



Behaviour Policy

Date policy last reviewed: September 2026

Signed by:

Miss J Watts – Headteacher

Date: 8.9.26

Mrs M Shiells - Chair of Governors

Date: 30.9.26

Introduction

We believe that every member of Potton Primary School has the right to be respected and valued as an individual. Each child should be offered a positive, valuing relationship with a secure attachment. Unconditional warmth and respect should be experienced by every child in our school. Colleagues in our school will reflect the values which we expect of the children, and we will model how to be calm, polite, sensitive, and responsible for our own behaviour.

Children should be highly motivated to want to learn. They should understand 'behaviour' and 'attitudes' as the choices that they make. As teachers and members of staff, it is our job to ignite the love for learning, which will encourage the children to demonstrate outstanding behaviours and attitudes to learning. We acknowledge that children may make mistakes, and we aim to provide a 'safe place to make mistakes' and use these as a teaching point to help children learn from their mistakes.

We encourage children to have a positive disposition and attitude to school and learning. We support them to form good quality relationships with everyone in the school, as well as being in touch with their own thoughts, feelings and emotions. We foster an environment whereby children are able to talk about their feelings, manage their own behaviour and empathise with others. We aim to raise their self-esteem and their responsibility for their behaviour and actions.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The Suspension and Exclusion policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

Aims of the policy:

- To create a calm and orderly environment throughout the school
- To create a positive, respectful school culture in which staff know and care about the children
- To create an environment in which children are safe and feel safe, in which bullying, discrimination, or any other inappropriate behaviours, are not accepted and are dealt with in a fair, consistent and swift manner
- To establish clear routines and expectations of the behaviour which we do, and do not, expect to see throughout all areas of the school
- To develop outstanding motivation and positive attitudes to learning in all pupils, promoting success within school, the community, and into their adult lives

We want our children to:

- Attend school regularly
- Wear their uniform with pride
- Enjoy and be prepared for learning
- Be challenged and make good progress
- Achieve their best
- Feel safe and secure

- Communicate politely and effectively with each other, staff, members of our local community and visitors to the school
- Make sensible choices and take responsibility for their behaviour
- Respect themselves, others and their environment
- Become positive and effective citizens
- Support others in the community
- Be prepared for the future

Definitions of Unacceptable Behaviour and Attitudes

What are unacceptable behaviours and attitudes?

It is any behaviour which shows a lack of courtesy, thoughtfulness and care towards others and the school rules, which may result in an individual being hurt or upset, or a group or class being disrupted. Breaking of our School Rules is considered unacceptable behaviour. Potton Primary School does not tolerate unacceptable behaviour or bullying. Please also refer to our Anti-Bullying Policy. The examples below outline some of the unacceptable behaviours, but this list is not exhaustive.

Low Level Behaviours

- Talking at times when they should be listening
- Off-topic talking during working times
- Disturbing other children from doing their work
- Calling out
- Not completing work
- Speaking disrespectfully to others (children or adults)
- Leaving an area where they are supposed to be
- Not respecting others' personal space
- Not following instructions

Serious, Dangerous or Challenging Behaviours

- Repeated breaches of the school rules
- Bullying
- Vandalism
- Theft
- Racism, sexism, homophobic or discriminatory behaviour
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Aggression towards children or adults
- Swearing
- Playfighting or rough-play games
- Fighting
- Smoking
- Spitting on others
- Defiance to instructions from staff
- Possession of inappropriate or illegal items, including knives, weapons, alcohol, illegal drugs, stolen items, tobacco/cigarettes, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Behaviour Outside of School

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power

to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- 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 or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Behaviour Online

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member or brings the school's reputation into disrepute.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including but not limited to: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Protected characteristics • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Potton Primary School and the Governing Body believe that in a caring school, respect for individuals and good relationships between all members of the school community are central to its well-being. Bullying will not be condoned as it can cause serious long-term damage to the children's and staff's health, educational attainment and outlook on life.

