



**Egerton  
Primary School**

# **Behaviour policy**

**Approved by:** Neil McKinlay

**Date:** July 2026

**Last reviewed on:** July 2026

**Next review due by:** July 2027

## **Our School Vision**

**Ready to learn. Ready to thrive. Ready for tomorrow.**

***At Egerton we aspire to create an inclusive environment where all students and staff can flourish. We strive to nurture curious minds, so that all children leave school as confident, compassionate and globally aware citizens.***

### **R- Resilient**

We want our children to embrace challenges and be equipped with the knowledge, skills and resilience they need to flourish.

### **E-Engaged**

We want our children to be engaged and inquisitive in their learning.

### **A-Achieve excellence**

We want our children to achieve excellence through an ambitious curriculum and amazing learning opportunities.

### **D-Discover**

We want our children to be keen to discover their creativity.

### **Y-Young Global Citizens**

We want our children to leave school as confident, compassionate and globally aware citizens.

## **Our School Rules:**

For the safety and well-being of everyone in the school community it is necessary for us to work within a set of rules.

Our three school rules are clear and simple. They are used consistently and are linked with consequences.

They are:

- Speak to each other politely and respectfully.
- Keep your hands and feet to yourself.
- Listen to and follow instructions the first time.

### **1. Statement of Principles**

At Egerton Primary School we are committed to a safe, inclusive and respectful environment where every pupil can thrive. Behaviour is taught, modelled and supported through consistent expectations and strong positive relationships.

This policy is founded on:

- dignity and respect for all
- safeguarding and pupil welfare
- inclusion and reasonable adjustments for pupil's with SEND;
- restorative approaches;
- early intervention and prevention
- proportionality and fairness

This policy complies with:

- DfE Behaviour in Schools guidance
- DfE Suspension and Permanent Exclusion Statutory Guidance (July 2026)
- Education (Educational Provision for Improving Behaviour) Regulations 2026
- Equality Act 2010
- SEND Code of Practice
- Keeping Children Safe in Education
- Restrictive Interventions, including use of Reasonable Force in schools guidance (April 2026)

## **2. Safeguarding and Behaviour**

The school recognises that changes in behaviour, or challenging behaviour, may be an indicator that a pupil is experiencing harm, abuse or neglect.

Staff will be alert to behaviour that may indicate safeguarding concerns, including:

- sudden or significant changes in behaviour
- withdrawn, anxious or aggressive presentation
- persistent disruptive behaviour linked to distress
- attendance changes or avoidance behaviours

Where behaviour may indicate safeguarding concerns, staff will:

- follow the school's safeguarding procedures immediately
- record concerns accurately
- report to the Designated Safeguarding Lead (DSL)
- consider whether behaviour is linked to unmet need, trauma or external factors

The school will ensure that:

- safeguarding takes priority in all behaviour decisions
- pupils are supported appropriately
- exclusion is not used without consideration of safeguarding factors

### **3. Aims**

This policy aims to:

- promote positive behaviour and self-regulation
- ensure pupils feels safe, values and respected
- ensure consistency across the school
- support pupils to understand behavioural expectations
- reduce exclusions through early intervention
- ensure all decisions are lawful, reasonable and proportionate
- explain procedures for suspensions and exclusions and reflect statutory duties introduced in July 2026

### **4. Behaviour Expectations**

Pupils are expected to:

- be respectful to adults and peers;
- follow instructions first time;
- act safely;
- care for property and the environment;
- demonstrate kindness, honesty and responsibility;
- engage positively in learning.

Staff are expected to:

- model respectful behaviour;
- build positive relationships;
- apply this policy consistently;
- use de-escalation strategies;
- make reasonable adjustments for pupils with SEND and additional needs;
- record significant behaviour incidents appropriately.

Parents/carers are expected to:

- support the school's behaviour expectations;
- work in partnership with the school;
- attend meetings when requested;
- support agreed behaviour plans and interventions.

