15 minutes with the Duty Teacher at Playtime.
7. 30 minutes with the Duty Teacher (a member of the senior leadership team) at Lunchtime. The adult will undertake the Restorative Think Sheet with the pupil (scribing as necessary).
8. Sent to work in another class for a set time.
9. Full Lunchtime with the Duty Teacher, during which time a Restorative Think Sheet will be completed by the pupil. An adult scribe will be provided if necessary.

Playtimes and Lunchtimes

Less structured times of the day can present different challenges around behaviour. Through the regularly taught and revisited / reinforced behaviour curriculum, pupils are clear about expected behaviour at playtimes and lunchtimes (including in the dining hall and on the school playgrounds). Pupils are supervised by adults during break times and lunch times. They are also supported by trained peers who are sports ambassadors, playground leaders and restorative champions. Where appropriate, lunchtime nurture provision supports pupils with particular needs and Key Stage 2 pupils can also access Games Club.

The sanctions listed above can apply during playtimes and lunchtimes. In addition, pupils may undertake Time Out whilst on the school yards.

Internal exclusion

At times, pupils can be internally excluded - attending school as usual, but not within their current classroom. This may be for 1 session (half a day) or more - and may increase in length if improvements are not apparent. Pupils will: enter school via the main entrance rather than socialising with peers; work within a classroom other than their own; spend playtimes and lunchtimes with the Duty Teacher; eat their lunch away from their peers and leave school via the main entrance. Parents / carers will always be contacted when their child is internally excluded.

Suspension and permanent exclusion

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers/Principals can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Suspensions - there may be occasions where, due to repeated disruptive behaviour or a serious incident, pupils are temporarily suspended and so not permitted to attend school. This could be from half a day (0.5) or more.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

This list is not exhaustive and is intended to offer examples that then be complete or definitive.

Permanent exclusion - this may be due to repeated serious incidents or, in exceptional circumstances, may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;

- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property.

Any exclusion is managed in accordance with the DfE Guidance. The latest DfE guidelines for exclusion are found in DfE Suspension and Permanent Exclusion guidance (2023)
https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

These steps can be used hierarchically if behaviour does not improve following sanctions used, however, each step does not (in the case of serious incidents / citations) need to happen before moving on to another.

Following repeated incidents around similar behaviours, pupils may be asked to complete an extended Restorative Think Sheet at home with parents / carers. These provide opportunities for the pupil to further reflect, with the support of those at home.

Wherever possible, sanctions will be carried out immediately following an incident. However, where incidents occur in late afternoon or require significant investigation, this is not always possible and may have to carry over to the next school day.

If pupils are absent from school on a day they have a sanction / consequence, this will be carried over for their return.

As with all matters of concern, we will work with parents / carers to support high standards of behaviour.

Damage to Property

As detailed in the school's Charging and Remissions Policy:

The school may charge for the cost of replacing items that are damaged or lost due to the negligence or poor behaviour of pupils or their parents. Parents will only be charged the replacement cost to purchase the same or equivalent item.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.

Alternative Provision

This may take the form of attendance at a pupil support unit, or via other alternative providers. The school follows the Darlington Alternative Education Framework:

Initial intervention following behavioural incidents

The school has in place a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils to understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils need more support than others and this is provided as proactively as possible.

The school has systems of monitoring in place to ensure that the relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Restorative Practice techniques are used alongside other strategies. This can mean matching a sanction to the poor behaviour (for example a child stays in during a playtime to help tidy the classroom when rules around disrespect for the environment have been broken). When upset has been caused to others through poor behaviour, staff support pupils to restore relationships.

Interventions include, but are not limited to:

- Frequent and open engagement with parents/carers
- Short term behaviour tracking
- Support provided by trained staff - for example through Emotional Literacy Support Assistants, Drawing and Talking Therapy, Zones of Regulation programme,
- Support provided by outside agencies
- Multi-agency support such as Early Help Assessments

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

At Reid Street, there is a culture which consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The whole school approaches in place are aimed at meeting the needs of all pupils in the school, including those with SEND, so that everyone feels they belong in the school community. Creating and maintaining a good behaviour culture creates a calm environment which particularly benefits pupils with SEND, enabling them to learn.

The behaviour of all pupils needs to be managed effectively, whether or not the pupil is identified as having SEND. A graduated response is used to assess, plan, deliver and then review the impact of support that is provided for pupils with additional needs. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable. These adjustments may be temporary. The law requires all schools to balance a number of duties which will have

bearing on the implementation of this policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular, duties under:

- the Equality Act 2010
- The Children and Families Act 2014

As part of meeting these duties, the school, as far as possible, anticipates likely triggers of misbehaviour, putting in place preventative measures.

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Assumptions are not made that because a pupil has SEND, it must have affected their behaviour on a particular occasion - this is a question of judgement for school staff based on the facts of the situation. Equally, whilst a pupil may have a recognised condition that is more likely to result in a tendency to physical abuse, this does not necessarily mean that this child will be exempt from sanction.

Some pupils may also need temporary adjustments made due to their current circumstances - for example following a recent bereavement.

Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- knives and weapons;
- alcohol;
- illegal drugs
- stolen items
- 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, or damage to property of, any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers
- vapes
- fireworks; and
- pornographic images

A member of staff can use such force as is reasonable to search for any prohibited items identified above. Any search will take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. A member of staff may search a pupil's outer clothing, pockets and possessions (including bags).

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any search by a member of staff for a prohibited item listed above, and all searches conducted by police officers, will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

The record of each search will include:

- the date, time and location of the search;
- which pupil was searched
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search

Headteachers may also decide that all searches for items banned by the school rules should be recorded.

Parents will always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils;
- Is prohibited, or identified in the school rules for which a search can be made; or
- Is evidence in relation to an offence.

The member of staff will take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- Whether it is safe to dispose of the item; and

- Whether and when it is safe to return the item

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which can be searched for.

Pupils are not allowed to bring mobile phones or other devices (such as tablets or internet enabled smart watches) into school; they are a banned item at Reid Street therefore can be searched for under these powers.

School staff can seize (confiscate), retain and/or destroy - as appropriate - any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Mobile phones or similar devices handed to staff, or found via a search, will be kept locked in the school admin office to be collected at the end of the school day.

Accusations made against a member of staff or volunteers / visitors in school

The Safeguarding and Child Protection Policy and the Whistle Blowing Policy make clear the procedures for adults to report concerns about a colleague or volunteer / visitor in school. However, a complaint may be made by a pupil in school against a member of staff, volunteer or visitor. This will be investigated thoroughly using the processes outlined in the two stated policies, with reference where necessary to the staff Code of Conduct and / or the Teachers' Standards.

Where it becomes clear that a pupil has made a malicious allegation against a member of staff, volunteer or visitor, there will be an appropriate sanction.

Cyberbullying of staff

It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff face to face or via social media. If comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, the school may consider contacting the local police. Online harassment is a crime.

Reid Street Primary School - Positive Handling Policy

Power to use reasonable force

The Department for Education (DfE) believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students.

The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact.

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.” *DfE Behaviour and discipline in schools. Advice for headteachers and school staff. January 2016.*

There are circumstances when it is appropriate for staff in schools and colleges to use ‘reasonable force’ to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

This policy has been devised collectively by our staff to support and guide our understanding of when and what physical contact is appropriate, and how we can keep everyone safe when managing challenging behaviour. This policy forms part of our Policy for Promoting Good Behaviour.

We believe that there are circumstances in which physical contact is necessary in order to meet the emotional, safety and care needs of children. Research has established that physical contact is important in developing relationships. The circumstances depend on the age, understanding and individual needs of the child. The paramount consideration is the welfare of the child. This policy is intended to safeguard the welfare of the child and protect staff by describing the circumstances in which physical contact may be necessary, and how we can act safely and preserve the pupil’s dignity.

Policy Statement

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school’s Positive Handling Policy.

Introduction

The term ‘Positive Handling’ includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term ‘physical restraint’ is used when force is used to overcome active resistance. Restraint means: to hold back physically or to bring

a pupil under control. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 93 of the Education and Inspections Act 2006 describes the circumstances in which teachers and others authorised by the Principal may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are: to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It should be considered alongside the most recent national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

School Expectations

The Senior Leadership Team takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by senior leaders.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development and maintenance of systems to support them by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about the school's code of conduct, rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Modifications to Environment

Staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free.

Help Protocols

The expectation at this school is that all staff will support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case additional help is needed, getting somebody else or looking after somebody else's group. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. Agreed scripts help all parties understand what sort of assistance is required and what is available.

Well Chosen Words

A well chosen word can sometimes avert an escalating crisis. Staff are aware that the only purpose in communicating with an already angry person is to prevent further escalation.

The Last Resort Principle

At this school, we only use physical restraint when there is no realistic alternative. This does not mean that we always expect trained staff to methodically work their way through a series of failing strategies, before attempting an intervention in which they have confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced.

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour will be reasonable and proportionate. When physical controls are considered staff will think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

Unreasonable use of Force

Staff will not use force to enforce compliance in circumstances where there is no risk. Nor will they use any more force than is necessary to achieve a reduction in risk. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. Health and safety and any requirements in relation to safeguarding and pupil welfare are ensured in such a situation.

Positive Handling Training via ‘School Staff Safety Training’

It is the policy of Reid Street School that all staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Positive Handling, to complement the behaviour management approaches and strategies reflected in the Policy for Promoting Good Behaviour. Further details of the Positive Handling training used by school can be found on the website <http://positivehandling.education/learning/>

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Staff at Reid Street all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes we are faced with unpalatable choices. In these circumstances we will balance the risks and choose whatever course of action which seems to involve the least risk.

Getting Help

At this school the following support structures are in place:

- My Targets, One Plans and Behaviour Support plans (or successor/equivalent documents) kept on file in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.
- Whole Staff and Key Stage meetings to update staff on current issues and share information.

- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- SLT debrief sessions with staff concerned following a serious incident and involving the pupil(s) as appropriate, to reflect upon how a crisis was managed by all involved and to identify any points for review or learning.
- DSL / SENDCo supervision to discuss issues that have arisen and/or plan for potential events.

