

Relationships and Behaviour Policy



Daven Primary School

Person Responsible for the Policy	Headteacher
Date Approved	April 2026
Signed	J Gosling
Date for Review	April 2028
Audience	Governors, Staff and Parents/Carers

Policy Statement

At Daven Primary School, exemplary behaviour is at the heart of productive learning. We are committed to creating a safe, inclusive and stimulating environment where all members of our community can thrive. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their actions, and encourage others to do the same.

Our approach is underpinned by our core values — **Brave, Kind, Curious** — and a shared belief that positive relationships, respect, and responsibility are the foundation of effective teaching and learning.

We believe that, in order to facilitate high-quality learning and personal development, appropriate behaviour must be demonstrated in all aspects of school life. To achieve this, Daven Primary School is committed to:

- **Promoting desired behaviour** through consistent expectations, modelling and reinforcement.
- **Encouraging self-regulation, self-esteem and self-discipline**, enabling pupils to take ownership of their actions.
- **Fostering positive relationships** based on mutual respect, kindness and understanding.
- **Ensuring equality, fairness and inclusion** for all members of the school community.
- **Praising and rewarding good behaviour** to build motivation and confidence.
- **Challenging and addressing misbehaviour** with reasonable, proportionate and restorative responses.
- **Providing a safe environment** free from disruption, discrimination, bullying, violence, or harassment.
- **Working in partnership with parents and carers** to promote shared responsibility for behaviour and wellbeing.
- **Developing strong relationships between staff and pupils** to enable early intervention and effective support.
- **Promoting a culture of encouragement and aspiration**, in which all pupils are supported to achieve their full potential.

Through a partnership approach to managing conduct and implementing meaningful interventions, we aim to support both staff and pupils in creating a calm, purposeful and happy learning environment. We believe in a positive, fair, firm, and consistent approach to behaviour and discipline. Pupils should understand the expectations set for them and recognise when their behaviour falls outside these boundaries. A strong **three-way partnership between staff, pupils, and parents** is essential in promoting positive behaviour and ensuring we work together to support every child's success.

At Daven, we believe that pupils learn best when behaviour is managed positively and consistently, and when they are taught — and shown — how to be **Brave, Kind, and Curious** in every aspect of school life. Our behaviour policy and expectations for conduct around school are based on the three following rules: 'Be Ready, Be Respectful and Be Safe'. These rules are applied to a variety of situations and are taught and modelled explicitly.





Be ready	Be respectful	Be safe
We are ready to learn; We arrive at school on time; We wear the correct uniform and PE kit; We have our equipment ready; We are ready to listen; We are ready to be curious and ask questions; We are ready to try our best.	We listen when others speak; We look after property belonging to the school and other people; We speak to people respectfully, using appropriate language; We respect that other people have different ideas, beliefs and backgrounds to our own; We respect that people may look different and have different needs to us; We try our best to be kind.	We travel to and from school safely; We move around school safely, walking on the left-hand side; We follow instructions to keep ourselves safe; We keep equipment safe; We stay safe online; We are brave to speak out when someone may be in danger.

Our aims:

Culture

- Create an inclusive, safe and respectful environment where all pupils feel valued and supported.
- Establish a culture of **exemplary behaviour** and high expectations, underpinned by our values: **Brave, Kind, Curious**.
- Promote kindness, empathy and mutual respect as the foundation of a positive school climate.
- Recognise behaviour as a form of communication, identifying underlying needs early and responding with care.
- Foster resilience and self-regulation, helping pupils take responsibility for their actions and choices.

Teaching

- Promote positive behaviour through consistent modelling, explicit teaching and restorative approaches.
- Support pupils’ social, emotional and mental health by embedding wellbeing and reflection across the curriculum, including My Happy Mind, Jigsaw and Zones of Regulation resources.
- Praise and reward respectful attitudes, effort and achievement to build intrinsic motivation.
- Provide tailored support for pupils with additional needs, ensuring fairness and inclusion for all learners.
- Plan engaging and purposeful learning opportunities which build on basic skills in a systematic way.
- Incorporate explicit instruction in all lessons so children are provided with clear models, explanations and guided practice so that pupils are prepared for independent application;
- Manage cognitive load so that new content can be transferred into our pupils’ long-term memory; therefore, we will model metacognitive and cognitive strategies so that pupils begin to plan, monitor and evaluate their own learning;



- Provide appropriate supportive tools and scaffolds for specific groups of learners so they can succeed in their learning;
- Use assessment for learning and flexible grouping to ensure children who need the most support receive it.
- Use technology in a variety of ways to ensure success to learning e.g. to share worked examples and to record learning.
- Ensure that time is built into the weekly timetable for physical activities to release energy and prepare our children for learning.