### **5. Positive Behaviour Support**

The school adopts a relational and restorative approach including:

- praise and recognition

- rewards and celebration systems
- restorative conversations
- behaviour plans
- pastoral support
- reasonable adjustments for pupils with SEND, for example but not limited to; visual supports and routines; regulation and sensory strategies; pastoral support; social stories; mentoring;
- early help and external agency support

The school recognises behaviour may reflect unmet need or safeguarding concerns.

## **6. Responding to Behaviour**

Responses to inappropriate behaviour will be proportionate, reasonable and age-appropriate.

Possible responses include:

- verbal reminders;
- restorative discussions;
- reflection time;
- loss of privileges;
- parental contact;
- behaviour support plans;
- internal consequence;
- referral to senior leaders;
- suspension or permanent exclusion in serious cases.

Before escalation, the school will consider:

- age and understanding of the pupil
- SEND and disability
- safeguarding context
- previous interventions
- Whether reasonable adjustments were made
- Whether behaviour may have been linked to an unmet need or trauma

## **7. Restrictive Interventions and Reasonable Force**

### **7.1 Principles**

The school is committed to minimising the use of restrictive interventions. Prevention, de-escalation and positive behaviour support must always be used first wherever possible.

Restrictive interventions must:

- only be used as a last resort;

- be lawful, reasonable, proportionate and necessary;
- use the least restrictive option;
- be used for the shortest possible time;
- never be used as punishment;
- never intentionally inflict pain, humiliation or degradation.

## **7.2 Definition of Restrictive Intervention**

Restrictive interventions are actions that restrict a pupil's movement, liberty or freedom to act independently. This may include physical restraint or seclusion.

Examples may include:

- physically preventing a pupil from harming themselves or others;
- guiding or escorting a pupil to safety;
- blocking a pupil's path to prevent danger;
- separating a pupil from others in an emergency situation.

Seclusion must only be used where absolutely necessary to prevent serious harm and must never be used as a punishment.

## **7.3 When Reasonable Force May Be Used**

School staff may use reasonable force to:

- prevent injury to pupils or adults;
- prevent serious damage to property;
- prevent serious disruption;
- prevent a pupil from leaving an area where they may be at risk.

Only the minimum force necessary may be used and only for the duration required.

## **7.4 Prohibited Practices**

The following are prohibited:

- corporal punishment;
- deprivation of basic needs;
- deliberate pain-inducing techniques;
- mechanical restraint unless authorised through specialist statutory arrangements;
- humiliation or degrading treatment;
- unlawful seclusion or isolation.

## **7.5 Recording and Reporting**

Any significant restrictive intervention must be:

- recorded promptly on CPOMS;
- reported to senior leaders;
- communicated to parents/carers as soon as reasonably possible and then logged on CPOMS;

- reviewed to identify preventative strategies.

Records on CPOMS, will include:

- antecedents and triggers;
- de-escalation attempted;
- nature and duration of intervention;
- staff involved;
- pupil response;
- injuries or follow-up actions.

The pupil's voice should be sought after the incident where appropriate.

### **7.6 Training**

Staff using restrictive interventions will receive appropriate training and guidance. The school will ensure staff understand:

- de-escalation;
- trauma-informed practice;
- safeguarding;
- lawful use of reasonable force;
- recording procedures.

## **8. Safeguarding Separation (New – July 2026)**

In line with statutory guidance, the school may temporarily prevent a pupil from attending the school site for safeguarding reasons.

This is not a suspension or exclusion and will only be used where:

- there is a serious safeguarding risk
- separation is necessary to protect pupils or staff

In such cases:

- decisions will be clearly recorded
- parents/carers will be informed immediately
- suitable education will be arranged where required
- safeguarding procedures will be followed at all times

## **9. Off-Site Direction (New – July 2026)**

The school may direct a pupil to attend alternative provision off-site to improve behaviour.

