

BEHAVIOUR & SUSPENSIONS POLICY

St Nicholas Church of England Voluntary Controlled Primary
School



Approved by: Headteacher	Date: Oct 2025
Last reviewed on:	Next review date:

Our Christian vision is the foundation for all aspects of school life shaping leadership, policy and practice across the school.



“With faith as small as a mustard seed we become STARS, nothing is impossible” – Matthew 17:20

Just as the mustard seed grows from the smallest seed into the greatest of trees, we believe at St Nicholas every child holds the potential to grow, shine and flourish into something great. At our school we nurture that God-given potential- spiritually, academically and personally – so that every child may become a STAR – to Strive, Trust, Achieve and Respect.

At St Nicholas Church of England Voluntary Controlled Primary School, we recognise that each individual child is at a different stage of social learning. Only through a consistent approach in teaching the necessary skills and promoting self-regulation of behaviour can we achieve an environment in which children can learn and develop as caring and responsible individuals.

While this behaviour policy primarily addresses the behaviours of pupils within school premises, it is important to note that the school reserves the right to exercise discipline beyond the school gate. The behaviours exhibited by our students affect not only their own learning but also the learning of their peers and the overall atmosphere of our educational community.

The policy has been crafted to enhance the development of positive relationships between children, adults working in the school, parents, and other stakeholders. It aims to cultivate a culture of mutual respect and responsibility, which we believe is essential for effective learning. The fair and consistent implementation of our Behaviour Policy is a shared responsibility; everyone—pupils, staff, and parents—is expected to uphold the highest standards of personal conduct.

Each individual is encouraged to accept responsibility for their behaviour and to inspire others to do the same. We believe that by working collaboratively, we can create a supportive and nurturing environment that allows every child to flourish. Through the joint efforts of all members of our community, we endeavour to ensure that St Nicholas CVCE Primary Infant School remains a place where every child feels valued and can thrive academically and socially.

Aims

The aims of this policy are to:

- Provide an environment where all feel safe and respected due to good behaviour
- Establish quality learning for all
- Understand behaviour is a form of communication identifying an underlying need or difficulty
- Provide personalised approaches to behaviour if and when required by children with more complex needs
- Encourage independence and personal resilience and supporting children's development of skills in self-regulation

Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2024](#)
- [Use of reasonable force in schools 2025](#)
- [Supporting pupils with medical conditions at school 2024](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice 2024](#)
- [Mobile phones in schools 2024](#)

Key Principles

Our School values are:

Strive

Trust

Achieve

Respect

These underpin our approach to behaviour in the school community. Discussions regarding behaviour with both children and staff should consistently reference these values. We prioritise communication that highlights effort and the demonstration of values, rather than solely focusing on achievements, fostering a supportive and respectful environment.

At St Nicholas CVCE Primary School, we recognise that positive relationships are fundamental to fostering a supportive and conducive learning environment. Staff must maintain a visible presence around the school premises—during class transitions, at break times, and throughout lunch—ensuring that children utilise the school grounds respectfully and adhere to appropriate behavioural standards. This proactive engagement not only promotes respectful use of the school environment but also facilitates the establishment of positive relationships beyond the classroom setting.

When addressing challenging behaviour, our approach emphasises the importance of maintaining the integrity of relationships. We focus explicitly on the behaviours exhibited rather than labelling the child, ensuring that they do not feel alienated or devalued.

Our school environment gives clear messages to children about the extent to which they and their efforts are valued. At St Nicholas we have set expectations of our environment in order to ensure practice is consistent. Within the environment children should be able to view the class rules and the school values, as both act as a reminder for the expected standards.

Trauma Informed Practice

At St Nicholas we are making steps towards becoming a Trauma Informed School, this significantly impacts how we respond to behaviour. We aim to practice compassionate reason with the children where we seek to understand the behaviour that is being communicated. The Zones of Regulation Curriculum drives our Trauma Informed approach through allowing the children to express how they feel using four colours, each colour marked with emotional vocabulary unique to that class. There is a growing body of research which suggests that emotional literacy significantly improves children's ability to communicate and thus lessens their barrier to learning. Trauma is the impaired ability to regulate, therefore many children who have experience Adverse Childhood Experiences will have difficulty both communicating and regulating their emotions. The Zones of Regulation curriculum empowers children to develop regulation strategies and continued staff training has equipped staff with co-regulation techniques, enabling all children to have access to a safe and non-judgmental space to be listened to.