Community

- Build strong partnerships between pupils, staff, parents and carers to promote shared responsibility for behaviour.
- Engage with external agencies and the wider community to support pupils' wellbeing and development.
- Promote community cohesion through positive relationships, respect for diversity and collective responsibility.
- Maintain a calm, safe and well-ordered environment where everyone can learn, grow and contribute.

The strategies and approaches we use in cultivating high standards of behaviour at Daven Primary School are largely based on those of the **'Pivotal Approach'** to behaviour management. This approach focuses on building strong relationships, restorative practice, use of clear and consistent steps/systems and the importance of consistency in adult behaviour when supporting children.



Roles and responsibilities

At Daven Primary School, we recognise that consistent adult behaviour will lead to pupils to recognise and appreciate what respectful behaviour looks like, enabling them to learn and thrive.

Roles and Responsibilities

The Governing Board

The Governing Board has overall responsibility for:

- Ensuring that this policy is applied fairly and does not discriminate on any grounds, including but not limited to age, disability, gender reassignment or identity, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- Promoting a whole-school culture where calm, dignity, respect and structure underpin all areas of school life.
- Handling any complaints regarding this policy, in line with the school's **Complaints Procedures Policy**.
- Ensuring that this policy is published and accessible on the school website.

The Headteacher

The Headteacher is responsible for:

- Monitoring and implementing this policy and associated behaviour procedures, including evaluating their effectiveness in addressing any SEMH-related factors influencing behaviour.
- Establishing and maintaining high expectations for pupils' conduct and implementing measures to achieve these.
- Determining school rules, routines, rewards and disciplinary procedures for breaches of conduct.
- Ensuring the consistent, fair, and positive day-to-day application of this policy.
- Communicating this policy clearly to staff, pupils and parents at least once each academic year.
- Reporting to the Governing Board on the implementation and impact of this policy, including outcomes related to SEMH and behaviour.

The Senior Mental Health Lead

The Senior Mental Health Lead is responsible for:

- Overseeing the school's approach to promoting positive mental health and wellbeing, and ensuring this is reflected throughout the Relationships and Behaviour Policy.
- Supporting staff in managing pupils with SEMH-related behavioural needs.
- Coordinating engagement with pupils and parents to strengthen understanding and management of behaviour linked to mental health.
- Working in partnership with external agencies, where appropriate, to provide targeted support.

The SENDCo

The SENDCo is responsible for:



- Working with the Headteacher, Senior Mental Health Lead, and Governing Board as part of the Senior Leadership Team to shape the strategic development of behaviour and SEMH provision.
- Leading the day-to-day coordination of behaviour and SEMH support for pupils with additional needs, in line with the **SEND Policy**.
- Supporting teachers to assess pupil strengths and areas for development, and advising on effective, individualised support strategies.

Teaching Staff

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural or emotional difficulties, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Delivering high-quality, engaging teaching that promotes positive behaviour and removes barriers to learning.
- Teaching and modelling expected behaviours and positive relationships, setting clear and consistent boundaries.
- Maintaining high expectations for all pupils and ensuring each learner can access the full curriculum, regardless of prior attainment or need.
- Responding to disruption proportionately and using restorative approaches to rebuild relationships and reinforce positive conduct.
- Taking responsibility for the academic and personal development of the pupils in their care.
- Logging behaviour in accordance with the policy.

All Staff and Volunteers

All staff, including support staff and volunteers, are expected to:

- Apply this policy consistently, fairly and respectfully.
- Promote a supportive, inclusive and high-quality learning environment.
- Model positive behaviour, calmness and professionalism at all times.
- Maintain high expectations for every pupil and recognise signs of behavioural or emotional difficulty.
- Be aware of the needs, outcomes and support provided to any pupil with specific behavioural or SEMH needs.
- Keep relevant leaders informed of any concerns or significant changes in pupil behaviour, including:
 - **SENDCo** – Mrs Bates (interim Mrs Moffatt)
 - **Headteacher** – Mrs Gosling
 - **Class teachers**
- Implement sanctions and restorative measures, as authorised by the Headteacher, when pupils fail to meet expected standards of behaviour.

Pupils

Pupils are expected to:

- Take responsibility for their own behaviour, both in school and in the wider community.
- Demonstrate the school values of being **Brave, Kind, and Curious** in all aspects of school life.
- Report any incidents of unacceptable behaviour to a member of staff.



