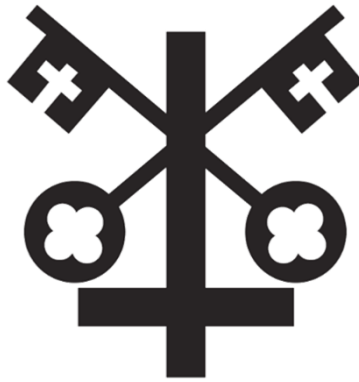


Darwen Saint Peter's Church of England Primary School



Behaviour Policy

Sowing the seeds of tomorrow

Matthew 13:1-23

love, respect, trust, truthfulness, forgiveness

Date of Policy: January 2024

Updated: March 2026

Review Date: September 2028

Our Christian Vision

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow.
(Matthew 13:1-23)

Policy Statement

Within a school 'family', some rules are essential; these are primarily to ensure the safety of our children and to help them grow into respectful, loving and forgiving people. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase children's awareness of the need to make a positive contribution to their community. We achieve this through the promotion of a positive culture, building social norms, proactively teaching students how to behave well, as well as fair and transparent systems of rewards and consequences.

We believe in the power of positive framing and in the certainty, not necessarily severity, of consequence in creating a culture conducive to learning and thriving in education. We aim to give all pupils the knowledge and understanding that will enable them to become increasingly self-disciplined and able to make positive choices for themselves.

We have consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment and ensure we have broad agreement on the reasonableness and proportionality of consequences.

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Equality and Diversity
- Exclusion
- Online Safety and Acceptable Use of Information Technology
- Staff Conduct
- SEND

This policy is underpinned by the following legislation and guidance:

- Education Act (2002), as amended by Education Act (2011)
- Education and Inspections Act (2006)
- School Discipline [Pupil Exclusions and Reviews] – England – Regulations (2012)
- Equality Act (2010, revised 2018)
- Searching, Screening and Confiscation at Schools (2018)
- When to call the police: guidance for schools and colleges (NPCC)
- Keeping Children Safe in Education
- Behaviour in Schools
- Suspension and Permanent Exclusion

1. Aims

- Have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve, maintaining high standards of behaviour that reflect the values of the school
- Ensure all pupils develop the excellent learning habits that they need to be successful in school and in life
- Realise and celebrate the potential of all pupils through promoting independence, high self-esteem and enabling students to reach their full potential
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Create an environment in which pupils are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, having a no tolerance approach to all forms of child on child abuse, including bullying and cyberbullying, and work hard to create a positive and safe learning environment
- Work to develop and support all staff to manage behaviour with a high level of professionalism, dignity and fairness in order to maintain a safe and purposeful environment
- Build positive relationships between families, school and pupils making clear the expectations of all parties in developing and maintaining a safe and positive culture and an active partnership with parents and carers to support their children's learning

These aims are supported by regular and pertinent staff training and practice; close family and community links; pupil organisation and opportunities in line with our Equalities Objectives; the boosting of pupils' self-esteem through positive reinforcement and a broad balanced curriculum including extra-curricular activities and social and community events aimed at celebrating diversity whilst seeking and emphasising commonality.

2. Behaviour expectations and pupils with SEND

In order to maintain a safe, purposeful and effective learning environment. We aim to establish a culture that consistently promotes high standards of behaviour and provide the support needed for **all** pupils to achieve and thrive. Some pupils with SEND may have behaviours that arise from their additional needs and the law requires flexibility and responsiveness, often through provision that is 'additional to or different from' the main offer, in order to meet those needs. In addition, pupils with SEND may have behaviours that are not arising from their additional needs and other pupils' behaviour may be arising from SEND that has not yet been identified or understood. Our aim is to establish behaviour systems that are consistent and based on high expectations as the norm, but are also flexible and responsive enough to support a wide range of needs and support all pupils to learn from their behaviour and move forward in a positive way. This should include directly teaching pupils the skills and understanding that underpins good behaviour, and anticipating likely triggers of challenging behaviour and putting provision in place to support and prevent it wherever possible.

3. Duties under Keeping Children Safe in Education

We recognise that challenging behaviour, and in particular a change in a child's behaviour, can be indicative of a child protection or wider safeguarding need. For this reason, all our behaviour systems, including consequences, incorporate opportunities for restoration, relationship building, consideration of what support is required and, where appropriate, referral for further assessment. We prioritise the proactive teaching of the underlying skills and understanding that underpins our culture of high expectations, including ensuring all pupils know how to seek help if they need it. We take all forms of

child on child abuse, including bullying and child on child sexual harassment and sexual violence, extremely seriously. More detailed information about this can be found in our Child Protection Safeguarding Policy and our Anti-bullying Policy.