Trauma Informed approach to behaviour and building relationships:

- Children are given the opportunity to communicate how they feel multiple times a day through our Zones of Regulation Curriculum.
- Teachers deliver the Zones of Regulation Curriculum to promote emotional literacy and foster a culture of 'All emotions are okay and how can we show expected behaviour.'
- Our stepped behaviour approach has the relationship between the teacher and the child at its core, the teacher builds a connection before making a correction.

Consistency

In achieving a consistent approach to behaviour management, we believe that the collective determination of all staff members is paramount. Consistent adult behaviours lead to pupils consistently meeting our expectations. This sustainable approach requires a shared commitment to uphold established norms, and it is the persistence of every staff member that solidifies our behavioural framework.

Our strategy reflects consistency in three key areas:

- Language and response: Staff refer to the agreements made with learners, utilising straightforward and clear expectations in all discussions concerning behaviour (refer to the school script in the Appendix).
- Follow up: We cultivate a sense of 'certainty' at all levels within school. Teachers are responsible for addressing behavioural issues and seek support when necessary.
- Consequences: Clear and agreed-upon consequences are defined and consistently applied at the classroom level and are supported by established processes for managing more serious behavioural incidents.

By prioritising relationships and upholding consistency, St Nicholas CEVC Primary School endeavours to create an environment where every child feels valued and respected.

Motivation

The use of praise in developing a positive atmosphere, by praising the behaviours that we wish to encourage, we promote a culture where good behaviour is recognised and valued. Consequently, the more we celebrate success, the less reliance we have on extrinsic rewards; good behaviour simply becomes an integral part of our classroom ethos. We appreciate and value the effort that pupils invest in demonstrating positive behaviour and nurturing relationships among peers.

To systematically recognise and reinforce positive behaviour, the following initiatives are implemented:

- Dojo awards
- Weekly celebration assemblies
- weekly Values Awards
- Phone calls home to share achievements
- Sharing excellent learning with the wider community
- Sharing copies of work with parents
- STAR Value stickers

These mechanisms not only acknowledge individual success but also enhance the overall classroom environment.

De-escalation

Staff use a range of strategies, including:

- Distraction
- Re-direction
- Non-verbal cues
- Humour
- Calm and consistent
- Pay attention to and celebrate right behaviours

Language and Routines

At St Nicholas, we recognise that using consistent language around behaviour is key to setting clear boundaries and helping students learn self-regulation. Conversations about behaviour should follow a set script and focus on the actions rather than being personal to the child. Initially, it's important for the staff member leading the class or group to address behavioural issues. Any corrections should be handled privately, ensuring the individual's dignity is upheld. Our approach encourages personal responsibility and promotes a growth mindset by providing choices and helping learners understand the consequences of their actions.

We model the behaviours we wish to see and regularly practise these with the children to ensure they understand our expectations. Our core routines include how we walk around school and managing transitions like moving from the carpet to tables.

Mobile Phones

At St Nicholas, we recognise that mobile phones and internet-enabled devices are integral to the daily lives of many children, often providing a sense of safety and security. However, these devices can also lead to potential issues if misused. Hence, it is crucial for parents to be aware of their child's phone's capabilities and the possible risks involved.

We strongly discourage pupils from bringing mobile phones to school unless absolutely necessary. Other internet-enabled devices are not permitted on school grounds due to potential concerns, such as:

- Devices being lost, stolen, or damaged.
- Distractions to learning and teaching.
- Opportunities for bullying or intimidation.
- Risks related to sharing or posting digital images online.

If a child must bring a mobile phone to school, for instance, those who walk alone (with prior written consent), they should hand into the school office upon arrival. The phone will then be sent to the school office for safekeeping until the end of the school day. It is essential that children do not use their mobile phones on school premises at any time.