- Strive to make positive choices, take responsibility for mistakes, and show respect for others and the school environment.

Parents and Carers

Parents and carers are expected to:

- Support their child in adhering to the school rules and reinforcing positive behaviour at home.
- Communicate with the school regarding any changes in circumstances that may affect their child's behaviour or wellbeing.
- Work in partnership with the school to promote respectful relationships, consistency and shared responsibility for behaviour and learning.

Effective classroom management: rewards

At Daven Primary School, we recognise and reward learners who go 'over and above' our standards. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a positive note home, a phone call or a face-to-face conversation. Children who demonstrate the three core rules will be acknowledged with Achievement Points, logged and recorded on Arbor. Every Monday, for children who earned 10 Achievement Points during the week prior, they will receive a sticker for recognition of this. Other rewards and recognition of achievement include, stickers, receiving star class of the week, Headteacher awards and certificates.

Each week, we hold a Feel Good Friday Assembly, where two children from each class will be chosen for student of the week. The child will have consistently gone "over and above" in following our school rules (ready, respectful, safe) and/or school values (brave, kind, curious) during the week. These children are rewarded at the start of the assembly and then take their seat in pride of place on "the best seats in the house" for the duration of the assembly. During this assembly, children's achievements, outside the school are also celebrated.

Every classroom has a recognition board celebrating pupils who demonstrate the Daven Values within the class environment. When a pupil earns a place on the recognition board, they receive achievement points in recognition of their positive attitude, effort, and behaviour. Pupils will also get the chance to earn their always badge: this is for children who 'always' follow the Daven values and rules. These rewards will be given out on a half-termly basis and provided with a reward to celebrate their success. Stickers for children who have demonstrated the school values will also be given out in weekly assemblies – these children will be voted by their peers.

Achievement points are added to each pupil's house total, contributing to a sense of teamwork and shared success. The ribbon on the house trophy is changed weekly to reflect the current leading house, which is announced during the Friday Feel Good Assembly.



Houses shown below



Achievement points also link to individual rewards:

- **100 points** – Bronze Badge
- **250 points** – Silver Badge
- **400 points** – Gold Badge

Managing behaviour

At Daven Primary School, we understand that every child has different experiences both inside and outside of school. It is therefore vital that pupils are greeted warmly, treated fairly, and know that staff care about them. We aim to create a calm, respectful environment where expectations are clear and behaviour is managed with consistency, empathy and fairness.

When behaviour falls below expectations, sanctions are applied fairly and proportionately to help pupils understand the consequences of their actions and learn from them. Our approach is rooted in restorative practice, encouraging pupils to:

- Reflect on their behaviour and its impact;
- Listen to others' perspectives;
- Show empathy and take responsibility;
- Agree on how to make things right.

Engagement with learning

Our main goal is to keep pupils engaged and learning. For most children, a gentle reminder is enough. Staff focus on praising positive behaviour and linking consequences to choices to help pupils make better decisions.

Examples of specific praise include:

- "I liked that you asked for a break when you needed it."
- "I noticed you helped Sam — that was kind."
- "Thank you for getting back to your work so quickly."

We use calm, clear language and positive reinforcement to guide behaviour and strengthen self-regulation.

Consistency, Fairness and Support

All incidents of unacceptable behaviour are taken seriously and dealt with promptly and predictably to maintain a safe, calm environment. Staff then reflect on how to prevent recurrence and support



pupils to make better choices. The class teacher records incidents and the headteacher monitors to patterns or pupils who may need additional support for emotional, mental health or safeguarding reasons.

Support may include:

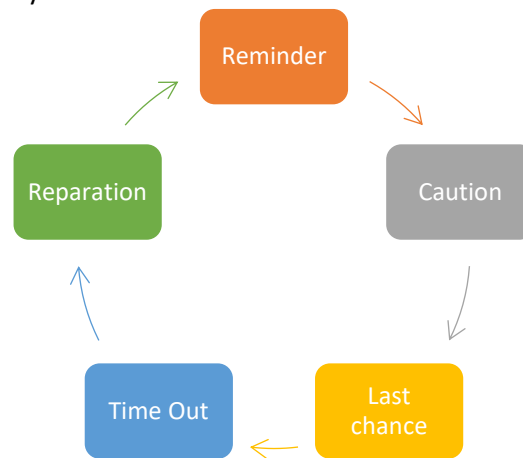
- Targeted discussions with the pupil;
- Contact with parents or carers;
- Pastoral follow-up or referral for further help.

Before sanctions are applied, staff use proactive strategies such as offering time to calm down, a quiet reflection space, or a brief discussion to restore calm.