Roles and Responsibilities

We view our school as an extended family, and it is expected that each member will live within it, in a spirit of tolerance showing consideration, understanding and respect for other members, whilst taking personal responsibility for their own actions. We expect adults in school to be aware that they are powerful role models. The staff are responsible for providing a calm, orderly and purposeful atmosphere where children can feel secure and flourish. The staff all need to be good listeners and respond positively to everyday acts of consideration. They need to make clear their expectations of standards of behaviour and work. We expect adults who are sometimes in school, e.g. as parent helpers or visiting governors, to follow this lead. We expect that children, staff and governors will have the support of parents in promoting positive values and behaviour and in dealing effectively with unacceptable behaviour.

To ensure that we follow these values, these are the questions we will regularly reflect on as a staff:

- Do I create a positive, welcoming environment for each child, every day?
- Do I regularly acknowledge the positive attributes of every child?
- Do I speak respectfully to each child?
- Am I able to avoid confrontation?
- Am I able to forgive every child?
- Am I able to apologise to any child if I have reacted unjustly?
- Is my body language and tone of voice consistent with the words I use to each child?
- Do I encourage children to achieve their potential and have a 'can do' attitude?
- Do I live and model our school values in my behaviour and with every member of our community?
- Is our school a safe place to make mistakes?

The Role of the Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of intent and aims of this policy
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary
- Ensuring that the data from the behaviour log in Arbor is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Role of Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour policy consistently and this will be quality assured via training and evaluation to ensure this
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Arbor
- To communicate with parents/carers regarding behaviour incidents
- Challenging children to meet the school's expectations
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents

The Role of Parents/Carers

Parents/carers have a vital role to play in promoting good behaviour in school. This role is an extension of the relationship that we build with parents/carers as partners in their children's education. We involve parents/carers at an early stage, rather than as a last resort. Informal contact with parents is made by the class teacher, for example via Seesaw message or a phone call. Matters would be discussed discretely and not in front of other parents/carers, and it would be at the teacher's discretion as to whether the child would be present. Communication books may be used for children with SEND needs.

Parents/carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents/carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. More formal contact may occasionally be made by the class teacher, SENDCO or Senior Leadership Team. In certain circumstances, the Headteacher will be involved in phone calls or meetings regarding behaviour.

The Role of Children

Children will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- The school rules – The Three Rs – ready, respectful, responsible
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. They will be supported to develop an understanding of the school's behaviour policy and wider culture. Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for children who are mid-phase arrivals.

Classroom Management & Positive Behaviour Strategies

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Positive attitudes and behaviours are praised, encouraged and rewarded. Children learn that they are responsible for their behaviours, and associate positive attitudes and behaviours with positive consequences and therefore aim to demonstrate these more often. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Our School Rules

We have three rules which all children understand. These are known as 'The Three Rs'

- Be ready

- Be respectful
- Be responsible

These rules are then expanded upon, with sets of rules which apply to lessons and playtimes (see posters in Appendix 1). The rules are introduced in whole school assemblies to ensure that we have a collective understanding and agreement of the rules and why they are in place. They are then reinforced in classes through the curriculum.

Teaching and support staff will:

- Display the School Rules – The Three Rs (see Appendix 1)
- Display the How We Show Fantastic Listening and Wonderful Walking posters (see Appendix 2)
- Display class rules where appropriate
- Create and maintain a stimulating environment that encourages children to be engaged
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines – displaying these with visual timetables
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Receive training on de-escalation strategies and behaviour strategies to support children

Praise and Rewards

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive praise and rewards must be explained clearly to the child to ensure they know why we are rewarding them. A positive and encouraging school ethos is central to the promotion of good behaviour.

The purpose of this procedure is to ensure positive reward is used for the encouragement and development of desirable behaviour patterns in children. Rewards have a motivational role in helping children to realise that desirable behaviour, self-awareness and responsibility for self and others are valued.

Praise

Ways we may give praise will vary by class, suited to the age and abilities of the children. Examples include:

- **Verbal Praise** - Based on building positive relationships between children and staff this will be used to reinforce the expected standards of work and behaviour. It may apply to individuals, groups or whole classes and take place in a range of settings. Verbal praise will invariably be the most frequent form of praise given. This could also include non-verbal praise simultaneously, such as thumbs up and smiling. Praise can also be given during Celebration Assembly, which is held each week.
- **Written Praise** - This will be used in the form of written feedback to children, for example, on pieces of work, being spotted for exceptional conduct and effort. Written praise can also take the form of a Seesaw message home to parents/carers. Written praise is also evident in our weekly newsletter.