This will only be used where:

- it is in the pupil's best interests
- earlier interventions have been considered

The school will:

- work together with parents
- provide written notification to parents
- set clear objectives for the placement
- review placements regularly
- share appropriate information with providers

Off-site direction will not be used as a sanction but as a supportive intervention.

### **10. 1 Reduced Timetables and Escalating Behaviour**

The school recognises that, in exceptional circumstances, a temporary reduced timetable may be considered as part of a planned intervention when a child's behaviour is escalating to a level that significantly impacts their safety, wellbeing, learning, or the safety and learning of others.

#### **Principles**

- A reduced timetable will only be used as a short-term measure and not as a disciplinary sanction.
- The decision will be made in the best interests of the child and with the aim of supporting their successful reintegration into full-time education.
- Wherever possible, alternative strategies and reasonable adjustments will be explored before a reduced timetable is implemented.
- The school's duty to provide suitable education and promote inclusion remains in place throughout the intervention.

### **10.2 Managed Moves**

A managed move may be considered as an alternative to permanent exclusion.

The school will ensure:

- parental agreement is obtained
- the move is in the pupil's best interests
- admission processes follow statutory requirements

Pupils will not be excluded for refusing a managed move.

## **11. Suspensions**

A suspension may be used for serious breaches of the school's behaviour policy.

The Headteacher will ensure:

- decisions are lawful and proportionate
- alternatives have been considered
- reasons are clearly recorded

Parents will be informed of:

- the reason for the suspension
- the length of the suspension
- the arrangements for education
- their right to make representations

Work will be provided from the first day of suspension and suitable education arranged from the sixth school day onwards where required.

A reintegration meeting will be held following every suspension. This will be on the school day that the child is due back into school following their suspension, usually at 9am prior to the day starting.

## **12. Permanent Exclusion**

Permanent exclusion will only be used:

- as a last resort or
- where allowing the pupil to remain would seriously harm the education or welfare of others

The school will consider:

- all available evidence
- safeguarding concerns
- SEND needs and reasonable adjustments
- whether all alternatives have been explored

The Governing Board will review decisions in line with statutory guidance.

Parents and Carers will be informed of:

- reasons for exclusion

- review arrangements
- rights of appeal or review

### **13.1 Grounds for Suspension or Permanent Exclusion**

A suspension or permanent exclusion may be used for:

- serious breaches of the behaviour policy;
- persistent disruptive behaviour;
- violence or threatening behaviour;
- serious bullying;
- discriminatory abuse;
- possession of prohibited items;
- behaviour that places others at risk

Permanent exclusion may also be considered for:

- one-off serious incidents;
- repeated breaches where all other strategies have failed.

### **13.2 Considerations before Exclusion**

Before making a decision, the Headteacher will consider:

- the facts and evidence;
- proportionality;
- pupil age and understanding;
- SEND and disability;
- safeguarding concerns;
- whether reasonable adjustments have been made;
- contributing circumstances.

The school will work to avoid exclusion wherever possible through early intervention and support.

## **14. Recording and Accountability**

The school will maintain clear records of:

- behaviour incidents
- interventions and support provided
- safeguarding considerations
- reasons for suspension or exclusion

The pupil's voice will be considered in key decisions where appropriate, as well as other witness statements.

## **15. Pupils with SEND**

The school recognises that behaviour may be linked to unmet SEND needs or disability.

Reasonable adjustments may include:

- adapted routines;
- additional adult support;
- sensory regulation strategies;
- modified expectations;
- alternative communication methods;
- personalised behaviour support plans.

The school will work closely with parents/carers and external agencies where appropriate. Decisions will comply with equality legislation.

## **16. Searching, Screening and Confiscation**

The school will undertake searching, screening and confiscation in line with Department for Education statutory guidance.