All staff share responsibility for behaviour and supervision across the school. Through PSHE lessons, assemblies and daily routines, pupils are taught to live by our values — **Brave, Kind, Curious** — and to apply them in their choices and relationships.

Rarely, the behaviour of children may escalate and become unsafe within a classroom. Children with this level of behaviour will require the involvement of other members of staff, who will coordinate an individualised response to behaviour through a behaviour contract. Persistent or severely unsafe behaviour may lead to implementation of exclusion procedures.

Initially, it is the responsibility of the class teacher to apply fair, clear and consistent sanctions in the classroom. Staff will use this cycle to deal with undesirable behaviour:



Stage	Action	Possible Script
Reminder	A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.	"Do you remember what you're supposed to be doing? Can you tell me what you should be doing now?"
Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right	"Think carefully about your next step..." "I've noticed you are not following our rule of being... I need you to...!"



	<p>thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p>	<p>know you can do this; be the best you can be.” “Thank you for...” “stop, think,make the right choice”</p>
Last chance	<p>Continue speaking to the learner privately, calmly with a gentle approach, side-on at eye level or lower – non-threatening. Give them a final reminder to engage and do the right thing in class. State the behaviour you need to see and clearly outline the consequences if they continue.</p>	<ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Daven Primary School, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time).
Time out	<p>At this point, the learner will have time out in a designated class (within the phase), unless an individual behaviour plan specifies something different. Once in the receiving class, the child should work quietly and independently and, when the lesson has finished, they will return to their class. This needs to be recorded on Arbor and a reflective conversation needs to take place upon returning.</p>	<p>“I’ve already given you your final reminder. You are still...I now need you to go...Please take your book/work with you.”</p>
Reparation	<p>At the next possible break/lunchtime, or as soon as possible afterwards a restorative conversation MUST take place with the class teacher and child or the two children concerned, using the restorative questions. (SLT can support where required).</p>	<p>The aim is to repair and rebuild relationships using a range of restorative questions:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Consequences	<p>Consequences will never involve taking away a previously-earned reward.</p> <p>Where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.</p> <p>If a child is still unable to learn, as a result of poor conduct, following their last chance, they will be asked to work in another room for the remainder of the session. This must be recorded on Arbor.</p>	



	If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on Arbor.
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A member of the SLT, or the safeguarding and learning mentor, may be called if:

- The learner refuses to engage with the above process.
- The behaviour is a serious breach of the school values.

Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the reparatory conversation. Suitable cover for the class should be arranged for this to take place.

A trauma-informed approach

We recognise that many of our pupils have experienced adverse childhood experiences (ACEs), which can impact their mental and physical health, emotional regulation, and learning. All teaching staff have received trauma-informed training to ensure our approach supports pupils affected by trauma or mental health challenges whose behaviour may present as a barrier to learning.

Being a trauma-informed and mentally healthy school means:

- Ensuring vulnerable pupils have access to an emotionally available adult who offers empathy, compassion, and unconditional positive regard.
- Intervening early—supporting pupils as they begin to struggle rather than after a crisis occurs.
- Ensuring all staff interact with pupils using kindness, respect, and calm communication, avoiding shouting, criticism, or shaming.
- Helping every pupil feel valued and understood throughout the school day.

Initial Interventions

Daven Primary School will use a range of early intervention strategies to help pupils manage their behaviour. Support will be tailored to individual needs and may be delivered in class, in small groups, or through one-to-one sessions.

The Senior Leadership Team (SLT) and pastoral staff will analyse behaviour and be made aware of any pupil who is:

- Persistently misbehaving
- Not responding to low-level interventions
- Displaying a sudden or concerning change in behaviour

Examples of initial interventions include:

- Regular communication and engagement with parents or carers
- Being placed on a reflection log
- Mentoring or coaching sessions
- Completion of ABC forms (Antecedent–Behaviour–Consequence) to identify behaviour patterns



- Short- or long-term behaviour charts and plans
- For pupils with SEND: assessing whether current provision is appropriate, and where an EHC plan exists, liaising with the LA to consider a review

Where serious or complex concerns arise, a multi-agency or Early Help assessment may be initiated to address wider needs beyond education.

Positive staff–pupil relationships

Strong, respectful relationships are the foundation of positive behaviour. Staff build relationships based on predictability, fairness, and trust, taking time to understand pupils and create the conditions for behavioural growth and success.

Preventative measures for pupils with SEND

Behaviour will always be considered in the context of a pupil’s SEND. Where SEND is identified as contributing to behaviour, the school will ensure that any response is proportionate, lawful, and appropriate.

