The Federation of Annunciation Catholic Schools



POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

Including

Policy on the use of Restrictive intervention, including Physical Restraint or Reasonable Force

Approved by:		**Date: September 2026**
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Scope

This policy applies to all pupils, parents and staff at The Federation of Annunciation Catholic Schools. It has been written with due regard to the DfE Behaviour in Schools Guidance (2022), The EYFS Framework, The statutory guidance on Restrictive Interventions and The Equality Act (2010). This policy has been written with due regard to the duty of governors in maintained schools and trustees/proprietors in free schools and academies to ensure that arrangements are made to safeguard and promote the welfare of pupils. This policy is linked to the school(s) behaviour policy.

Through this policy, the school seeks to ensure a calm, safe and supportive environment which instils a culture of excellent behaviour and protects pupils from disruption. When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, well-being, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where pupils feel heard and learning is optimised.

Corporal punishment is not permitted at the school, at any time, for any reason.

In regard to the Children Act (1989):

- Corporal punishment is not permitted and never used
- Or threatened
- Nor any punishment which may adversely affect a child's well-being.

The school understands that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, the school will consider whether a multi-agency assessment is required and act accordingly. Similarly, the school will consider whether inappropriate behaviour gives cause to suspect a safeguarding concern and that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow procedures as set out in the child protection and safeguarding policy and speak to the DSL or DDSL.

This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Cyber Bullying Policy, Searching, Screening, and Confiscation Policy and policies related to special needs, disabilities and children with ongoing medical needs.

Responsibilities

The Headteacher and designated school leaders are responsible for developing and implementing measures which secure high standards of behaviour. This includes ensuring:

- High expectations of conduct which are understood by staff and pupils alike and are applied consistently and fairly

- The leadership's visibility with staff, pupils and parents, and consistent support for staff in understanding this policy and implementing it to manage pupils' behaviour; this involves the provision of relevant and regular training, including as part of the induction of new staff.

- Measures are in place, including both general and targeted interventions, to improve behaviour and provide pupils with support to help them meet expected behaviour standards

- Behaviour does not normally disrupt teaching, learning and school routines

- Pupils complete any tasks reasonably assigned to them in connection with their education

- All members of the school community 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

- Pupils know that they have someone they can turn to if they have a concern and that their concern will be taken seriously

- Any incidents of bullying, child-on-child abuse, sexual violence or harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

- Parents are kept informed about their child's behaviour and are involved in a partnership to promote good behaviour and resolve behavioural issues

- Analysis of records of misbehaviour, serious incidents and sanctions in order to identify patterns and trends so that improvements can be made, and to understand the quality and effectiveness of the school's behaviour management.

Staff are responsible for:

- Undertaking appropriate training to ensure the understanding of the policy and their duties under the Equality Act 2010, Children and Families Act 2014, KCSIE and any other relevant national guidance

- Ensuring the correct implementation of this policy

- Implementing and particular measures or strategies related to behaviour, as identified in a pupil's EHC plan or individual behaviour plan

- Helping to cultivate a calm and safe environment characterised by excellent standards of behaviour, respect, self-discipline and proper regard for authority, ensuring that such conduct is met with due praise, reward and encouragement

- Establishing an understanding of clear boundaries of acceptable pupil behaviour

- Taking responsibility for addressing appropriately pupil behaviour which falls below expected norms whenever and wherever it occurs, and reporting matters of concern to senior colleagues in line with this policy.

Governors are responsible for:

- Ensuring a safe and supportive environment in which pupils are safeguarded and able to learn and fulfil their potential

- Ensuring that the school's behaviour policies have due regard for national requirements and guidance

- Monitoring the quality of the implementation of this policy

- Liaising with and advising the Head in relation to considerations of permanent exclusion.

Pupils are responsible for:

- Developing an awareness of the school's behaviour standards, expectations, pastoral support, and consequences for unsuitable behaviour

- Contributing to an environment that is calm, safe, supportive and where everyone is treated with dignity

- Providing feedback to staff on the school's behaviour culture to support the evaluation, improvement and implementation of this policy

- Supporting new pupils in understanding the behavioural expectations and wider culture of the school

Parents are responsible for:

- Supporting the school in developing and maintaining good behaviour

- Developing an understanding of this policy and reinforcing it at home, as appropriate

- Reinforcing the school's promotion of good behaviour by, for example, celebrating the their childrens' and the school's successes and achievements.

Policy Aims

- To promote good behaviour, self-discipline, respect and proper regard for authority;

- To promote an environment where everyone feels safe, valued and secure;

- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.

- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.

- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.

- To teach the pupils respect for their environment.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.

- Reinforcement of positive attitudes to expectations.

- Recognition of a wide range of achievements.

- Acceptance by all pupils in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

Promoting Good Behaviour

As well expecting staff to act as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;

- Respect for: one another, themselves and property, and proper regard for authority; Dress (uniform, cleanliness, any adornments, including make-up, hair; Lessons and punctuality; Property; Privacy; Safety; Technology.

The school draws on a wide range of opportunities to promote good behaviour and encourage pupils to show respect and take responsibility for their own actions. As well as specific topics across the curriculum and in the assemblies programme, these include the PSHE and RSE programmes, collective worship, visiting speakers and annual events.

Pupils with Special Educational Needs and/or Disabilities (SEND); The Protected Characteristics

It is the aim of the school staff to be inclusive and to meet the needs of all pupils, so that all members of the school community can feel safe and that they belong. In this respect, reference should be made to the relevant school policies, including the SEND and Inclusion Policy. With reference to the management of behaviour, staff take care to enable pupils with SEND to understand and meet expectations and to provide rewards which are relevant and motivational. Staff will make reasonable adjustments in the administration of sanctions in relation to the understanding and capabilities of pupils with SEND. Similarly, staff are mindful to ensure that behaviour management has due regard for, and is respectful of, pupils who demonstrate a Protected Characteristic. Further information on the Protected Characteristics can be found in the Anti-bullying Policy.

The school will consider and anticipate any particular likely triggers which may cause a pupil with SEND to misbehave, ensure staff awareness and put support in place to prevent these occurring.

Confiscation of Property

If it is deemed necessary to confiscate a pupils' property, then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones, items of clothing which are not school uniform, clothing or other items carrying inappropriate or offensive slogans and images.)

- Items to be destroyed (E.g. pornography, tobacco, alcohol)

- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

Please refer also to the information about inappropriate photographs (nudes, semi-nudes, and AI-generated images) in the Safeguarding Policy.

Banned Items

The DfE guidance notes that the behaviour policy should provide parents with a list of items which are banned at school; schools should complete the paragraph below according to arrangements in place at the school, indicating, as relevant, any variations between age groups.

The following items must not be brought into school: ‘smart’ mobile phones, toys (unless given prior permission by the school), tobacco products, alcohol, lighters, vapes, anything that could be considered pornographic or any items that could be used or considered as a weapon.

Reporting and Recording

Details of behavioural incidents are reported to the Deputy Head and/or Headteacher and recorded on CPOMS in the incident log. The SLT team monitor these logs for patterns, trends and other matters of concern, reporting regularly to the Head/ other SLT and liaising with the DSL (team) if a child’s behaviour may be an indicator of a safeguarding concern.

Serious misconduct and the administration of major sanctions are recorded on CPOMs the with the name of the pupil concerned, the reason for the punishment, including relevant dates, and the name of the person administering the punishment. This is reviewed regularly so that patterns in behaviour can be identified and managed appropriately. A summary of the analysis of behaviour logs is reported regularly to the governing body for discussion.

Sanctions

Sanctions are lawful if they satisfy the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Head has decided should not do so) or an unpaid member of staff authorised by the Head

- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff

- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In enabling sanctions to be reasonable, the school ensures that they are

- Proportionate in the circumstances of the case

- Considerate of any special circumstances relevant to their imposition, including the pupil’s age

- Mindful of whether the pupil has SEND or any religious or cultural requirements.

A detention may be applied as a sanction. It also serves as a deterrent to future misbehaviour. It is typically a short period where pupils are required to remain under supervision of school staff when their peers have been allowed to go home or to break. A detention may require a pupil to attend, or remain at school, outside of normal school hours. Detentions fall under the three criteria for reasonableness, above, to ensure that they are applied consistently and fairly. Where these criteria are met, parental consent is not required.

Removal from the classroom is a possible sanction for serious disciplinary reasons. It involves limited time out of class on the instruction of a member of staff. It does not include occasions when a member of staff may ask a pupil to step outside the classroom briefly for a conversation and then return. Removal from the classroom will provide for the pupil's continued education, which may be in a different, supervised environment and may involve a different, though still meaningful curriculum. This is to be considered as a serious sanction and should be deployed only after other measures have been attempted, except in extreme circumstances. The Head and parents must be informed if their child has been removed from class. As with other behavioural issues, due consideration will be given to any underlying factors which may have prompted the disruptive behaviour. Following a removal, the school will consider an appropriate process for reintegration back into class. Removal from the classroom should be distinguished from other forms of separation for non-disciplinary reasons, such as using a nurture room or regulating emotions.