Rewards

Throughout our school we ensure consistency in expectations through the use of rewards systems which can be applied to all pupils as a method of raising expectations, encourage growth in learning and positive behaviour. It also enables all staff to develop consistent language to support the responsible, ready and respectful environment. The two main reward systems that apply across the school are Superstar Certificates and Praise Point Passports.

Superstar Certificates

Certificates for a 'Class Superstar' are awarded per class each week and are presented to the children in Celebration Assembly. These children then take their certificate home, and we celebrate our superstars with our school community via our weekly newsletter.

Praise Point Passports

Praise Points are given for demonstrating an excellent work ethic, good achievement, contributions to the community, our school values, good behaviour and high-quality work. Praise Points can be awarded to children for a number of qualities. Examples could include the following:

- Demonstrating the school values, or other values such as kindness or respect
- Excellent organisation, effort, behaviour or quality work
- Helping staff or other children in class
- Excellence across the curriculum and beyond the classroom, for example at sporting events

Each child has a Praise Point Passport and once they complete a destination, they visit the Headteacher for their reward and location postcard with a message from the Headteacher to take home and share with their family before heading off to the next destination on their Passport.

Praise Point Passports will be reset at the beginning of each new academic year.

For our EYFS children, they have our Rainbow passport, collecting colours. When they achieve the colour, they visit the Headteacher for their reward and praise postcard with a message from the Headteacher.

Responding To and Addressing Misbehaviour

Throughout the school day including in lessons, in assemblies or at playtimes, there may be occasions where children need support or a reminder of how to demonstrate the positive behaviours and attitudes that we expect. Whenever possible, undesired behaviour should be dealt with quickly and quietly with reference to the relevant School Rules and School Values.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

Logging Behaviour Incidents

All incidents of misbehaviour as described in this policy must be logged on Arbor.

Addressing misbehaviour

These strategies are used with the aim of de-escalating and redirecting the misbehaviour without needing to give a consequence to the child:

- We encourage children to tell an adult if they have been involved in unacceptable behaviour
- We will offer a 'cooling down' period if the child is not ready to discuss the events
- We always listen to all those involved, and may seek accounts from others to verify events
- We make reasonable adjustments if those involved have SEND
- We deal fairly and appropriately with unacceptable behaviour through carefully judged intervention
- We do not use any form of humiliation or sarcasm
- We use Restorative Justice Approaches (see Appendix 3)
- We follow the Behaviour Script to de-escalate events (see Appendix 4)

Addressing persistent misbehaviour

Where undesired behaviours persist, all staff will follow the 'Three Step Solution' (see Appendix 5), to ensure children know that the behaviour is unacceptable, alongside the strategies described above, to regain the positive learning behaviour.

Where serious misbehaviour has occurred or there is a safeguarding risk, staff may omit earlier steps to protect the welfare of children. It is the right of all children to receive their education without being humiliated, abused and oppressed. It is the responsibility of EVERYONE to ensure that it takes place in an atmosphere which is caring and protective. Personal circumstances of the children will be considered when choosing sanctions and decisions will be made on a case-by-case basis. When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

Confiscation, Searches and Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a child's possession because of a search will be confiscated. These items will not be returned to the child. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the child after discussion with senior leaders and parents, if appropriate.

Searching a Child

Searches will only be carried out by members of staff who has been authorised to do so by the Headteacher, or by the Headteacher and with another staff member present themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the child can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the child. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the child the opportunity to ask questions
- Seek the child's co-operation

If the child refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead, or deputy, to try and determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder. An authorised member of staff may search a child's outer clothing, pockets, possessions, drawer.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching Child's Possessions

Possessions means any items that the child has or appears to have control of, including:

- Desks
- Drawers
- Bags

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules. An authorised member of staff can search a child's possessions when the child and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as listed in
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system (My Concern).

Informing parents

Parents will always be informed of any search for a prohibited items. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the child may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy, record on My Concern and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. The Police may be called if needed.

Suspected Criminal Behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher/member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police.

Please refer to our Safeguarding and Child Protection policy for more information.

Malicious Allegations regarding staff or other children

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our Safeguarding and Child Protection policy, as well as the Low Level Safeguarding Concerns policy.