Using the graduated approach (assess, plan, do, review), the school will identify triggers and implement proactive support. Examples include:

- Short, planned movement breaks for pupils who struggle to sit still
- Ensuring pupils with hearing or visual impairments are seated appropriately
- Adjusting uniform requirements for pupils with sensory sensitivities or medical needs
- Providing staff training on autism and other relevant conditions

De-escalation strategies

When negative behaviour occurs, staff will use de-escalation techniques to defuse situations calmly and safely. These include:

- Maintaining a calm tone of voice and using simple, clear language
- Avoiding defensive reactions to comments or insults
- Giving pupils personal space and avoiding physical blocks
- Using open, non-threatening body language
- Focus on the initial behaviour
- Reassuring the pupil and identifying shared goals
- Rephrasing negatives into positives, e.g. *“If you return to your seat, I can help you with your work.”*

Behaviour matrix

Stage	What?	Total BPs	Who?
1	Green reflection booklet. Class teacher to meet with parent/carer.	10-19	Class teacher
2	Yellow reflection booklet. Class teacher and safeguarding and learning mentor to meet with parent. Identify behaviours and strategies.	20-34	Phase lead



	Include personalised reward system and make consequences clear. Consider: Complete RAMPS and/or ABC chart/CAMHS/Ed Psych/SEND ref/outreach		
3	Red reflection booklet Class teacher and deputy/head to meet with parents. Include personalised reward system and make consequences clear. Weekly review meeting between class teacher and parent. Consider: Complete RAMPS and/or ABC chart/CAMHS/Ed Psych/SEND/outreach/transition timetable	35+	Senior leader
4	Formal meeting with parents/carers and the phase leader/deputy/headteacher Managed move explored with local schools		
5	Formal meeting with parents/carers and the deputy/headteacher Mandatory managed move Permanent exclusion		

Although unacceptable behaviour does not necessarily indicate that a pupil has special educational needs or disabilities (SEND), an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health needs that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having social, emotional and mental health (SEMH)–related difficulties, SEND support will be provided from the school's notional SEND budget.
- Where SEND is not identified, but the headteacher determines that the pupil would still benefit from targeted support, an Individual Behaviour Plan (IBP) will be created to outline the specific strategies and provisions in place to help improve behaviour and engagement.

Lunch time

Lunchtimes are an important part of the school day, providing opportunities for pupils to build friendships, develop social skills, and enjoy active play in a positive and respectful environment.

We have a team of Playtime Leaders from Years 3,4 and 5 who help to organise games, encourage inclusive play, and act as positive role models for younger pupils. The headteacher, deputy headteacher, and safeguarding & learning mentor are also on duty each day to provide additional support and ensure a safe and enjoyable lunchtime for all.

If a pupil is disrespectful towards any adult, or does not follow the expected behaviour standards during playtime or lunchtime, the usual behaviour steps will be followed. Any time-out will take place with the staff member involved so that the incident can be discussed and resolved. Behaviour points for playtime will be logged as a playtime incident. These will be analysed each half term.

For pupils who need a calm space or time to regulate, time-out can take place in the Wellbeing Hub, providing an opportunity to reflect, reset, and prepare to return positively to learning and play. Our Leaders of Rights are currently focusing on Article 31 of the UNCRC (United Nations Convention on the Rights of the Child) — the right to rest, play, and participate in recreational activities. They are



working alongside key members of staff to help make playtimes more enjoyable, inclusive, and engaging for all pupils.

Suspensions

At Daven Primary, we are committed to fostering a learning environment where all pupils feel safe, supported, and inspired to be **brave, kind, and curious**. Suspensions are used only when pupil behaviour significantly disrupts learning, compromises safety, or threatens the good order and reputation of our school.

Suspensions may be issued only by the headteacher, or by the Deputy headteacher when delegated in the headteacher's absence, and will be considered in the following circumstances:

- **Serious breaches** of school rules.
- **Repeated breaches** of school rules.
- **Refusal to engage** in time out, restorative work, missing playtimes
- **Persistent disruption** while in time out or internal exclusion.
- **Five or more instances** of time out or internal exclusion.

The duration of a suspension will be determined by the severity of the incident and is at the discretion of the headteacher or their delegate. Suspension data is carefully monitored by the headteacher, in collaboration with the senior leadership and pastoral teams.

We aim to strike a balance between addressing persistent disruption and supporting pupils to re-engage with their learning. Therefore, the maximum suspension period for any single incident will be up to five days.