Both pupils and their parents are required to sign an agreement outlining the usage rules for mobile phones in school. Breaches of these rules can lead to disciplinary actions. Appropriate sanctions will be enforced for any violations regarding mobile/camera use, including potential confiscation. According to the Education and Inspections Act 2006, the school has the right to confiscate phones if needed.

If a mobile phone is confiscated, it will be held at the school office and returned at the close of the school day. Inappropriate behaviour that may result in confiscation includes, but is not limited to, bullying, sexting, threats of violence, and abusive communications. We take such matters very seriously and will involve law enforcement if necessary.

Responsibilities

The local governing body

The local governing body are responsible for monitoring the effectiveness of this behaviour policy and holding the Headteacher and school leadership team to account for the implementation of this behaviour policy in its school.

School Staff

All school staff must:

- Smile and be welcoming to all
- Deliberately and persistently catch children doing the right thing and praise them
- develop positive relationships with all children and parents. In the event of a child becoming dysregulated, the class teacher will promote recovery, refer to the Zones of Regulation and using co – regulation techniques.
- Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Be a positive role model through the school values and creating an ethos of high expectations for all
- Follow and implement this policy consistently
- Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs and these will be determined in discussion with Senior Leadership
- Adults should listen respectfully to the pupil and make a judgement about how/when to respond
- Use the language of social cognition and emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so
- Record behaviour incidents promptly following the school system

Headteacher

The Headteacher must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes home/certificates
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Children

All children must:

- Consistently model the school values and enable a positive climate for learning by following the school expectations and showing good learning behaviours
- Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice

Parent, carers and guardians

All parents, carers and guardians must:

- Support their child in adhering to the school’s behaviour policy by helping their child understand appropriate behaviours, school values and expectations
- Encourage independence and support children’s progress and development enabling positive self-image and pride in their achievements
- Through positive relationships within the school community, support a safe environment that prepares and ensures that children are ready for learning everyday
- Get to know the school’s behaviour policy and reinforce it at home where appropriate
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

Graduate Response

In our school, we strive for consistency when addressing unwanted behaviours. When an issue arises, staff should follow these steps to foster a fair and supportive environment:

1. **Approach Calmly:** "Hello [Child's Name], can we have a quick chat?" Use a calm voice to set a positive tone.
2. **Get Down to Their Level:** Lower yourself to the child's physical height for better engagement, and maintain eye contact.
3. **Deliver the Message:** "I noticed you [specific behaviour]. This is how it affects others..." Be clear but gentle in your feedback.
4. **Allow 'Take Up Time':** Step back and give the child space to process. "Take a moment to think about what we just discussed."

Adults should avoid reacting to any secondary behaviours as they may just be attempts to distract or escalate the situation. Keeping a measured approach ensures fairness and support for all children.

Step	Possible behaviours	Response
Reminder	Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning/ refusal	Use of de-escalation tactics Rule reminders Praise for those doing the right thing Re-engage through redirection Provide take up time <i>I noticed you chose to ... This is a reminder that we need to (refer to class rule/value)</i>

		At St Nicholas, we are STARS by ... (describe positive behaviour choice)
Warning	Behaviours continue	Continue de-escalation tactics and provide take up time <i>I noticed you chose to ... If you choose to continue then you will owe ___ minutes At St Nicholas we are STARS by ... Do you remember when you (give an example of a previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you.</i>
Reflection space	Behaviours continue	A short period of reflection in the regulation station. Yr/KS1/LKS2 5 mins UKS2 7 mins to calm and reflect. <i>I noticed you</i> <i>You now need to spend ___ mins in the reflection space and reflect on your choices</i> <i>Do you remember when you (give an example of a previous positive behaviour) that is the behaviour we show at St Nicholas when we are STARS.</i> <i>I know you can make the right choice.</i> <i>We can then speak in ___ mins.</i> <i>Thank you.</i> For regular occurrences: <ul style="list-style-type: none"> • Monitor and look to identify triggers • Discussion with SLT
Go to another class	Behaviours escalate e.g repeatedly disturbing learning	Child goes to another class with their learning Teacher to discuss with SLT <i>I noticed you</i> <i>You will now need to learn away from out classroom</i> <i>I will speak to you about this</i>
Go to Deputy Head Teacher/SENCO	Behaviour continues to escalate	Child goes to Deputy Head Teacher/SENCO with their learning Teacher to discuss with phase leader <i>I noticed you</i> <i>You will now go to Mrs Edward/Mrs Gates</i> For regular occurrences: <ul style="list-style-type: none"> • Discussion with SLT • Meeting with parents to discuss behaviours, possible causes and strategies • Consider external referral to multi agencies
Head Teacher called	Behaviour continues to escalate	Parents to be called to come and support in school, showing home school partnership

