



Behaviour Policy

St Thomas and St Anne's CE Primary
School
2025-6

PART 1 – Behaviour Policy

PART 2 - Policy for Physical Intervention and Restraint

PART 1 – Behaviour Policy

St Thomas and St Anne's CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Good behaviour must be carefully developed and supported through a consistent whole-school approach. As a school we promote positive behaviour by encouraging children to see themselves as a member of the school team and recognise their responsibility within this; and through emphasising potential, rewarding success and giving praise for effort and achievement. Through the example of adults who care for them at school, through well-planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. Our school community adheres to principles of being: 'Respectful, Ready, and Safe.'

At St Thomas and St Anne's CE Primary School we aim to:

- Provide a safe and caring environment where optimum learning takes place. Bullying is completely against our ethos and any incident that should occur, will be dealt with firmly and fairly
- develop the potential of every individual in our school
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy

- Physical Intervention Policy (Part 2 Behaviour Policy)
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Procedures (within the Child Protection and Safeguarding Policy)
- Anti-bullying Policy
- Allegations of abuse against staff

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Roles and Responsibilities

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

The Headteacher and The Senior Leadership Team 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/texts/Hanwood High Fives and certificates/stickers
- 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

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and **develop positive relationships with all children**
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Ethos and Culture

The general 'feel' of our school will influence the behaviours and attitudes of children, staff and others. To foster a positive and collaborative ethos we must ensure that:

- There are high expectations of all.
- Mutual respect is evident in the way that staff and pupils relate to each other.
- Positive attitudes to ethnic and cultural diversity are promoted.
- Children have rights as well as responsibilities.
- Pupils' achievements are celebrated.

- The school environment is looked after.
- Teaching and learning are enjoyable for both adults and pupils alike.
- The school environment is a safe place - emotional and physical security are prioritised.
- The role of parents in the learning process is recognised and valued.

Behaviour for Learning

**St Thomas and St Anne’s CE Primary School main behaviour principles are:
‘Be Ready, Be Respectful and Be Safe’**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** can be applied to a variety of situations and are taught and modelled explicitly in an age appropriate way.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language	1. Verbal Praise – be specific. 2. House points 3. Certificates 4. Stickers 5. Phone call/text home 6. Notes home ‘Hanwood High Fives’ 7. SLT praise 8. Class Rewards – golden time 9. Show work to another adults 10. HT award 11. Recommendation to HT 12. Hot Chocolate Friday

Rewards (Over and Above Recognition)

At St Thomas & St Anne’s we seek to encourage positive behaviour and sustained effort and hard work through a whole school approach emphasising praise, reward and celebration; and by giving children responsibility. Pupils’ achievements are celebrated in the following ways:

- Amazing Ambassadors - certificates are given out in Friday assemblies of celebration to recognise and reward good behaviour and responsible citizenship. These certificates are photographed and celebrated in our weekly newsletter
- Headteacher Award - a certificate is given out in Friday assemblies of celebration - this may be for good behaviour, responsible citizenship or excellent work.
- Stickers and stampers will be used as recognition of good work and effort in children’s books. For particularly good pieces of work a certificate and a leaf may be given. These will be presented in Celebration Assembly, with the work being shared with the school community. A leaf will be placed on our tree of achievement.
- All staff will be able to give out House Points to pupils for displaying positive behaviours.

This may be for good work or for being a good role model such as being kind and helpful. House points are totalled at the end of each week and the winning House is announced in celebration assembly.

- Recognition of achievements outside school celebrated in assembly.
- Verbal and written praise will be given.
- Hanwood High Fives will be used to recognise pupils who go above and beyond.
- Being invited to show work to another member of staff or Headteacher in addition to sharing work in assembly.
- Noticing and praising of good behaviour, acts of positive citizenship are recognised in the school Newsletter

Sanctions

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to develop excellent behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour


Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p>

	<p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>5. What happened? (Neutral, dispassionate language.)</p> <p>6. What were you feeling at the time?</p> <p>7. What have you felt since?</p> <p>8. How did this make people feel?</p> <p>9. Who has been affected? What should we do to put things right? How can we do things differently?</p>
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Language around Behaviour

At St Thomas and St Anne's CE Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged on CPOMS at the staff member's discretion.

Behaviour Pathway

- 
- Reminder
 - Warning
 - Time Out
 - Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

- Withdrawal of privileges
- Sent to SLT/HT
- Parents phoned
- Parents called to school
- Seclusion
- Suspension

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances and other external factors. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke Personal Support Plan which may be supported by a 'Positive Handling Plan' (Appendix 1)

To support these children further we may seek advice and support from the outside agencies such as the Education Psychology Service, the Behaviour Support Team with view to devising an Individual

Behaviour Plan.