Details of the sanctions administered by the school can be found in the two sections below and in Appendix 2.

Serious Misconduct

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract/report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Head and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils' property if required.

"Serious misconduct" includes, but is not limited to:

- violent or threatening behaviour or assault against a pupil or adult
- verbal abuse or threatening behaviour against a pupil or adult
- indecent, offensive, abusive, bullying or harassing behaviour

- bullying or racist abuse
- abuse related to a protected characteristic, a special need or disability or to a child questioning his/her gender
- theft
- possession or consumption of illegal drugs at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items, or a prohibited item that has been prohibited by a school's behaviour policy
- cheating in examinations (e.g. KS2 SATs)
- deliberate or reckless damage to property
- serious misuse of school facilities
- repeated breaches of the school behaviour policy
- breach of the behaviour policy after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- action which has or could have had a serious adverse effect on:

o any part of the physical environment of the school;

o any aspect of the wellbeing of any member of the school community (pupils and staff);

o the learning of the pupil him/herself or that of any other pupil.

Fixed Term Suspensions and Permanent Exclusions Policy

In managing suspensions and permanent exclusions, the school follows the DfE guidance on Suspensions and Exclusions from maintained schools, academies and pupil referral units, effective from July 2026. For full details of the process, please refer to this guidance. The head, governors and, where relevant, clerk to the governing board will ensure familiarity with this guidance and will follow it should it be necessary to consider a fixed term or permanent exclusion.

The majority of behavioural situations in school will be managed without the need for suspension of permanent exclusion. The latter will be seen only as a last resort. The DfE recognises that these measures may sometimes be necessary to ensure that other pupils and teaching staff can work in safety and are respected, and considers that a 'no exclusion' approach can lead to safeguarding issues and expose staff and pupils to unreasonable risk. The school aims to create a positive environment in which exclusions are not necessary. Pupils guilty of serious misconduct (see above) may be liable to either fixed-term or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at school (as defined below), damages or threatens, actually or potentially, the well-being of any member of the school community or the reputation of the school, the school may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and staff and the school's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or for a fixed term, the school will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the school and any member of the school community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where permanent exclusion needs to be considered, the school will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate investigation and consultation, following the DfE guidance, the Head is satisfied that it is not in the best interests of the pupil, or of the school, that he/she remains at the school.

When managing the process for considering a fixed term or permanent exclusion, the Headteacher will;

- adopt a reliable method for monitoring the maximum 45 days permitted in a school year out of school due to exclusion, including suspensions received from other schools

- ensure that there is a formal process for informing parents, social worker and Virtual School Head (VSH) (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion

- provide up to date links to sources of impartial advice for parents

- reintegrate pupils whose suspensions have ended or been cancelled and pupils whose permanent exclusions have been cancelled and supporting pupils' future behaviour

- ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.

The headteacher has the facility to cancel an exclusion, if deemed appropriate, before the governing board has met to consider whether the pupil should be reinstated. If this occurs, the parents, the governing board and the local authority, must be notified and, if relevant, the social worker and VSH.

To support a pupil receiving a fixed-term exclusion and who would thereby be at risk of permanent exclusion (in the event that he/she were to commit another breach of the behaviour policy), the pupil will be required to sign a Pupil Contract in which he/she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SLT. Failure to comply could result in permanent exclusion.

Every pupil has a right to confidentiality during the consideration of a possible exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where exclusion has taken place, the parents will be notified immediately, followed by a letter. This will detail the following:

- length of exclusion and whether it is temporary or permanent

- reasons for the exclusion

- parents' right to make representation to the Head. If they are not satisfied with the Head's decision, parents make appeal to the governing body against a permanent exclusion. During an appeal process, an exclusion will remain in place, except at the discretion of the Head

- the pupil will be given work to do at home for the first five days of a fixed term exclusion.

Behavioural Incidents away from the school premises

The Head has the authority, and can authorise staff, to discipline pupils for their behaviour, in some circumstances, outside of school. This includes the power to impose detention outside school hours. DfE guidance makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.
- misbehaviour online away from school, including bullying, intimidation and anti-social conduct via social media. (See 'Behaviour Incidents Online' section)

Any instances of misbehaviour away from the school premises will be investigated, considered and dealt with in accordance with this policy.

Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action against the pupil in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider what sanctions, such as prohibition from entering the school premises, should be imposed on the basis that they have treated the school or a member of staff unreasonably.