The headteacher retains the authority to:

- Consider permanent exclusion for pupils who reach 45 days of suspension in an academic year.
- Permanently exclude pupils for persistent disruption and defiance, even if they have not reached 45 days.
- Permanently exclude pupils who consistently disrupt the learning of others.

This policy reflects our commitment to maintaining a safe, respectful, and inclusive learning environment where every child can thrive.

Permanent Exclusion

A decision to permanently exclude a pupil is a serious and final step, and should only be taken:

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

(DfE Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement, 2024)



Permanent exclusion should **only be used as a last resort**, once all appropriate strategies to support and address the pupil's behaviour have been considered and exhausted, unless the incident is so serious that it warrants immediate exclusion.

The headteacher will make the decision to permanently exclude a pupil based on the facts of the case and in line with statutory guidance. In exceptional circumstances, it may be appropriate to permanently exclude a pupil for a first or one-off offence. Such offences might include, but are not limited to:

- a) A serious actual or threatened physical assault against another pupil or a member of staff.
- b) Sexual abuse or assault.
- c) Carrying or using an offensive weapon (as defined by law).
- d) Behaviour that places pupils, staff, or members of the public at significant risk of harm.

These examples are **not exhaustive** but illustrate the gravity of behaviours that could warrant permanent exclusion. Such actions have a serious impact on the safety, discipline, and well-being of the school community.

The headteacher may also consider permanent exclusion for:

- Persistent and severe disruption or defiance, including bullying (such as racist, homophobic, or other discriminatory bullying).
- Repeated possession or use of illegal drugs or drug paraphernalia on academy premises.
- A serious incident that the academy reasonably considers to be of an extremist nature.
- Any other behaviour that, in the Principal's professional judgement, is so serious that it would seriously harm the discipline, safety, or welfare of the academy community if the pupil were to remain.

As stated in the behaviour matrix, managed moves (or working in a different space within the school) will be explored before a permanent exclusion.

Restrictive interventions, including the use of reasonable force

At Daven Primary School, we are committed to supporting pupils to make positive behaviour choices through prevention, early intervention and de-escalation. We aim to minimise the need for physical intervention and regard this as necessary only in rare and exceptional circumstances.

This section refers to restrictive interventions, including the use of reasonable force, as defined in Department for Education guidance (April 2026). Reasonable force means using no more force than is necessary, for the shortest possible time, to reduce a risk of harm.

Legal framework

All members of school staff have a legal power to use reasonable force to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing serious disorder or disruption



Force must never be used as a punishment.

Situations where restrictive interventions may be appropriate

Restrictive interventions may be used where necessary and proportionate, including:

- when a pupil is physically attacking or about to attack another pupil or a member of staff
- when a pupil is damaging, or is likely to damage, school property
- when a pupil's behaviour presents an immediate risk of injury to themselves or others, including through rough play or misuse of equipment
- when a pupil is attempting to leave the classroom or school premises at an unauthorised time and this presents a significant risk of harm, property damage or serious disruption
- when a pupil's behaviour is causing serious disruption to learning, an organised event or an educational visit and other strategies have been unsuccessful

Use of force: professional judgement and safeguards

Restrictive interventions will only be used as a **last resort**. Before and during any intervention, staff will consider:

- **Necessity:** whether the intervention is required to manage the immediate risk
- **Proportionality:** whether the least restrictive option is being used for the least amount of time
- **Pupil welfare and dignity:** including age, size, medical needs, SEND, previous trauma and emotional wellbeing

All staff will use de-escalation strategies wherever possible. However, the school recognises that in some situations, such as violence or an immediate risk of serious injury, intervention may be required without delay.

Recording and reporting

All significant incidents involving the use of force, and all incidents of restraint or seclusion, will be:

- recorded in writing as soon as practicable, and normally on the same day
- reported to parents or carers as soon as practicable, and normally on the same day, unless doing so would place the pupil at risk of serious harm

Records will include, as a minimum:

- names of pupil(s) and staff involved
- date, time, location and duration
- the circumstances leading to the incident, including any de-escalation strategies used
- the reason the intervention was considered necessary and proportionate
- the type and degree of force used
- any injuries and post-incident support provided



Seclusion

Daven Primary School does not use seclusion as a routine practice. If seclusion were ever required as a short-term safety measure during extreme emotional or behavioural dysregulation, it would:

- never be used as a disciplinary response
- be supervised at all times
- take place in a safe, non-threatening space
- end as soon as the immediate risk has reduced
- be recorded and reported in line with statutory requirements

Pupils with SEND or medical needs

When pupils have identified SEND, medical conditions or additional vulnerabilities, the school will:

- follow agreed risk assessments, Behaviour Support Plans, or RAMPS
- make reasonable adjustments in line with the Equality Act 2010
- work with parents, pupils (where appropriate) and external professionals
- regularly review plans, particularly following any significant incident

Post-incident support

A trauma-informed approach is used following any restrictive intervention. This includes:

- appropriate support for the pupil and staff involved
- reflection, learning and repair of relationships
- medical assessment where required

Where behaviour presents a serious ongoing risk and all other avenues have been exhausted, a suspension may be considered in line with statutory guidance. The decision rests with the Headteacher.