It may also be necessary to hold a Pupil Planning Meeting in response to the school's continuing concerns about a pupil's behaviour, to provide individualised and often multi-agency support. During this pathway, a discussion may be held with the Medical, Behavioural and Tuition Team to consider a shared placement.

In rare cases it may be necessary to suspend a child. This is only considered after all other avenues have been explored. At all times the Local Authority's procedures are followed.

It should be noted that for children with specific behavioural difficulties, the strategies and response may differ slightly: these will be detailed in the child's behavioural plan.

Parental Involvement

Parental support is essential for this policy to be effective. Early working relationships are established through induction meetings with the Headteacher and key members of staff. At these meetings, expectations in terms of work and behaviour are shared with parents. Parents are responsible for:

- Making children aware of appropriate behaviour in all situations.
- Encouraging independence and self-discipline.
- Showing an interest in all that their child does in school.
- Supporting the school in the implementation of this policy.
- Being aware of school rules and expectations.
- Letting the school know of any problems or concerns that might affect their child's work or behaviour.
- Parents are welcomed into school and are encouraged to raise any matters of concern regarding their child at the earliest possible opportunity.

Behaviours that take place beyond the school gate and outside school hours.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006).

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

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.

Pupils 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 child protection and safeguarding policy for more information.

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil 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, where relevant) will consider whether the pupil 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 pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and Allegations of Abuse against Staff policy.

Screening and Searching

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

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

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Mobile Phones

Pupils should not use mobile phones within the school or school grounds and should not bring in mobile phones (or any other form of recording device) to school, except in exceptional circumstances, which the school has been informed. In such circumstances, the child's phone must be kept in the school office from the beginning of the school day until they go home. Mobile phones are not permitted on school trips.

Approved: Autumn Term 2025

Review: Autumn Term 2026 or before if required

PART 2 - Policy for Physical Intervention and Restraint

At our school, we are committed to fostering a safe, nurturing, and inclusive environment where positive behaviour is encouraged through supportive relationships, clear expectations, and restorative approaches. We recognise that all behaviour is a form of communication and that children may sometimes experience emotional distress or dysregulation that affects their ability to engage in expected behaviours.

We understand that for some children—particularly those who have experienced adversity or trauma—self-regulation can be more difficult. In these moments, our focus is on connection, de-escalation, and support to help the child regain a sense of safety and control.

In very rare and exceptional circumstances, when a child's behaviour presents a risk to themselves or others, staff may need to use physical intervention as a last resort and in the least restrictive way possible. Any such intervention is carried out with care, compassion, and in accordance with legal and ethical guidelines. Our approach to physical intervention is grounded in the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline

2. Our approach

At St Thomas and St Anne's CE Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment. Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint as a last resort.

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DO NOT

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The headteacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of an Individual Behaviour Plan (IBP) with additional strategies agreed by the SENCO. This may require additional support from, other external services.

In some circumstances Early Help processes may be appropriate to help identify an additional need for a particular child. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Report Form Appendix 2. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information. A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken

and why, and to provide them with an opportunity to discuss it.

5. Risk Assessments

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

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific actions the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

6. Complaints and Allegations

A clear restraint/physical intervention policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

This policy is based on guidance from the Department of Education. We will review this policy on a yearly basis

Appendix 1

Child's Name:		Date of Plan:		Review Date:	
What does the behaviour look like?					
Stage 1 Anxiety Behaviours		Stage 2 Defensive Behaviours		Stage 3 Crisis Behaviours	
What are common triggers?					
De-escalation skills					
Skill	try	avoid	Notes		

Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			

Diversions and distractions

Any medical conditions to be taken into account before using Physical interventions?

De-escalation skills

Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

Who has been informed/Where has the incident been recorded?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a **SERIOUS INCIDENT REPORT** has been completed.

Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	

RECORD OF PHYSICAL INTERVENTION OR RESTRAINT

Date of incident	Time of incident
Pupil Name:	: D.o.B:
Member(s) of staff involved:	
Adult witnesses to restraint:	Pupil witnesses to restraint:
Outline of event leading to restraint:	
Outline of incident of restraint (including restraint method used)	Outcome of restraint:
Description of any injury(ies) sustained by injured pupil and any subsequent treatment:	
Date/time/whom informed parent/carer of incident:	Outline of parent/carer response:
Signature of staff completing report: Signature of Teacher-in-charge: Signature of Head	Date: Date: Date:
Brief description of any subsequent inquiry/complaint or action	