The school will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Staff Training

Staff will receive at least annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities. Training in behaviour management is provided as part of the induction of new staff. Additional staff training and/or support, including on a whole-staff or individual basis, will be provided in the light of specific incidents or issues, or changes to published guidance.

Liaison with Parents, other Agencies and Schools

- the school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Early Help, Child Protection Officer, Educational Psychologist, local authority statutory assessment team) to gain advice or to work in tandem to provide the best support for a pupil

- when pupils make the transition into the school the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from the previous school in order that the child can be supported and mentored appropriately when he/she arrives

- this policy is available at all times on the school website

- this policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter and/or website.

Transition

The school is aware that points of transition into and from the school, as well as moving up between different sections of the school can cause anxiety. This may result in pupils not maintaining their usual standards of behaviour. Also, as can be seen from the appendices below, the school has different expectations of behaviour and varying systems of rewards and sanctions between sections of the school, as pertinent to the pupils' ages. Accordingly, the school has a range of strategies in place to ease transition, reduce anxiety and provide for the induction and re-induction of pupils in behaviour systems, rules, routines and rewards. These include:

- reduced timetables/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- 'meet the teacher' and new parent/pupil events

- liaison with senior schools, including participation in induction events.

Similarly, transition around the school, for example at break times and to and from specialist rooms, can prompt challenges regarding acceptable behaviour. The school's strategies to manage behaviour at these times include, but are not limited to:

- Ensure adequate and appropriate supervision.
- Clarity of expectation of behaviour and moving aroung the school.
- Reasonable adjustments made to accommodate needs outlined in an EHCP.

Pupil Support

The school recognises that disciplinary sanctions on their own may not be sufficient to enable a pupil to regain and sustain expected levels of behaviour. Accordingly, designated staff with relevant training take responsibility for providing support and monitoring progress to assist pupils in understanding how to improve and achieve expected standards. Pupils with additional needs are also provided with appropriate support and guidance where those needs might affect behaviour. Strategies may include:

- a targeted discussion with pupils, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- creation of a short-term report card or longer-term individual behaviour plan
- providing coaching and mentoring
- contact and regular engagement with parents
- inquiries into and reporting on the pupil's subsequent conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL
- engagement with local partners, agencies or professionals to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- consideration, where there are serious concerns, of whether a multi-agency assessment, such as an early help assessment, is required

- consideration of whether the support for behaviour management being provided remains appropriate.

The above bulleted text draws closely on the examples provided in the DfE guidance; schools should adjust and expand this section as relevant to their provision in this respect.

Child-on-child abuse (including sexual violence and sexual harassment)

The school implements clear strategies to prevent child-on-child abuse, including sexual violence and sexual harassment, and to respond to any such incidents, should they occur. For full details of the school's approach, please refer to the child protection and safeguarding policy, supplemented by the anti-bullying policy, which reinforce the strong message that the school takes a zero-tolerance approach to sexual violence and sexual harassment and will act in accordance with KCSIE and apply appropriate sanctions should a pupil's behaviour fall below expectations in this respect.

The government's Respectful School Communities Toolkit is a useful resource in this context.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the school's culture. Negative interactions online can damage the school environment and lead to the school feeling like an unsafe place. The school recognises that online incidents may occur both on and off the school premises and investigations may be hampered by issues of anonymity. Nevertheless, the same high standards of conduct are expected online, (on and off the school premises) as apply offline. All members of the school community should still be treated with kindness, respect and digniAny incidence of inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos or inappropriate AI-generated images, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection and safeguarding policy and speaking to the DSL or DDSL when an incident raises a safeguarding concern. In cases where staff suspect a pupil of criminal behaviour online, the school will follow the procedures in the child protection and safeguarding policy, making an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Such initial investigations will be fully documented, and every effort made to preserve relevant evidence. Once a decision is made to report the incident to police, any further school action will not interfere with any police action taken. However, the school has the discretion to continue investigations and enforce its own sanctions, so long as this does not conflict with police action. When making a report to the police, it will usually be appropriate in tandem, for the DSL make a report to Children's Social Care, as set out in the child protection and safeguarding policy.

If an incident involves nude or semi-nude images or videos, the member of staff who has concerns should raise them with the DSL or DDSL, taking extreme care to follow the procedures in the child protection and safeguarding policy, as such incidences can be both complicated and very sensitive. Further guidance is available in the document 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

Online incidents which take place away from school and outside the school day are the responsibility of parents. However, they can have a significant impact on the culture of the school. The Head and staff have the authority to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Monitoring and Evaluating School Behaviour

The school has developed detailed strategies for gathering data on behaviour and behaviour management. This is monitored by a member of the school's leadership with appropriate training and experience and facilitates the analysis of the behaviour culture within the school and effective reporting to governors. The capture and analysis of data includes:

- behaviour incident data, including removal from the classroom, fixed term and permanent exclusions
- attendance information
- incidents of searching, screening and confiscation
- analysis of surveys/questionnaires completed by staff, parents and pupils.