Team around the Child Meetings / DSL Supervision

Risk management is regarded as an integral part of behaviour management planning. Staff involved in the development of support plans for individual pupils will meet to share information, discuss what works well and identify ways forward, particularly following specific incidents or signs of deteriorating behaviour. The SENDCo / DSL / DT for LAC will be involved where appropriate, with consideration given to My Targets, One Plans and EHCPs where necessary.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there will be unforeseen or emergency situations in which staff have to 'think on their feet'. The key principles are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there will be a verbal warning. Where possible, staff should always attempt to use diversionary or de-escalation techniques in preference to physical interventions. They will only use the positive handling techniques and methods approved for use in this school.

The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support to all involved. People need time to recover from a serious incident. Until the incident has passed the only priority is to reduce risk and calm the situation down. Immediate action will be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries will be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go

wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage.

This is an opportunity for learning for all concerned. Time and effort are put into a post incident support structure so that the outcome of a serious incident can be learning, growth and strengthened relationships. To this end, a Positive Handling Review form will be completed. This will look to: identify triggers; detail the impact of the incident; plan for next steps; gain the pupil's perspective and record staff views.

Recording

All incidents involving positive handling on the part of a member of staff will be recorded via CPOMS, including attachment of the Positive Handling Review form. Whilst not required by law, parents are contacted to notify them of the incident. For more serious incidents where positive handling techniques have resulted in physical injury or attempted physical injury to the staff involved or where the need for positive handling restraint has resulted in a mark or injury to the pupil then the incident must be recorded on an Incident Report Form in addition to including it in CPOMS. The incident sheet is stored as a paper copy and in a secure area of the academy's management IT storage.

Staff will:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing support plans, the behaviour management policy or this positive handling policy.

Monitoring

School recording and tracking systems allow for monitoring of behaviour across the school and over time. Systems including Behaviour Tracking documents, SIMS and CPOMS provide effective means for senior leaders to identify and analyse trends including for groups and individuals. Information around suspensions and exclusions is shared directly with the Local Authority and government via SIMS / schools census. The school also shares information regarding use of Alternative Provision with the Local Authority.

Termly reports to the Governing Body include information around any bullying incidents, racial or homophobic comments or behaviour, child-on-child abuse, suspensions and/or exclusions and other issues of note relating to behaviour in school.

Appendix 1: Legal framework, national guidelines and current research in the subject

This policy aligns the school's legal duties and standards relating to the welfare of children.

This policy complements the school's safeguarding policy and practice in line with Keeping Children Safe in Education statutory guidance.

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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2013) 'Alternative Provision Statutory Guidance for Local Authorities'
- DfE (2014) 'Promoting fundamental British values through SMSC'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Behaviour and discipline in schools Guidance for governing bodies'
- Education and Inspections Act 2016
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2017 updated) 'Preventing and Tackling Bullying'
- DfE (2017 updated) 'Creating a culture: a review of behaviour management in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- Voyeurism (Offences) Act 2019
- HM Government (2019) Reducing the need for restraint and restrictive intervention.
- DfE (2022) 'Behaviour in schools Advice for Headteachers and school staff'
- DfE (2022) 'Searching, Screening and Confiscation Advice for schools'
- DfE (2023) Suspensions and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2023) Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- Ofsted 2024 'School inspection handbook'
- HM Government 'Respectful School Communities'
- DfE (2024) 'Mobile phones in schools Guidance for schools on promoting the use of mobile phones throughout the school day'

Appendix 2: Other Relevant Policies

This policy is aligned with other key policy documents to ensure coherence:

The Written statement of behaviour principles

The Safeguarding and Child Protection Policy

The SEND Policy

The Accessibility Plan

The Equality Objectives

The Whistle Blowing Policy

The staff Code of Conduct

The Acceptable Use Policy

The Charging and Remission Policy

Appendix 3

Classrooms	Be Safe • Keep the classroom tidy • Move around sensibly • Sit calmly • Follow instructions	Be Respectful • Listen well and show you are listening • Use your indoor voice • Put your hand up • Be helpful • Take turns • Show respect the environment	Be Responsible • Be ready to learn • Do your best
Corridors	Be Safe • Walk calmly • Line up sensibly	Be Respectful • Show respect for the environment • Use indoor voices	Be Responsible • Keep the school clean and tidy
Assembly	Be Safe • Walk calmly along corridors • Walk calmly in and out of the hall	Be Respectful • Walk quietly • Sit smartly • Listen carefully • Show you are listening	Be Responsible • Keep the hall tidy • Be ready to learn
Outdoors	Be Safe • Play the games allowed • Use equipment correctly	Be Respectful • Be kind • Be polite • Include everyone • Share well • Be a good friend	Be Responsible • Keep the playgrounds tidy
Dining Room	Be Safe • Move around calmly • Sit sensibly • Follow instructions • Report any spills	Be Respectful • Remember your manners • Use indoor voices • Look after each other	Be Responsible • Clean up after yourself
Toilets and Cloakrooms	Be Safe • Wash your hand • Behave sensibly	Be Respectful • Flush toilets after use • Keep areas tidy	Be Responsible • Turn off taps • Report any issues