School staff may search pupils where there are reasonable grounds to suspect that a pupil may have a prohibited item. Searches will be carried out:

- lawfully, respectfully and proportionately
- with consideration of the pupil's age, SEND and vulnerability
- with another member of staff present where possible

Prohibited items include (but are not limited to):

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes or smoking-related items
- fireworks
- pornographic images
- any item likely to be used to commit an offence or cause injury or damage

Staff may confiscate any item that is harmful, inappropriate or against school rules. Items will be disposed of or returned in line with DfE guidance.

Where a search or confiscation raises safeguarding concerns:

- the incident will be recorded on CPOMS

- the Designated Safeguarding Lead (DSL) will be informed immediately
- further safeguarding procedures will be followed

Parents/carers will be informed where appropriate, particularly where prohibited items are found or there are wider safeguarding concerns.

### **17. Monitoring and Review**

The school will:

- monitor behaviour data regularly;
- analyse patterns and trends;
- review restrictive intervention records;
- evaluate equality impacts;
- report significant patterns to governors.

This policy will be reviewed annually or sooner if legislation or guidance changes.

### **18. Linked Policies**

- Safeguarding Policy and Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Attendance Policy
- Health and Safety Policy
- Staff code of Conduct
- Physical intervention/Positive Handling Procedures

## **Appendix 1**

### **Step-by-Step Exclusion Procedure Flow**

The following process must be followed to ensure all suspensions and permanent exclusions are lawful, fair and compliant with statutory guidance.

#### **Step 1: Incident Occurs**

- A serious behaviour incident is reported and recorded.
- Immediate safeguarding actions are taken if required.

#### **Step 2: Initial Assessment**

- Senior leader/Headteacher reviews the incident.
- Consider:
  - facts and evidence
  - witness statements of all parties including child who has breached the behaviour policy
  - safeguarding concerns
  - pupil's age, SEND, and vulnerability

#### **Step 3: Consider Alternatives**

Before any exclusion decision, the school must demonstrate that alternatives have been considered, including:

- behaviour support strategies
- pastoral interventions
- reasonable adjustments
- off-site direction
- managed move (if appropriate)

#### **Step 4: Decision-Making**

The Headteacher decides whether to:

- take no further action
- apply an internal consequence

- issue a suspension
- issue a permanent exclusion (last resort only)

Decisions must be:

- lawful
- reasonable
- proportionate
- based on disciplinary grounds

#### **Step 5: Record the Decision**

The school must record:

- reason for the decision
- previous interventions
- safeguarding considerations
- SEND considerations
- rationale for the outcome

#### **Step 6: Inform Parents/Carers**

Parents/carers must be informed without delay (preferably same day):

- reason for exclusion
- length (for suspension)
- education arrangements
- rights to make representations or appeal

#### **Step 7: Notify Governing Board and Local Authority**

Where required, the school must notify:

- TLP Director of Primary/ DCEO/CEO
- Chair of Governors
- Local Authority

This must be done promptly in line with statutory timescales.

### **Step 8: Arrange Education Provision**

- Work must be provided from day 1
- Full-time education must be arranged from day 6 (or earlier where appropriate)  
If the child has SEND then the LA will provide suitable work for the child from day 6.

### **Step 9: Reintegration (Suspensions Only)**

- A reintegration meeting must take place on the child's return, with the child, parent(s) and Head Teacher or DHT in their absence.
- A support plan may be agreed
- Adjustments and interventions should be reviewed

### **Step 10: Governing Board Review**

For permanent exclusions and qualifying suspensions:

- the governing board reviews the decision or a panel made up of governors from the TLP
- parents may attend and make representations

### **Step 11: Independent Review Panel (if requested)**

- Parents may request an independent review
- The panel may uphold or recommend reconsideration
- The TLP will configure an Independent Review Panel
- The TLP will configure an independent SEND advisor

### **Step 12: Ongoing Monitoring and Support**

Following exclusion:

- pupil progress is monitored
- additional support is considered
- safeguarding responsibilities continue