A member of the SLT analyses the data objectively and from a range of perspectives, including whole school, year group and individual levels, to identify possible factors contributing to good and inappropriate behaviours, and potential shortcomings in strategies and the provision of support. In this context, due consideration is given to analysis in relation to the Protected Characteristics and the school's legal duties.

Policy on the use of Restrictive intervention, including Physical Restraint or Reasonable Force

This policy is written with due regard to the DfE guidance on Restrictive Interventions, including the Use of Reasonable Force in Schools. The school aims to provide a supportive and controlled environment in which children are enabled to thrive as happy and secure individuals. However, it is recognised that occasionally situations will arise where children place themselves or others in danger through deliberate or thoughtless behaviour, or may be likely to damage property, and where restrictive intervention may be necessary to control or restrain a child's behaviour.

This policy aims

- To protect every person in the school community from harm.

- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.

- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

The policy is to be followed regarding the management of unacceptable behaviour by children, and the use of restrictive intervention, including physical restraint or reasonable force in response to unacceptable behaviour or if a child is in immediate danger. All staff must be aware of its contents and have a clear understanding if they are authorised under the policy to exercise restrictive intervention in appropriate circumstances.

This policy should be read in conjunction with the school's Child Protection and Safeguarding and Policy. It will be reviewed annually and its application will be regularly monitored.

Definitions

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. 'Restrictive intervention' is the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. This includes mechanical and chemical restraint and seclusion.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

The Children Order 1995, Article 4 of the Education Order 1998, The restrictive interventions guidance noted above, and KCSIE explain the permissible use of reasonable force and clarify powers that already exist in common law.

The guidance in this policy enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence

- Causing personal injury to, or damage to the property of, any person (including the child him or herself)

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

A child may be restrained in an appropriate manner by an authorised person when on the premises, or when the authorised person has lawful control or charge of the child concerned elsewhere e.g. on a trip or other authorised out of school activity. Schools with children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties may also find it useful to refer to the government guidance "Reducing the Need for Restraint and Restrictive Intervention".

Staff Responsibilities

This policy aims to set out clearly the circumstances in which restrictive intervention is acceptable. It is to be followed closely in all regards. Any member of staff who acts outside its guidance may be subject to action under the school's disciplinary policies on the ground of gross misconduct, which can lead to instant dismissal. Anyone dismissed in these circumstances is likely to be barred from working with children in any other establishment or setting.

Holding and Carrying Children

As the school cares for very young children, it is inescapable that there will be many occasions when it is completely appropriate for children to be picked up and carried by a member of staff. Children should not be carried unnecessarily or as a matter of course. Once they are able to walk unaided, they should always be encouraged to do so when moving around the school; if necessary they can be encouraged by an adult holding their hand in support. When a child is picked up, this must always be done by placing the hands under the child's armpits, with the child facing towards the adult. When a child is being carried, he/she should be held so that the adult's forearm is supporting the child's thighs, so that the child may place his/her arms around the adult's neck for support. If the child struggles, kicks or otherwise resists being carried, do not try to restrain them more tightly, but place them back on the ground and find another solution to the problem.

There may also be occasions when a child needs to be picked up or supported, for example due to a special need or disability, or a temporary or permanent physical impairment. Such assistance may be needed, for example, during an emergency evacuation of the school.

Acceptable Physical Contact

It is important that all staff have an unambiguous understanding of the difference between physical contact and physical restraint. It is inappropriate to rule out all forms of physical contact between adults and pupils in the school. In many circumstances, particularly with younger pupils, physical contact is important in providing comfort, reassurance and trust. It is important, therefore, that acceptable parameters for physical contact are understood and followed. Staff should be careful that their actions do not lead to misinterpretation, making themselves vulnerable to accusations of inappropriate contact. In this context, this section should be read in conjunction with the Staff Code of Conduct.

General Principles:

- Physical contact should always be a response to the needs of the child, not the adult's and should last only as long as is necessary

- It should take place only with the child's clear consent

- Adults should be aware of any religious or cultural practices or beliefs which may influence whether physical contact is acceptable

- Aspects of the curriculum, such as coaching in sport, music, drama and dance, may be more effectively taught through strategies which involve physical contact. However, these should be undertaken in a public arena, such as a class situation, and not in one-to-one tuition.