Serious Sanctions

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by a member of the Senior Leadership Team (SLT) for a maximum of 1 day in total at any one time, unless a behaviour plan requires further one-to-one support. Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Children should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour, in accordance with their level of need and external support. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as a behaviour or pastoral support plan:

- Meetings with pastoral staff
- Reports
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal of the child in the behaviour log on Arbor.

Physical intervention

At Potton Primary School, the safety of children and adults is of paramount importance. We will ensure the safety of all our children through positive intervention and support for children. We acknowledge and identify children's behavioural patterns and work hard to identify triggers of anxious and negative behaviour that could potentially become unsafe and will work hard to deescalate behaviours before they become unsafe.

In order to support our staff and children to feel safe we have a number of team members who are trained to use the strategies of Team Teach. These strategies include restraint techniques that will only ever be used under the principles of the Team Teach Protocol: On occasions where restraint is used it must...

- Be in the best interests of the user
- Use minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Be Reasonable and Proportionate
- Be necessary
- Be followed up by a plan to reduce the use of restraint and restriction in the future

Restraint techniques should only be used by the members of staff trained in the techniques.

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

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

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

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

Suspension and Exclusion

Suspension

The Headteacher is the only person who has the right to suspend a child for a fixed term. This is in line with the Education Act 2002 as amended by the Education Act 2011 and the 2023 DFE suspension and permanent exclusion guidance. In this case, parents/carers would be asked to take the child home and work provided for the child to do, while carrying out the suspension. This will be followed up in writing. Parents/carers will then be invited to a Reintegration meeting to discuss the best way forward to support the child.

Permanent Exclusions

A permanent exclusion should be seen as a last resort and the school should be able to show it has taken all reasonable steps to avoid permanent exclusion, in accordance with Exclusion Regulations. The Governors of Potton Primary School agree with this stance, and all policies and procedures are in place to support inclusion of all children. Permanent exclusion should only occur when risk assessment indicates that to allow the child to return to, or remain in school, would be seriously detrimental to the education or welfare of the child concerned, or to other children at the school.

Examples of categories where a permanent exclusion could be used, even if it were the first offence, include:

- Serious actual or threatened violence against another child or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Responding to Behaviour from Children with SEND

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

In line with our Equality Policy, we are committed to providing a teaching environment that promotes learning, in line with our Behaviour Policy. Children who have SEND may be given an individual approach as recommended by the SENCO, external agencies such as Ivel Valley Outreach, or a child's Educational Health Care Plan.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

When dealing with challenging behaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs, as reasonable and appropriate.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. This would be logged on My Concern.