	<ul style="list-style-type: none"> • Offensive vocabulary • High levels of aggression/emotion • Continual disturbance to their and others learning 	<p>e.g. parent speaks to child, helping to calm down</p> <p>parent stays with the child in school</p> <p>possible suspension – this is reviewed on a case by case basis</p>
Restorative Practice		<p>What happened?</p> <p>Why did you make the choice to behave in that way?</p> <p>What were you feeling at the time?</p> <p>How do you feel now?</p> <p>How did this make other people feel?</p> <p>Who has been affected? What should we do to put things right?</p> <p>How can we do things differently?</p> <p>We have agreed the following strategies/goals for the future</p>
<p>Some behaviours may result in an immediate need for follow up. At St Nicholas, these behaviours include:</p> <ul style="list-style-type: none"> • Violence (i.e. physical contact made with the intention to harm) • Dangerous behaviour • Persistent teasing/ bullying behaviour • Stealing • Swearing • Vandalism • Possession of any prohibited/banned items • Discriminatory language • Persistent breaches of school rules 		

Response to unwanted behaviours

At St Nicholas, we are aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties. Therefore, inappropriate behaviours are recorded in class behaviour log, so we can:

- Increase our awareness and identify patterns
- Recognise potentially disruptive situations and attempt to minimise them
- Target key children for the appropriate intervention

Behaviours that are required to be recorded are:

- Use of inappropriate or use discriminatory language
- Use of hand and feet to hurt others
- Any repeated/persistent behaviours within the classroom that disrupts others learning leading to
- Self-exiting or unsafe behaviours
- Any change in behaviour

Senior leaders in the school will regularly analyse data linked to behaviour to inform their actions across the school.

Serious Incidents

Occasionally, some children may behave in an extreme way which is out of character for them or their behaviours have escalated needing SLT involvement a serious incident form will be completed. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours that may be escalated include:

- Violence (i.e. physical contact made with the intention to harm)
- Dangerous behaviour
- Persistent teasing/ bullying behaviour
- Stealing
- Swearing
- Vandalism
- Discriminatory language/ harassment
- Possession of any prohibited/banned items Such as:
 - Knives or weapons
 - Illegal substances
 - Stolen items
 - Tobacco, e-cigarettes or vapes
 - Mobile phones/smart watches (that are accessed during the school day)
 - 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)

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones.
- Statutory powers to discipline pupils who misbehave outside of school.
- Greater scope and flexibility in giving pupils detentions.
- The Headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty on schools to make provision to tackle all forms of bullying.

Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Headteacher.

Consequences

Consequences should:

- Be linked to the behaviour and be proportionate to the action
- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Never involve taking away a previously earned reward
- Never lead to unnecessary shaming or humiliation of the child.
- Take into consideration the specific needs of the child when deciding appropriate next steps for the child; we recognise that a one size fits all approach is not appropriate for our pupils.
- Where appropriate, support children to reflect on their behaviour choice and be given an opportunity to make things right

Restorative Approach

We recognise that conflict is an inevitable part of human interaction and can arise in various contexts, particularly within the classroom and the playground. Instead of merely punishing inappropriate behaviour, our approach seeks to understand the underlying issues, allowing us to address the harm felt by all parties involved.