The school operates a minimal touch policy (handshakes, high fives, fist bumps); we recognise that there are very rare occasions where physical touch is required at times such as administering first aid; comfort to a severely distressed child; preventing risk of immediate danger or physical threat; to physically restrain children about to harm themselves or others. Aside from such instances, it is not appropriate to use physical touch with children.

For those working within the very young in EYFS a certain amount of natural contact with children is expected to comfort or protect appropriately and within Key Stage 1 & 2 similarly, on occasion. Hence staff are expected to adhere to the minimal touch policy in relation to the listed circumstances.

Specific Considerations

The administration of first aid or medication may necessitate contact proximate to intimate areas of the body. In such circumstances, administration should be undertaken in a manner which respects the dignity of the patient by someone who is suitably qualified. Except with the youngest children, and thereafter, in accordance with age-appropriate expectations, administration should preferably be undertaken by someone of the same gender and a second adult should be present.

Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. if a pupil is about to run across a road). However, in many circumstances there are alternatives, examples being the use of assertiveness skills such as:

- the 'broken record' in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action, such as damage to property, is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the school's Positive Behaviour and Exclusion Policy.

Physical Intervention

Physical Intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's Positive Behaviour and Exclusion Policy, particularly in dealing with disruptive behaviour.

Physical Intervention should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. Staff are authorised to use reasonable force only in applying physical restraint. KCSIE provides additional guidance that reasonable 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.

When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered, and reasonable adjustments made in relation to individual needs. Individual behaviour plans, personal health or medical plans and other forms of proactive behaviour support should be taken into account to reduce the need for reasonable force. This should enable an understanding that some children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and wellbeing. Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

The school does not have a "no-contact" approach to pupil management, since this may leave staff unable to protect pupils. This information on physical intervention should, therefore, be read in connection with the section on physical contact, above. It is the intention of this policy to allow and support staff to make appropriate physical contact.

Types of Incidents

There is a wide variety of situations in which physical intervention might be appropriate or necessary to control or restrain a child. They will fall into three broad categories:

a) where action is necessary in self-defence or because there is an imminent risk of injury;

b) where there is a developing risk of injury to the child or others in the vicinity, or significant damage to property;

c) where a child is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- a child attacks a member of staff, or another child;
- children are fighting;
- a child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a child is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.

Reasonable Force

Restraint should always use the minimum amount of physical force as is reasonable in the circumstances to achieve the desired result. There is no legal definition of 'reasonable force', so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a child from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

All staff who work with children are automatically authorised. Authorisation may be on a permanent or long-term basis because of the nature of the person's job or a short term for a specific event such as a school trip. A register of staff authorised under this policy is maintained.

Practical Considerations

Before intervening physically, a member of staff should, wherever practicable, tell the child to stop, and what will happen if he or she does not. The staff member should continue attempting to communicate with the child throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the child (see also paragraph above regarding children with SEND).

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between children;
- blocking a child's path;
- holding;
- shepherding a child away by placing a hand in the centre of the back; or,
- in extreme circumstances, using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force": for example, to prevent a young child running off a pavement on to a busy road, or to prevent a child hitting someone, or throwing something.

Therefore, a member of staff applying force should:

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)

- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a child around the neck, or in any other way that might restrict the child's ability to breathe;
- slapping, punching or kicking a child;
- twisting or forcing limbs against a joint;
- tripping up a child;
- lifting a child by one or more limbs;
- holding or pulling a child by the hair or an ear;
- holding a child face down on the ground.
- holding the pupil in a way which will restrict blood flow or breathing e.g. around the neck

Therefore, a member of staff should always avoid

- touching or holding a child in a way that might be considered indecent.
- acting in temper (involve another staff member if you fear loss of control)
- involving yourself in a prolonged verbal exchange with the pupil
- attempting to reason with the pupil
- involving other pupils in the restraint

Where the risk is not so urgent the member of staff should consider carefully whether, and if so, when physical intervention is right. Staff should always try to deal with a situation through other strategies before using force. All staff need developed strategies and techniques for dealing with situations that they should use to defuse and calm a situation. In a non-urgent situation force should only be used when other methods have failed.

That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action, which could exacerbate the situation, needs to be avoided.

The age and level of understanding of the child are also very relevant in those circumstances. It should never be used as a substitute for good behavioural management.

Action in Self-Defence or in an Emergency

There may be incidents in which action to restrain a child may be taken outside this policy, by someone who has not been explicitly authorised under the policy. Everyone has the right to defend themselves against a physical attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example, if a child was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. Any incident of this kind should be recorded in the restraints incident record (see below).