Our 3 Rs



Ready

- to learn, to listen and to be a success



Respectful

- of yourself, others and property



Responsible

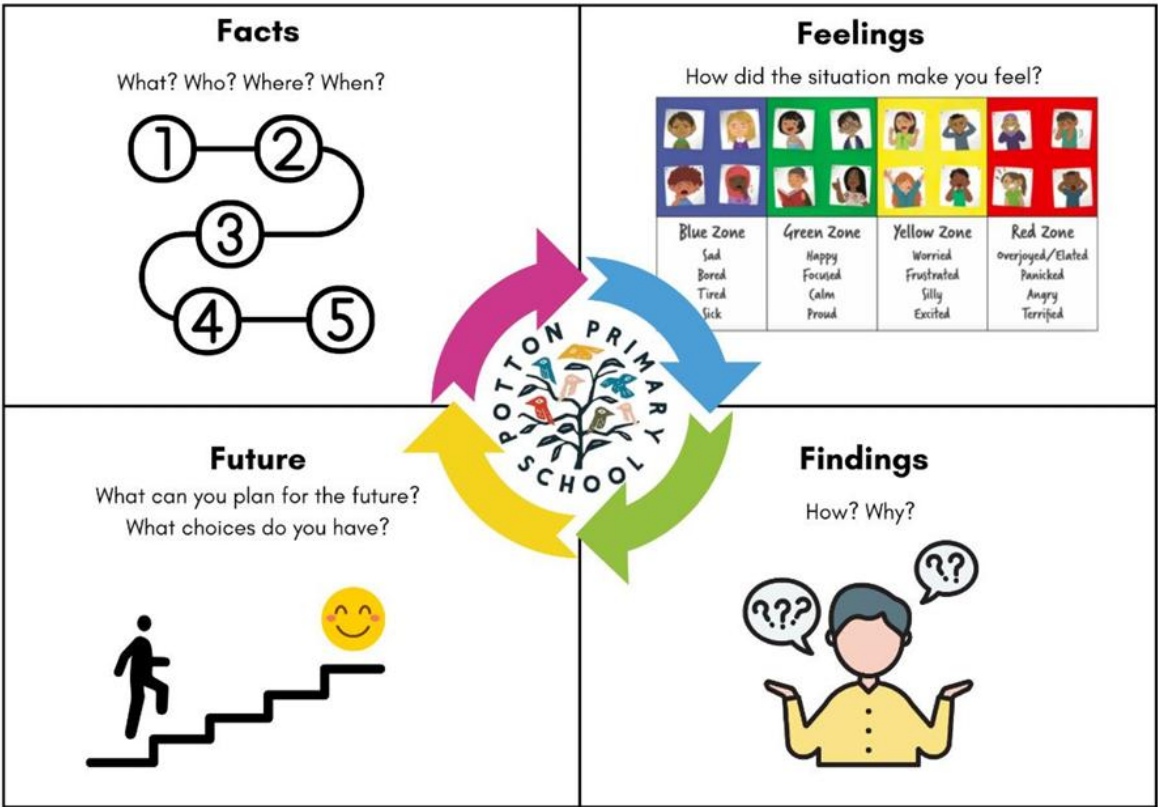
- for your learning, actions and choices



Appendix 3: Restorative Justice Prompts

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by your actions? In what way?
- How could you have done things differently?
- What do you need to do to put things right?

Restorative Conversation Prompt



Appendix 4: Behaviour Script

Strategy	Explanation and Script
How are you feeling?	Quite simply, ask the child how they are feeling. There could be a reason behind the change in attitude or behaviour. This helps to address the root of the issue and validate the child as an individual with feelings and needs. For example: "How are you feeling today [Name]?" "I have noticed that you seem a little unsettled today [Name], is there anything you'd like to talk about or anything I can help you with?"
Choice direction	Gives children some control over a situation, which is less likely to initiate point blank refusal. For example: "Would you like to do your writing at the table, or perhaps you could get a clipboard and do it on the carpet area?" "Would you like to work with the person next to you to complete this challenge, or would you like me to help you?"
Deferred consequences	Dealing with an issue at a later time and therefore removing the 'audience' (the rest of the class) who are watching, and also avoids a possible confrontation. Dealing with a child in a one-to-one situation is more likely to have a positive outcome. For example: "I'd like to sort this out, but we can't do it now as we need to finish our activity before we go to Phonics. I'll talk with you later/at the end of the lesson."
Pause- direction	Use a pause after calling a name to establish and sustain attention. "[Name]... (wait for child to look at you) ... Please can you concentrate on your work. Thank you"
Tactical ignoring	Some behaviours are exhibited in an attempt to gain attention. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. For example: "Well done [Name] – you remembered to put your hand up to answer a question."
Expectation reminders	Needs to be in line with school policy and be implemented clearly and consistently. For example: "Can you remember how we should enter the building after playtimes? That's right we should be walking well done!" "What's our rule for working noise? That's right we said we should just be using a whisper/talking voice."
Partial agreement	Deflects confrontation with children by acknowledging concerns, feelings and actions. For example: "Yes, I can see that you may have been talking about your work, but I would like you to work on your own for this task" "Yes, it may not seem fair that playtime has finished, but we will be back outside in just a short while after we've done our Maths"
When-then direction	Avoids the negative by expressing the situation positively. For example: "When you have finished your work, then you can go out" rather than "No, you cannot go out because you have not finished your work"
Take up time	Allows children not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. For example: "I need you to open your book and start work now ... I'm going to see who needs some help on the other table, but I'll come back in a minute to check if you need any help and see how you're getting on."
Move away	Move the child away from the problem. For example: "I think that you would be able to concentrate really well on your work if you sit on this table so let's move you over here."