Restorative practice prioritises dialogue and reflection. When conflict occurs, we encourage all individuals to engage in a constructive coaching conversation as soon as possible. This timely intervention helps prevent a further escalation of issues and promotes a more harmonious learning atmosphere. Staff members are equipped with a supportive and flexible script for these conversations, ensuring that they are comfortable facilitating these discussions.

During the restorative conversation, the following points will be addressed:

- What happened? We encourage individuals to articulate their choices and the circumstances that led to the behaviour in question.
- Who was affected? It is crucial for the involved parties to recognise the impact their behaviour has had on others.
- What could have been done differently? Reflecting on alternative actions can empower individuals to make better decisions in the future.
- What could the other party have done differently? This encourages empathy and understanding of different perspectives.
- Finally, we agree on strategies, goals, and targets for future behaviour. This collaborative effort not only resolves the immediate conflict but also fosters ongoing personal growth and development.
- Through this restorative approach, we not only resolve conflicts but also contribute to the development of well-rounded individuals, ensuring that our school remains a positive place for all students to learn and thrive.

Pupils with Special Educational Needs and/or disabilities (SEND)

When addressing any incidents of misbehaviour, we will carefully consider the context of the pupil's SEND. However, it is important to emphasise that not all misbehaviour is linked to SEND. Each situation will be assessed individually to determine if and how a pupil's SEND may have played a role in the behaviour exhibited.

In managing incidents involving pupils with SEND—especially when their condition impacts their behaviour—we commit to adhering to our legal obligations. These include:

- Taking reasonable measures to prevent any substantial disadvantage to disabled pupils caused by school policies or practices, in accordance with the [Equality Act 2010](#).
- Making our best efforts to meet the needs of pupils with SEND as outlined in the [Children and Families Act 2014](#).
- For pupils who have an education, health, and care (EHC) plan, we will ensure that the provisions detailed within that plan are fulfilled, collaborating closely with the local authority and relevant bodies.
- To fulfil these duties effectively, we aim to proactively identify potential triggers for misbehaviour and implement appropriate support strategies to mitigate them. Our approach is tailored to accommodate the specific circumstances and needs of each pupil, ensuring that our interventions are both effective and respectful of their individual requirements.

Adaptation of sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, we will consider:

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

If the answer to any of these considerations is 'yes', it may be deemed unlawful for the school to impose a sanction for the behaviour exhibited. Following this assessment, we will evaluate whether it is appropriate to apply a sanction, and if so, whether any reasonable adjustments need to be considered in its implementation.

Challenging behaviour may be unidentified SEND

Our Special Educational Needs Coordinator (SENCO) will carry out an evaluation of the pupil to uncover any underlying needs that may not currently be addressed. In instances where it is deemed necessary, we will seek support and guidance from specialist teachers, educational psychologists, medical practitioners, and other professionals to identify and cater to specific needs.

Should needs be identified, we will communicate with external agencies to formulate appropriate support programmes tailored for the pupil. Collaboration with parents and carers will be integral to developing this plan, and we will commit to reviewing it regularly.

Pupils with an Education, Health and Care (EHC) plan

The provisions delineated in the plan are upheld. The school will engage actively with the local authority and relevant bodies. Should any concerns regarding the behaviour of a pupil with an EHC plan arise, the school will promptly contact the local authority to discuss these matters. If necessary, we may request an emergency review of the EHC plan to ensure the best possible support for the pupil.

Discrimination towards protected characteristics

At St Nicholas we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics extremely seriously and is not tolerated.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Behaviour of this nature will be dealt with by the Headteacher, who will fully investigate the incident. Support and restorative work will take place immediately and contact will be made with the families of those involved.

All incidents will be recorded on a serious incidents form. If the behaviour is repeated, then a meeting with parents may be arranged.

Suspensions and Exclusions **Removal from Classroom**

In response to serious or persistent breaches of our behaviour policy, the school may decide to remove a pupil from the classroom for a limited time. This action is not taken lightly, as removal is considered a serious sanction and is reserved for instances of significant misbehaviour. It is important to note that we will only employ this measure after other behavioural strategies have been attempted, unless the pupil's behaviour is so extreme that immediate removal is warranted.