APPENDIX A: Reflect and Repair Conversation Form

Pupil Name:

Class:

Date:

Staff Member:

Location of Incident:

1. What happened?

(Pupil explains what took place in their own words)

2. What were you thinking or feeling at the time?

(Encourages emotional awareness)

3. Who has been affected by what happened, and how?

(Helps the pupil understand the impact of their actions)

4. What needs to happen to make things right?

(Focus on repair and accountability)

5. What can you do differently next time?

(Encourages reflection and problem-solving)

6. What support do you need moving forward?

(Identifies emotional or practical support needs)



Outcome / Next Steps:

- Restorative conversation completed
- Apology offered / action agreed
- Parental contact made
- Referred to SLT / Learning Mentor / Wellbeing Hub

Staff Signature: _____

Pupil Signature: _____











Daven Primary
School

APPENDIX B: Summary of universal, targeted and specialist approach to behaviour

Level of Support	Description	Examples of Support
Universal Support (for all pupils)	Promotes positive behaviour and wellbeing for everyone through consistent expectations, positive relationships, and explicit teaching of values.	<ul style="list-style-type: none"> • Clear behaviour rules: <i>Be Ready, Be Respectful, Be Safe</i> • Consistent routines and calm communication • Recognition boards, achievement points, Feel Good Friday assemblies • PSHE lessons, My Happy Mind, Zones of Regulation • Positive praise and reinforcement • Clear modelling of school values: <i>Brave, Kind, Curious</i>
Targeted Support (for some pupils)	Provides extra help for pupils who need short-term or specific guidance to manage emotions or behaviour.	<ul style="list-style-type: none"> • Reflection logs/booklets (Green/Yellow) • Mentoring or pastoral sessions • Home–school communication and behaviour charts • Visual Velcro behaviour strip or alternatives • Individual rewards and restorative conversations • ABC/RAMPS • Phase leader involvement and parental meetings • Adjusted routines or learning environment
Specialist Support (for few pupils with complex needs)	Delivers personalised, multi-agency support for pupils with persistent or significant SEMH or behavioural needs.	<ul style="list-style-type: none"> • Red reflection booklet and IBP (Individual Behaviour Plan) • Involvement of SENDCo, Mental Health Lead, or external agencies (e.g., CAMHS, Ed Psych, outreach) • Early Help or multi-agency assessment • Managed move or alternative provision • Individual timetables, safe spaces (Wellbeing Hub) • Trauma-informed strategies and consistent adult support



APPENDIX C- BEHAVIOUR MANAGEMENT FLOWCHART

	<p>Positive behaviour displayed</p> <ul style="list-style-type: none"> - Praise, achievement points, recognition boards, Feel Good Friday assembly
	<p>Step 1: Reminder</p> <ul style="list-style-type: none"> - Quiet, private reminder of rules: ready, respectful, safe - Give opportunity to make positive choice
	<p>Step 2: Caution</p> <ul style="list-style-type: none"> - Clear verbal warning - Outline the consequences if the behaviour continues
	<p>Step 3: Last chance</p> <ul style="list-style-type: none"> - Give calm reminder and explain the next steps of time out if behaviour continues - Last chance gets recorded on Arbor
	<p>Step 4: Time out</p> <ul style="list-style-type: none"> - Move pupils to another class for 10 minutes so they can reflect and complete independent work - Record on Arbor - Ensure a restorative conversation happens before coming back to class
	<p>Step 5: Ongoing concerns</p> <ul style="list-style-type: none"> - Support and review e.g. individual behaviour plan, SEND assessment, multi-agency support - If on reflection log, follow reflection on there