Risk Assessment

The Head will ensure that, in relation to specific pupils, where it is judged that incidents requiring the use of force or restraint are likely to occur, staff will risk assess the likely frequency and severity. Heads may also need to make individual risk assessments where it is known that force is more likely to be necessary to restrain a particular child, such as a child with SEN and/or disability, i.e. communication impairments, physical disability, conditions which make them fragile and dependent on equipment. (See also the paragraph regarding children with SEND, above).

If the school becomes aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, staff will plan how to respond if the situation arises. Such planning will address:

- management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)

- involvement of parents to ensure that they are clear about the specific action the school might need to take

- briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)

- identification of additional support that can be summoned, if appropriate.

After the incident; Recording and Reporting

The school has a procedure for the recording of each significant incident of restrictive interventions. Such intervention can occur in response to highly-charged, emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the SLT must be informed of any incident as soon as possible, who will ensure that the incident is recorded as soon as is practicable, ideally on the same day. He or she will take or delegate responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support. Parents/carers of the pupils involved, both as a recipient of a restrictive intervention and as a victim of the incident must be informed on the same day by the headteacher (see also below). There is an exception to the requirement to inform the parents/carers of the pupil who was subject to the restrictive intervention if it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

The member of staff involved and any adult witnesses must make their own record of the incident. This should be completed on the same day as the incident and passed to the Headteacher and/or the member of SLT who is overseeing the response to and formal recording of the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. The Safeguarding Governor must also be informed. The purpose of recording is to ensure that policy is followed, to inform parents, to inform future planning, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future safeguarding enquiry. The formal report must be sufficiently detailed so that, in the event of any future investigation or complaint, a full record is available. It must contain, as a minimum:

- names of pupil(s) and staff directly involved
- any relevant needs or circumstances of the pupil(s), including whether the pupils involved have an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

- A record of when parents/carers were informed and by whom.

Witness records of the incident will be retained alongside the formal report. The school may also record additional details to support the evaluation of incidents, in order to identify best practices and areas for improvement. The headteacher (or, in his/her absence, a member SLT) will contact the parents of the child who was the subject of physical restraint or reasonable force about the incident, on the same day, or as soon as is reasonably practicable, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

The reporting to parents/carers must be in writing and should include, as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.

The school will consider inviting parents/carers to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a personal behaviour plan, which may include an anger management programme, or other strategies agreed by the SENCO. The school will also consider any triggers precipitating the incident to explore ways in which future incidents can be avoided.

Data Analysis

The school's leadership will, periodically, undertake a review over time of incidents of restrictive intervention, to analyse emerging patterns and trends and identify any possible strategies for improvement, particularly in minimising the need for restrictive intervention. The governing board will also regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective

- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice

- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.

- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Corporal Punishment

Any form of physical restraint or physical contact which is intended as a punishment is expressly forbidden. This includes such obvious actions as shaking, slapping, punching or otherwise striking a child with the intention of causing pain or discomfort. It will also include less obvious forms of physical actions, such as gripping parts of a child's body or limbs tightly or twisting limbs etc. It can be a matter of degree between acceptable actions to restrain a child and the same physical actions becoming unacceptable and unreasonable force intended to inflict pain or discomfort as a sanction. Staff must ensure that, in the heat of the moment, they do not stray over that divide. Any act of corporal punishment by a member of staff will be considered gross misconduct.

Also unacceptable is any action by a member of staff which, although stopping short of physical contact, is intended to be intimidatory, or has that effect. Such actions would include throwing objects at children, using abusive or threatening language, making threatening gestures or adopting an aggressive manner towards a child. The latter would include shouting at a child or using a raised voice in a threatening manner.

Appendix 1 - School Rules

Guidelines to pupils at The Federation of Annunciation Catholic Schools; we expect you to:

- show respect for others and their property

- follow all instructions given by staff or other adults working with the pupils

- move quietly in and around school

- bring all the equipment and books that you need for each session
- be punctual
- be safe
- complete all assignments on time
- ask for help and support whenever you need it. It's OK to be proactive.

