

Roberts Primary School

Behaviour Policy



Date Revised	November 2025
Date of Next Review	Autumn 2026
Approved by Governors	November 2025
Approved By	Mr C Watkins (Headteacher) Mrs S Smith (chair of Governors)

Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils demonstrate the three R's: respectful, responsible and ready to learn.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not tolerated and explicit teaching can take place.

Policy Aims

- encourage responsible behaviour and raise children's self-esteem
- provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- encourage the children to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship
- prevent bullying, racism and anti-social behaviour.

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are. The Roberts Behaviour Curriculum is taught so that children know and understand what good behaviour looks like and is expected at Roberts Primary School.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action." Use of Reasonable Force DfE circular 03/12
8. Teachers and the Senior Leadership Team will hold a register of those children whose behaviour choices are causing concern.
9. Each class will have a copy of the 3 R's, Fantastic Listening, Fantastic Walking, STEPS and SHAPE displayed in class.
10. Staff will work closely with the Senior Leadership Team, Lead Behaviour Professional and the SENDCo to ensure that pupils at risk receive specialist support when necessary.

Staff responsibilities are:

- To create a culture of listening to children and taking account of their wishes and feelings.
- To understand the difficulties that children may have in approaching them about their circumstances and consider how to build trusted relationships which facilitate communication.
- To treat all children fairly and with respect.
- To uphold the school's vision and values.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual with their own individual needs.
- To offer a framework for social education, promoting good manners and appropriate behaviour in the community.
- To take a shared responsibility for all children within the school.

The Head teacher and Senior Leadership responsibilities are (in addition to above):

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/**notes home and certificates**/stickers.
- Ensure staff training needs are identified and met.
- Use CPOMs to target and assess interventions.
- Support teachers in managing children with more complex or distressed behaviours.

Children's responsibilities are:

- To learn to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To uphold the school's vision and values.
- To follow the instructions of the staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To take a pride in themselves, their class and their school.
- To move around the school and work in a quiet, orderly manner.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

The Parent/Carer responsibilities are:

- To make children aware of appropriate behaviour in all situations, e.g. good manners, pride in their work and politeness.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.

- To support the school in the implementation of this policy.
- To be aware of and support the school rules, expectations and values.
- To maintain clear communication with school staff.

The Governors' responsibilities

Governors can make a positive contribution to the development and monitoring of school policy. Parent Governors in particular have an important role in clarifying the school's policy position.

The 3 R's

At Roberts we have three simple principles that underpin our behaviour policy.

These are –

- Be Respectful
- Be Responsible
- Be Ready to Learn

These 3 R's are designed to be easy to understand for all children, parents and stakeholders.

Procedures and Practices

Hand signal

When a class teacher or other adult wants to gain the classes' attention (ready and listening) they should raise their arm in the air and all pupils should respond with the same signal. All teachers should use this to ensure consistency.

3, 2, 1 transition

When moving from one area to another, teachers should use this signal. In silence, 1- pupils stand, 2- pupils move to the new area, 3 pupils sit.

The Fantastics

We follow the principles of Fantastic Walking and Fantastic Listening.

Fantastic walking is:

Face forward

Stand up straight

No talking

No touching (at times in EYFS, children may hold hands with a partner whilst walking)

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

Fantastic Listening is:

Face Forward, hands together

Always sit up straight

Never interrupt

Track the Speaker

STEPS

Steps teaches children how to be polite. Someone who is polite has good manners and behaves in a way that is not rude to others.

Steps to politeness:

- Speaking to staff: children know that they must use names when talking to members of staff - 'Yes, Mr Watkins' or sir and miss.
- Say thank you when you receive something or someone has done something for you.
- Say excuse me if someone is in your way or you have not heard what someone has said to you.
- Children know they should always say please when asking for something.
- Greet each other with a smile

SHAPE

Shape teaches children to speak loud and proud so that everyone can hear what they are saying.

S – Full Sentences

H – Hand away from Mouth

A – Articulate

P – Project

E – Eye contact

Teach Like a Champion Techniques

Throughout our curriculum and teaching and learning framework, staff use strategies from Teach Like a Champion. This ensures consistency across the school. Our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best. We will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

Technique	Description
Narrate the positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk'
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signaling. e.g. position yourself close to the child, remove distraction (pencil/ruler) from child without speaking, etc.
Pastore's Perch	Stand in a position in the room where you can see all the students easily.

Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'
3:30:30	When pupils begin working, move to a position of vantage and scan the room for no more than 3 minutes . If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room.
Live in The Now	State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.

Recognition

At Roberts Primary School, we recognise the importance of identifying and celebrating behaviour that is both acceptable and above expectation.

Recognition boards

Each classroom has a behaviour board which contains a recognition board split into three sections (green, silver and gold). The 3 R's will be displayed within the green section as this is minimum expectation for all children. According to Paul Dix (When the adults change, everything changes), a recognition board is the simplest way to shift the culture in a classroom. It doesn't prevent staff from dealing robustly with poor behaviour; it just means that you will be dealing with less of it. Recognition boards will be the same in every classroom.