APPENDIX D- BEHAVIOUR AND CONSEQUENCE TABLE

Category	Behaviour	Consequence
Disruptive behaviour that requires a reminder about expectations	Name calling	Apology or note (during break time, not lesson time)
Disruptive behaviour that requires a reminder about expectations	Interrupting/shouting out	Follow system – could lead to time out
Disruptive behaviour that requires a reminder about expectations	Repeatedly swinging on chair	Follow system – could lead to time out
Disruptive behaviour that requires a reminder about expectations	Repeatedly tapping	Object taken away; if tapping with hands/feet, state the obvious and ignore if possible
Disruptive behaviour that requires a reminder about expectations	Play fighting	Explain it's not acceptable; apology to each other
Behaviour which prevents learning	Repeatedly refusing to follow instructions	Follow system – could lead to time out
Behaviour which prevents learning	Purposely damaging equipment	No replacement for small items; repeated damage leads to parent discussion about costs
Behaviour which prevents learning	Swearing (negative verbalisation)	Follow system – could lead to time out Swearing will be logged on Arbor
Behaviour which prevents learning	Refusing to work	Follow system – could lead to time out Work will be completed at playtime or at home
Behaviour which prevents learning	Internal truancy	Offer to work in another space, complete work at play, if still does no work suspension to be issued
Behaviour which causes harm to others	Lying (minor)	Explain it's unkind; apology if another child involved
Behaviour which causes harm to others	Lying (major)	Staying in at lunchtime; reflection sheet and apology letter
Behaviour which causes harm to others	Throwing things in anger	Follow behaviour system, all items to be picked up If this a regular occurrence, missed playtime
Putting yourself or others in danger	Racial incident	Phone call home, missed playtimes, internal exclusion
Putting yourself or others in danger	Intimidating behaviour: bullying, fighting, stealing	Investigation to take place Consequence decided by SLT



APPENDIX E: INDIVIDUAL BEHAVIOUR PLAN

My Plan

Name:

Date of Plan:

Review Date of plan:

What does my behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
My Behaviour:	My Behaviour:	My Behaviour:

What are my triggers?

What do I like?

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	
Help scripts	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	
Humour	<input type="checkbox"/>	<input type="checkbox"/>	
Logical Consequences	<input type="checkbox"/>	<input type="checkbox"/>	
Tactical ignoring	<input type="checkbox"/>	<input type="checkbox"/>	
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	
Time-out	<input type="checkbox"/>	<input type="checkbox"/>	
Supportive touch	<input type="checkbox"/>	<input type="checkbox"/>	
Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>	
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	



Removing audience	?	?
Others	?	?

Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Show and go	?	?	
Physical prompt	?	?	
Caring C guide	?	?	
Help Hug	?	?	
Small person double elbow	?	?	
Single person double elbow	?	?	
Help Hug to beanbag	?	?	
Seats to Help Hug	?	?	
Help Hug to ground	?	?	

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Listen (what happened?) Link (the feelings to the behaviours) Learn (what can we do differently?)	

Parents/Carers:	Name:
Teacher	Name:
Social services (if applicable)	Name:
Educational Psychologist	Name:
Case Worker	Name:
Young Person	Name:



APPENDIX F: TRANSITION TIMETABLE

1. Pupil Details

Name of Child
Date of Birth
School
Year Group
Class/Teacher
Date of Implementation

2. Reason for Transition Timetable

- SEMH (Social, Emotional and Mental Health)
 Physical Health / Medical Need

Summary of Need / Rationale:

(Please outline the reason for the part-time timetable, relevant assessments, and any supporting evidence such as medical or educational reports.)

3. Part-Time Attendance Schedule

Day	Start Time	Finish Time	Notes (e.g. support arrangements, transport, lunch)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Total Hours Attending per Week: _____ hours

Normal Full-Time Hours per Week: _____ hours

4. Support and Review Arrangements

Support in Place:

- Reintegration plan in place
 Pastoral / emotional support identified
 Health professional involvement
 Parent/carer communication plan

Date of Review: _____

Review Frequency: Weekly Fortnightly Monthly



5. Agreement

This transition timetable has been agreed by all parties as a temporary measure to support the pupil's needs. It will be reviewed regularly with the intention of returning to full-time education as soon as possible.

Name	Role/Relationship	Signature	Date
Parent/Carer			
Headteacher / SENDCo			
Pupil (where appropriate)			

6. Review Record (to be completed at review meetings)

Review Date	Outcome / Changes	Next Review Date	Signatures

7. Additional Notes

Include any safeguarding, medical, or attendance considerations.



APPENDIX G: RAMPS

Level 5 attacking	
Behaviour	strategies
Level 4 aggressive	
Behaviour	Strategies
Level 3 agitated	
Behaviour	strategies
Level 2 anxious	
Behaviour	strategies
Level 1 Controlled	
Behaviour	Strategies