Classroom Guidelines

We expect you to work hard and

- enter the room quietly and sensibly
- prepare for your lesson on arrival by having books and equipment out
- stand at the start of the lesson until invited to be seated by your teacher. Edit as relevant
- limit eating and drinking to break and lunchtime. (pupils are encouraged to drink water and should bring a sealable bottle for this purpose)
- listen carefully to others without interrupting. Put up your hand when you wish to speak or add to the discussion in class
- treat the room and furniture and other people's belongings with respect
- leave the room tidy
- leave in an orderly way when you are asked
- respect the views of others
- mobile telephones are not permitted in school. If you have permission to carry a mobile phone when travelling to and from school, it must be handed to the school office/form tutor on arrival and collected at the end of the school day.
- Personal Tablets, Chromebooks and laptops should be switched off whilst in school, unless being used to assist learning and authorised. They remain the responsibility of the pupil
- chewing gum, alcohol, drugs or solvents are banned at all times.

Appendix 2

EYFS / Years 1-2

In our discipline we should be positive, encouraging and caring and set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- verbal praise to the individual
- drawing attention among the group or class to the work or behaviour
- positive comments written on child's work.
- award of a star or sticker for work or behaviour
- award of a certificate in a weekly celebration assembly
- nomination for Rights Respecting Schools Award golden ticket
- Golden time (Years 1 & 2).

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- re-directing children
- distraction strategies
- early intervention
- anticipation and elimination of potential problems.

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- a reprimand
- a warning of the consequences if the misbehaviour is repeated

- temporary separation of a child from main group
- missing part of playtime
- the loss of a privilege, e.g. doing a free-choice activity
- persistent misbehaviour would require liaison with the child's parent or carer
- in extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Head of the relevant section of the school may be sought.

Years 3-6

Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences. This will be done primarily through PSHE, form time, circle time and collective meetings such as assemblies, but where appropriate will be incorporated into any lesson.
- To create a school where children are happy and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community. Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment and for one another.

Incentives

Our policy at The Federation of The Annunciation Catholic Schools is to use a positive attitude to discipline, rather than simply issue punishments for bad behaviour. Praise and encouragement are seen as very important, from an encouraging smile to a quiet word, a public word in assembly, written comments on work, or a visit to other staff, including the SLT team of the relevant section of the school, to show special achievements.

We use a system of house points. These are awarded for good work and behaviour. They are totalled every week for each house team, with the weekly and running totals announced in the celebration assembly. The house team with the highest total at the end of the term has a special treat chosen by them in liaison with the Deputy Head. The pupils are thus encouraged to work not only for themselves but for the 'good of the House'.

Certificates for good work and behaviour are awarded in the weekly celebration assembly and pupils can be nominated for a Rights Respecting Schools Award golden ticket. In class pupils can be recognised for good attitude and behaviour by having their name on 'Gold' of the class behaviour chart.

Our discipline at The Federation of The Annunciation Catholic Schools aims to be firm and fair. While misbehaviour is checked immediately, the individual circumstances of each child are carefully monitored by tutors and pastoral staff so that staff are aware of any extenuating circumstances. The pastoral care system at The Federation of The Annunciation Catholic Schools is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally led by the class teacher, but all teachers have a responsibility through their lessons to encourage and support pupils to be better citizens. We believe that the better the rapport between pupil and staff, the less the pupils will 'step out of line'. An appropriate verbal rebuke or encouragement, together with an explanation the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it is necessary to correct bad behaviour. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.

Sanctions

A behaviour chart that is consistent in format in each class is used to recognise particularly good behaviour and poor behaviour.

Poor work may be re-written at break so long as a pupil does not miss both breaks in a day and that missed breaks do not become the norm. Communication between staff and tutors is an important part of this process.

Children who are causing concern academically, physically or socially are discussed with the relevant member of the Senior Leadership Team; actions could include:

- talking to the pupil to better understand the reasons behind the behaviour
- a relevant task or written punishment
- monitoring behaviour
- inviting parents to discuss the concerns raised
- monitoring progress carefully by putting the pupil on report – comments written by staff after each lesson and checked by the tutor with the pupil at the end of each day.

- the report may well be in the form of a ‘comment book’ where staff record where a child has made a special effort to co-operate or to produce good work rather than the more severe report slip.

Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Head.

Pupils who are on the class’s ‘Red’ or have exhibited poor behaviour outside the class are referred to ‘Reflection Time’. Referred pupils complete a reflection sheet with the aim of identifying what occurred to cause the referral, why it took place and what more positive actions could and should be taken in future circumstances. The reflection sheet is photocopied and sent home with the pupil for their parents/carers to see. In the event of a pupil being referred to Reflection Time three times in a single half-term, parents/carers will be invited to meet with the Head of Primary to decide on a behaviour plan to address the issues.

Parents or carers will be advised of, and involved in, any disciplinary matters at the appropriate stage in order to make them aware of their child’s behaviour in school and to work together to resolve the problem before more serious measures become necessary.