Once a pupil has been removed, they will continue to receive education under the supervision of a member of staff. This education will be meaningful, although it may differ from the mainstream curriculum, allowing the pupil to continue their learning in a managed environment. Removal can serve several purposes: it helps restore order when a pupil is being unreasonably disruptive, maintains the safety of all pupils, and provides the disruptive pupil with an opportunity to regain calm in a safe space.

We understand that removal from the classroom can be distressing for pupils, and we aim to reintegrate them as quickly and safely as possible. Parents and carers will be informed on the same day that their child has been removed from the classroom, ensuring they are kept in the loop. Additionally, the school will consider what support is necessary for the pupil to successfully reintegrate into the classroom and meet the expected standards of behaviour.

If a pupil is frequently removed from class, we will take a proactive approach to behaviour management. Alternative strategies may include meetings with inclusion staff, the use of our alternative setting: developing long-term behaviour plans. In some cases, it may be appropriate to involve pupil support units or undertake multi-agency assessments to address underlying issues.

Staff will meticulously record all incidents of removal on serious incident form, detailing the incident that led to the removal and any relevant protected characteristics of the pupil involved. This documentation allows us to track patterns and make informed decisions regarding future behavioural interventions.

Fixed-Term Suspension

While our belief at St Nicholas is that suspensions are generally not an effective means of improving behaviour, our primary concern is the safety and welfare of all pupils. If a pupil significantly breaches our behaviour policy and their presence in school would seriously harm the education or welfare of themselves or others, the Executive headteacher may opt to suspend them for a fixed period.

In such instances, we ensure that work is set for the pupil to complete at home to prevent any disruptions to their learning. After the suspension period, the pupil and their parents are invited to meet with the Headteacher to discuss their reintegration into school and the best way forward for supporting the child. It is essential that each day is viewed as a new opportunity for learning, and upon their return, the pupil should be welcomed back without any resentment.

Permanent Exclusion

Permanent exclusion is viewed as the very last resort. We take every reasonable step to avoid this drastic measure and have policies in place to support the inclusion of all pupils. Permanent exclusion will only be considered when a risk assessment indicates that allowing the pupil to remain in school would be seriously detrimental to their education or welfare, or to that of other pupils.

Positive Handling

We recognise that a pupil's behaviour is often a means of communicating their emotions. Understanding this communication is vital for fostering a supportive educational environment. However, there are occasions where a pupil may exhibit extreme behaviour, making it necessary for staff to intervene physically. Any such intervention must align with the principle of 'reasonable force' and should only be employed as a last resort, once all alternative strategies have been thoroughly exhausted.

While there is no formal legal definition of reasonable force, the law does identify certain justifiable circumstances for its use. These include situations where a child presents a risk of harming themselves, poses a danger to others, disrupts the orderly running of the classroom, or damages property. The application of force must always be proportionate to the specific incident and the level of challenging behaviour displayed.

In instances where physical intervention or restraint is necessary, it is imperative that the event is documented in a serious incident report and recorded in the positive handling book. Every staff member involved in the intervention, including witnesses, must contribute to this report, which should be completed promptly—ideally by the end of the school day. Parents must be updated regarding the incident to maintain transparency and communication.

It is acknowledged that incidents involving physical restraint can be distressing for all parties involved, often resulting in injuries to both pupils and staff. Hence, it is essential to diminish the risk of re-escalation and ensure a calm environment until the situation has stabilised. Staff should refrain from actions or statements that could exacerbate tensions during the recovery phase.

Following an incident, pupils should be granted ample time and space to recover, with a focus on reintegrating them back into their routine as swiftly as possible. Additionally, staff members should also be permitted a short break from the classroom when feasible, in recognition of the emotional toll such incidents can take. Providing emotional support and administering basic first aid for any injuries sustained are crucial steps in the aftermath of an incident. Should injuries require more than basic first aid, immediate medical assistance must be sought. Furthermore, all injuries must be documented in an accident form and recorded in the accident log book.

Staff who anticipate the need to use physical restraint as part of their role will receive appropriate training, which will be regularly updated. In cases where a child may require regular positive handling, a 'positive handling plan' will be developed to support the pupil's behaviour effectively.