Pupils will start each day with their names next to the green section. Children who are recognized for going above and beyond the minimum expectation will be moved to silver and receive a class point. For children who continue to model these behaviours, or who do something extraordinary, they will move their name to the gold section at the top of the recognition board. This will be rewarded with 3 class points.

The aim is for everyone to have their name moved up the board by the end of the session/day.

The idea of the recognition board is to help pupils understand that a positive behaviour does not cancel out a negative behaviour. A child who has received a sanction can still have their name on the recognition board.

Recognition boards will be reset daily as a minimum but can be reset at the end of a session if required.

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words

- with class points
- with certificates and awards in assembly
- with stickers
- moving up the recognition board
- visiting senior leaders

Challenging Behaviour

Occasionally children will show more challenging behaviour and do not follow the Roberts way. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period.

Teachers should inform the Year Group Leads and Senior Leadership Team as soon as they become concerned that the child is not responding to their high expectations. At this stage parents will be called into school for a meeting with the class teacher and year group lead/SLT. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a Fixed Term exclusion. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents.

Actions implemented at this stage may be:

- Behaviour contract and plan using the staged approach
- Use of timer to measure disengagement from Learning
- Team around the child meeting including SENCo and Lead Behaviour Professional
- Referral to external support
- Structured timetable for Lunchtimes
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis

Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, homophobic comments, misogynistic comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:

- o To commit an offence, or
- o To cause personal injury to, or damage to the property of any person (including the pupil)

The school also prohibits the following items:

- Lighters
- E Cigarettes
- Mobile phones

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone into our school office for safe keeping during the school day and collect at home time.

For children who are not meeting the expected behaviour standards, a 5-step process will be followed. Children will not have their named moved down or off the board.

	Steps	Actions
1	Reminder	A reminder of the three R's or the desired skill for that lesson delivered privately where possible. Repeat reminders if reasonable adjustments are necessary.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last Chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
4	Consequence	The consequence will depend on the situation. There might be a short time reflecting away from their table or in another classroom. It is a few minutes for the child to calm down, breathe, look at the situation from another perspective and compose themselves. The consequence could also be a short part of their break time spent away from their class.
5	Repair	This might be a quick chat at breaktime or a more formal meeting.

Once the above steps have been followed, if a child continues to make the wrong choices, they will be sent to the year group leader for a conversation and a consequence.

Consequences to be given by year group leaders:

- 10 minutes working alone in the classroom.
- 10 minutes working in another classroom.
- Missed playtime (or part of playtime).
- Loss of privileges e.g missing out on a class treat, lost free time, not representing the school in a team or not attending meetings for a role such as school council.
- Meeting with the Headteacher.

A child who is given a consequence will need the incident recorded on CPOMS and a message outlining the incident sent home.

Children who are regularly being recorded on CPOMS will be referred to the Behaviour Lead and further action will be taken (e.g. behaviour card/staged support plan). In these instances, parents will be informed and invited into school to discuss strategies.

Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees.

The Headteacher and staff authorised by them to have the statutory power to search pupils and their possessions, can search a pupil at Roberts without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorised by the Headteacher to search or screen a pupil without consent at Roberts are: The Deputy Headteachers and the Assistant Headteacher.

Children with Special Educational Needs and Disabilities (SEND)

Special Educational Needs' and Disabilities is a legal definition and refers to children with learning needs or disabilities that make it harder for them to learn than most children the same age. At Roberts, we make reasonable adjustments to ensure that our children with SEND have the same access to the same learning experience as all other children. At Roberts, we are aware that all behaviours are a form of communication. If a child with SEND is involved in an incident, it will be carefully managed on an individual basis that reflects any needs the child may have. This will link closely to the mental health provision for all children within the school. This provision will range from key adults, one to one school support, small group support and external mental health and wellbeing support services.

For a variety of reasons, it is recognised that pupils with ASD may experience high levels of stress and anxiety which may result in behaviours that challenge. Staff will endeavour to identify triggers and support pupils with ASD to manage their emotional responses in appropriate ways. This may mean, in some cases, reasonable adjustments commensurate with need to the behaviour policy in agreement with staff and parents to meet individual needs, fulfilling the requirements of the Equality Act 2010 and in line with the Autism Education Trust Autism Standards for schools (Individual Pupil Standards 4 and 5)."

Potentially Vulnerable Children

Children who are vulnerable or perceived to be vulnerable should have a safe space and a named member of staff who they can share any worries or concerns they may have. Children can be vulnerable due to their SEND need, LGBTQ+ and economic background- this is not an exhaustive list.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. At Roberts Primary School all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Reports of child on child sexual violence and sexual harassment will be investigated and dealt with the upmost importance. Therefore, child on child sexual violence and sexual harassment will be categorised as a bullying incident.

Physical Attacks on Adults

At Roberts, we take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention Policy and should call for support if needed. Only staff who have been trained in Positive Handling/Team Teach should hold a child. Incidents will be recorded in a bound book, on CPOMS and shared with parents.