Appendix 5: Three Step Solution

Step 1 - Verbal Reminder

Where attempts have already been made to regain positive attitudes and behaviours using the strategies already described, it will be necessary to then give a **Verbal Reminder** directly to the child. For example:

"[Name], this is your Reminder, I have asked for 'empty hands', please put your pen down and look at the board."

"[Name], this is your Reminder, I have asked everyone to sit quietly during assembly with no talking."

Step 2 - Verbal Warning

Where the same behaviour persists within that session, within 5-10 minutes of already receiving a Verbal Reminder, the child should now be given a **Verbal Warning**. For example:

"[Name], you have had a Reminder, I have asked for 'empty hands', this is now your Warning, please put your pen down and face the board listening and ready to learn."

"[Name], you have had a Reminder about not talking in assembly, this is now your Warning."

After giving the Warning, the teaching and learning should continue, without drawing too much attention to the negative behaviour. Staff should look for a positive which they can praise to acknowledge that the child has changed their behaviour. For example:

"Great listening everyone, well done [name], I can see that you are enjoying this lesson."

Step 3 - Loss of privilege

Where the same behaviour persists within that session, within 5-10 minutes of already receiving a Verbal Reminder and a Verbal Warning, the child will now receive a **loss of privilege** from their playtime. For example:

"[Name], you have had a Warning about showing that you are ready to learn, and you have continued to draw on your whiteboard, so you will miss [insert sanction]."

"[Name], you have continued to talk after being given a Warning, so you will miss [insert sanction]."

Where the same behaviour persists within that session, within 5-10 minutes of already being told they would **miss 1 minute/5 Minutes** from their playtime, they may be given another **sanction**. If after approximately 10-15 minutes, they are back to **Step 1**.



3 Steps

Verbal
reminder



Verbal
warning



Loss of
privilege



Appendix 6: Behaviour Sanctions Chart

Examples of misbehaviour	Person with initial responsibility to dealing with incident			Person to give support
		EYFS / KS1	KS2	
Disruption in class e.g. talking at times when they should be listening, off-topic talking during working times, disturbing other children from doing their work, calling out, not completing work, speaking disrespectfully to others (children or adults), leaving an area where they are supposed to be, not respecting others' personal space, not following instructions Unkind comment or behaviour	Class teacher Teaching assistant	EYFS: Reflection time with an adult KS1: 1-minute loss of privilege	KS2: 5-minute loss of privilege	Phase Leader
		Conversation / Seesaw message to parent Recorded on Arbor		
Repeated low level disruption Inappropriate behaviour at break or lunchtime Repeated unkind comment or behaviour	Class teacher Teaching assistant	EYFS: Reflection time with an adult KS1: 5 -minute loss of privilege	KS2: 10-minute loss of privilege	Phase Leader
		Recorded on Arbor Conversation / phone call to parent		
Repeated inappropriate behaviour at break or lunchtime Persistent, unkind comment or behaviour Swearing Hurting others/Physical contact/Rough play	Class teacher Teaching assistant Adult on duty	EYFS: a minimum of 1 minute loss of privilege KS1: a minimum of 5-minute loss of privilege	KS2: a minimum of 10-minute loss of privilege	Phase Leader Assistant Headteacher Deputy Headteacher Involvement with the Local Authority Services and External Agencies will be considered where relevant
		Recorded on Arbor Meeting with parent, class teacher and phase leader Individual behaviour support plan written and risk assessment where relevant		

		Depending on the seriousness of the incident, internal or external suspension will be considered		
Refusal / repeated refusal to accept and follow school rules (Be Ready, Be Respectful, Be Responsible) Persistent or serious lesson disruption preventing learning Repeated disruption around school Deliberate defiance/lack of respect Repeatedly leaving a lesson Repeated swearing, swearing at children/staff Repeated Hurting others/ Physical contact/Rough play Fighting Bullying Discriminatory behaviour, i.e. racism, homophobic, disability	Class teacher Teaching assistant Adult on duty	EYFS: a minimum of 1 minute loss of privilege KS1: a minimum of 5-minute loss of privilege	KS2: a minimum of 10-minute loss of privilege	Assistant Headteacher Deputy Headteacher Headteacher Involvement with the Local Authority Services and External Agencies will be considered where relevant
		Depending on the seriousness of the incident, internal or external suspension will be considered		