Searching and confiscation

Our behaviour policy includes a clear framework for searching and confiscation, strictly adhering to the [DfE's latest guidance on searching, screening and confiscation](#). The aim is to ensure a safe and supportive environment for all students and staff.

When it comes to searching a pupil, it's essential that searches are carried out by a staff member authorised by the Headteachers. Whenever possible, searches should be conducted by a staff member of the same sex as the pupil in question, with another member of staff present as a witness. However, there are circumstances where this might not be feasible. If there is an imminent risk of serious harm that requires immediate action, an authorised staff member of a different sex may proceed with the search without a witness, provided they report the incident to another member of staff as soon as possible. A written record of the search must then be kept.

If there is no immediate urgency, it is advisable for the staff member to consult the Headteachers or a designated safeguarding lead for guidance. During this time, the pupil should be supervised away from peers to maintain discretion and respect.

A search can occur if there are reasonable grounds for suspecting the pupil possesses a prohibited item, which could include drugs, weapons, or any other items outlined in school regulations. It is crucial that searches are conducted in an appropriate setting, ideally away from other pupils, and only on school premises or during school events.

Before initiating a search, the authorised staff member should evaluate the necessity and urgency of the action, considering the potential risks to pupils and staff and any safeguarding concerns. They must clearly explain the reasons for the search, what it involves, and how it will be carried out, ensuring the

pupil understands the process. It is vital to encourage pupils to cooperate and address any questions they might have.

If a pupil refuses to consent to the search, the staff member has the authority to apply an appropriate behaviour sanction. Should the pupil continue to resist, the staff member should promptly involve the Headteachers or designated safeguarding lead to address the situation further.

The authorised staff member may utilise tools like a metal detector, as well as search the pupil's outer clothing, pockets, possessions, desks, or lockers. Outer clothing refers to anything that is not clinging directly to the skin, such as jumpers and jackets.

Pupil possessions

A search of a pupil's possessions can occur if the pupil consents to it. However, if they do not agree, staff retain the authority to conduct a search for prohibited items. Only an authorised member of staff is permitted to carry out the search, and this must be done in the presence of the pupil and another member of staff. In instances where immediate action is necessary due to potential harm, or if it is impractical to summon another member of staff, a single authorised staff member can proceed with the search.

It is imperative that any staff member who conducts a search informs the Designated Safeguarding Lead (DSL) promptly. This includes any suspicions regarding prohibited items or if the search raises safeguarding concerns. All searches, regardless of whether any items are discovered, will be documented within our safeguarding system for accountability.

We believe in keeping parents and carers informed. They will be notified of any searches for prohibited items as soon as reasonably possible, detailing what happened, what was found (if anything), what has been confiscated, and any resulting actions taken by the school, including sanctions.

Our commitment to safeguarding extends beyond the search process. Irrespective of the findings, we'll assess if the pupil may require further support, following our safeguarding policy and consulting with the DSL for any necessary interventions or referrals.

Transition

For incoming pupils, we offer a comprehensive induction process designed to familiarise them with the behaviour expectations and the wider school culture. This way, they can feel at home from day one.

As pupils prepare to move on to the next year, we arrange transition sessions with their new teachers. This helps to bridge the gap, ensuring that they adjust smoothly. Additionally, staff hold transition meetings to discuss any individual needs.

Conclusion

To support consistent behavioural standards, information regarding any behaviour issues may be transferred to relevant staff at the start of each term or academic year.

The Headteacher reports to the governing body on the enforcement of this policy through a termly report. Governors conduct their own assessments via learning walks and pupil focus groups, ensuring our behaviour strategy stays effective and is reviewed every 12 months.