All staff should report incidents directly to the headteacher or member of SLT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

While incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion will only happen once we have explored several options and have created a plan around a child.

Children who are known to be violent will have a behaviour plan/risk assessment in place.

Behaviour Beyond the School Gate

Children are expected to uphold the reputation of the school whenever they are out of school whether taking part in an official school visit or wearing the uniform to and from school. Children

may be subject to consequences if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Roberts Primary School cannot be responsible for pupil behaviour when they are out of school but where appropriate will endeavour to investigate any incident reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve pupils from Roberts Primary School.

Suspension/Exclusion

Suspension and/or exclusion is a last resort at Roberts. The decision to suspend or exclude a child from Roberts Primary School can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Penalty Notices

Parents/carers can be issued with Penalty Notices if a pupil who has been suspended or excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during school hours throughout the duration of that suspension or exclusion.

Parents/carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Headteacher (by completing a Leave of Absence Request Form) detailing the 'exceptional circumstances' they would want the Headteacher to take into consideration in deciding if any Leave of Absence can be agreed.

- Parents/carers must ensure that the request is made in 15 school days in advance of any Leave of Absence to be taken.
- Should any Leave of Absence be taken without a request having been made parents/carers may still be issued with Penalty Notices.
- Parents/carers are advised to apply for a Leave of Absence before planning, booking or paying for any part of a Leave of Absence.
- Legislation dictates that a Leave of Absence request can only be considered from a parent/carer with whom the pupil normally lives.

- Leave of Absence requests from a parent/carer that a pupil does not normally live with cannot be considered under any circumstances.

Allegations of Misconduct

Any allegations of misconduct against a member of staff will be taken seriously and referred to the Local Authority Designated Officer (LADO) and dealt with according to the Dudley Safeguarding procedures.

Appendix 1

Rewards and consequences

Class Points

Children will be awarded class points (recorded using DoJo) for demonstrating the 3 R's, the above procedures and for making a positive contribution to the class/school. Generally, teachers will only award 1 class point at a time, unless the child moves to 'gold' and then three class points will be awarded.

When the class achieve a certain amount of class points they will be rewarded. Alongside the teacher, the class can choose their reward.

- 1000 points - movie afternoon/forest school afternoon
- 500 points - class curriculum choice (40 minutes) e.g. iPads, art and craft.
- 300 points - Golden Playtime

Rewards can be spent when classes get to them or banked for larger rewards.

Children can also work towards individual rewards with the points they collect.

Once children have collected 100 points individually, they can choose from the following rewards:

- Own clothes day (to be taken the Friday after the points have been achieved)
- Be the teacher's assistant for the day
- Choose your own seat in the class for the day

Achievements and progress towards the class (and individual) targets to be celebrated by the class teacher daily.

Consequences

Consequences do not work in isolation. They must be balanced with positive support. Consequences must be something that children will learn from, but they must never be physically or psychologically harmful. Consequences are a choice. Where appropriate children can discuss their own consequences with an adult guiding the discussion.

- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.

- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

Appendix 2

Stages of support for pupils with SEMH needs

At Roberts Primary School we adopt a three staged approach for children who require additional support with their SEMH needs above and beyond the recognition boards. Before the staged approach commences, children will, in consultation with parents/carers, be placed on an informal behaviour card. If this is unsuccessful children will then move to the formal staged approach.

The aim of each stage is outlined below.

- Stage 1: An attempt to get children back on track when they are not meeting the standards required by school. This is when the normal mechanisms in school are not having an impact on patterns of behaviour or severity of incidents. Most children will be successful at stage 1 and will work their way off the plan. At stage 1 support should be viable within the classroom setting as an integral part of quality first teaching.
- Stage 2: This is often an escalation of stage 1 when the behaviour plan is not having an impact. A pupil can however move straight to stage 2 if there has been a significantly serious incident. It is not necessary to go through each behaviour plan stage to access the next. At stage 2, a pupil's school place is being considered and they are beginning to be at risk of losing that place in the school due to their negative behaviour. Additional support will be sought from external agencies and interventions may be introduced.
- Stage 3: The final escalation of the behaviour support package prior to a child's permanent exclusion. There are times when it is necessary and correct to permanently exclude. Second chances cannot be offered continually. Stage 3 requires intensive support and an awareness and consistency of approach by all adults known to the child. The aim and aspiration of this stage is always for the child to make improvements in their behaviour and to be able to move back down the stages. It is likely that children who are moved to stage 3 will have already been subject to fixed term exclusions.

Appendix 3

Dealing with behaviour incidents

Low-level disruptive behaviour in lesson

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Repeat the instruction to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction
4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then...

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.
6. Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices then a behaviour plan through the staged approach will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

More Severe Behaviour Incidents

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
4. Serious willful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be excluded for a minimum of one day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

Recording serious incidents

Serious incidents are to be recorded on CPOMS. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMS (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

Safe Handling

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.