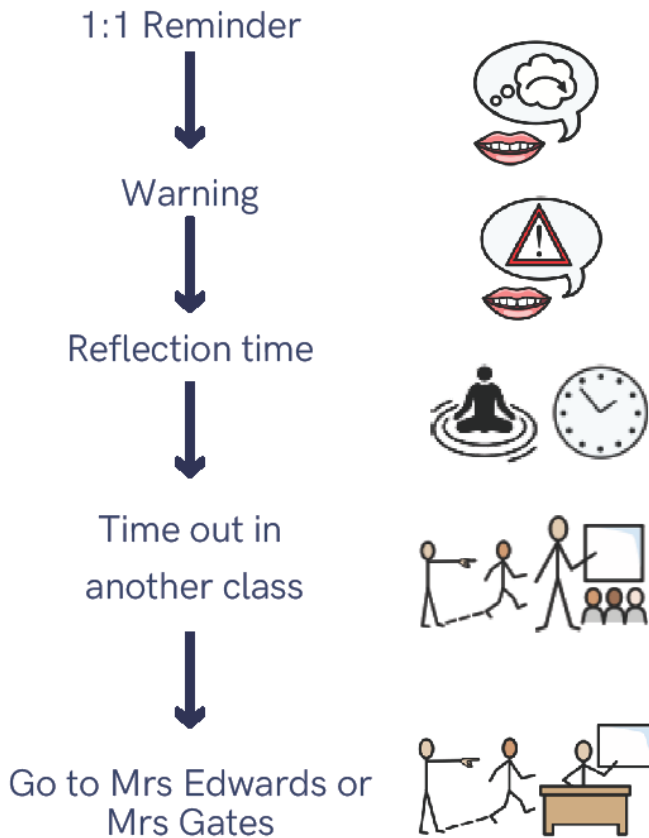
St Nicholas School Rules



Behaviour Procedures



STARs



With faith as small as a mustard seed we are STARs, nothing is impossible!

Behaviour Script

Reminder

I noticed you chose to ...

This is a reminder that we need to (refer to class rule/value)

At St Nicholas, we are STARS by ... (describe positive behaviour choice)

Warning

I noticed you chose to ...

If you choose to continue then you will owe ___ minutes

At St Nicholas we are STARS by ...

Do you remember when you (give an example of a previous positive behaviour) that is the behaviour I expect from you.

I know you can make the right choice.

Thank you.

Reflection Space

I noticed you

You now need to spend ___ mins in the regulation station and reflect on your choices

Do you remember when you (give an example of a previous positive behaviour) that is the behaviour we show at St Nicholas when we are STARS.

I know you can make the right choice.

We can then speak in ___ mins.

Thank you.

Go to another classroom

I noticed you

You will now need to learn away from our classroom

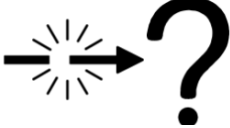

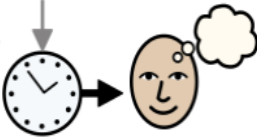


I will speak to you about this

Go to Deputy Headteacher/SENCO

I noticed you

You will now go to Mrs Edwards/Mrs Gates

Restorative questions and conversation

	What happened?
	Why did you make the choice to behave in that way? What were you feeling at the time?
	How do you feel now?
	Who do you think was affected by your actions? How did this make other people feel?
	What do you think you need to do to make things right? How can we do things differently?



EYFS and KS1 Reflection

Name: _____

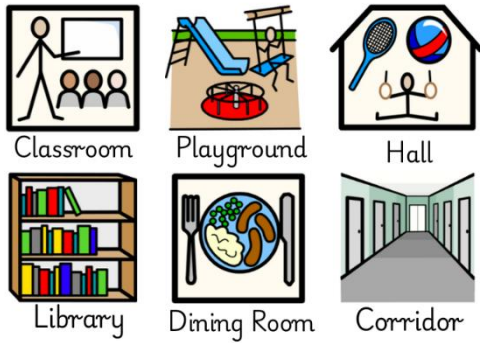
Class: _____

Date: _____

Which rule was broken?



Where did it happen?



Next time I will:



Next time

KS2 Reflection



Name: _____

Class: _____

Date: _____

Where did it happen?



Classroom



Playground



Hall



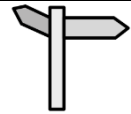
Library



Dining Room



Corridor



Who was involved?



Who?

What happened? What did you do?



Circle the rules and values broken.



Ready

Safe

Respectful

What will I do differently next time?



Next time