4. Roles and responsibilities

We reinforce a culture of high expectations and positivity in order to maintain good order and discipline that allows pupils to maximise their potential. At times, pupils may make the wrong choices and, when this happens, we will take a proportionate and forward-thinking response in order to maintain our culture and progress positively. The lists below make clear the power and responsibility school governing bodies, the Headteacher and all staff to uphold a safe and secure environment in line with this policy.

i. The Governing Body

- Annually scrutinizes the behavior policy and approves the individual school routines and practices
- Monitor the policy's effectiveness, holding the headteacher to account for its implementation

ii. The Headteacher

- Ensuring the school aligns to the Christian vision and values, ensuring that the school has strong behaviour practices to support staff in managing behaviour, including the use of consequence and praise / reward
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils and that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- The Headteacher and staff have the power to use reasonable force and other physical contact in order to maintain and restore order (as stipulated in the Physical Intervention Policy), but cannot, under any circumstances, use force as a form of punishment. Corporate punishment of any kind is entirely illegal
- The Headteacher and delegated staff have the power to search pupils, screen electronic devices, and to confiscate property.
- The Headteacher and delegated staff have the power to discipline pupils outside of school hours if it is a school-related matter, or the pupil's actions undermine the safety of anyone from our community or the good reputation of the school
- All schools have the power to impose detentions outside of school hours, without parental consent. However, we would always inform our parents when a detention or consequence is to occur outside of the usual working day

iii. All staff

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents on CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents. all staff will behave professionally and in a way that demonstrates appropriate behaviour to the pupils through learning by example
- staff are responsible for being responsive to signs of child on child abuse and acting swiftly and appropriately, in line with our Anti-bullying Policy and Keeping Children Safe in Education.

iv. All pupils

As part of our ongoing commitment to maintaining a culture of safety and learning for all pupils, staff and visitors to our schools, pupils will receive ongoing direct learning opportunities through PSHE, as well as indirect learning opportunities through observing the professional behaviour of the adults around them.

This will include but is not limited to:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard learning how their behaviour impacts others and their own future selves
- Learning about identity, protected characteristics, prejudice and discrimination
- Learning about ways to seek help and support
- Building trusting relationships with staff
- Learning from the professionalism and conduct of staff

All pupils have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves, their peers or any adult in the school or wider academy community. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture

v. Families

We expect families to work with us in supporting good behaviour that is conducive to learning and thriving in education and beyond and in upholding our positive culture.

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Misbehaviour**- Not following our school values, disruption in lessons and on corridors, non-completion of classwork, poor attitude
- **Serious misbehaviour**- Repeated breaches of the school rules, any form of bullying, truancy and running away from school, refusing to comply with disciplinary sanctions, persistent disobedience or destructive behavior, theft, verbal abuse, including swearing, racist remarks and threatening language, fighting and aggression, sexual violence, sexual harassment, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of
 - unwanted explicit content

Possession of:

- legal or illegal drugs, alcohol or tobacco
- banned items
- fireworks
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

6. Recognition, reward and praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- There is a link to our values.
- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour
- The way in which praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil’s efforts, work or behaviour needs to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

We want pupils to be motivated by the intrinsic values of love, respect, trust, truthfulness, forgiveness, however, we are also committed to acknowledging pupils when they develop good learning habits. We seek to use descriptive praise and positive framing to signal to pupils that they are demonstrating good learning habits. Pupils will be rewarded and celebrated for hard work, strong progress or demonstrating a real commitment to our Christian values.

Team Points (Sunnyhurst, Chapels, Whitehall, Blacksnape, Ashton, Bold Venture)

‘Team points’ are rewarded in class for individuals or groups who demonstrate one of our values (love, respect, trust, truthfulness, forgiveness). Team points are collected and counted at the end of the week. The team with the most team points collected across school each week will be awarded the Team Trophy in the Headteacher’s Monday Worship. The team with the most points at the end of each half term will receive an additional reward. Class team points will be counted weekly and, if each class collect enough team points, they will have access to their team reward. Each year group/ phase may have a different reward: examples could be treats, use of the cage, use of the adventure playground, first team out to playtime, names on a celebration display etc. Class teachers change the seating plan every half term to allow for new combinations of children (alternative arrangements may be made for SEN).

Personal Best Points

Exceptional work or behaviour will be rewarded with a ‘personal best’ point from the class teacher for that child. Each class will have their own reward incentives decided with the class teacher at the start of the year. This is rewarded to the individual for work or behaviour above and beyond what is ordinarily expected of them. Headteacher/SLT can reward with a headteacher point worth 2 points. Each class will also agree on a class reward to work towards, which will be awarded once a certain amount of ‘personal best’ points have been achieved.

Additional examples of recognition and reward includes: sharing work with the class; sharing work with another teacher or the headteacher, sharing success in celebration Worship or on our Facebook page or Newsletter.

Star of the Week and Values VIP

Each week, teachers will select 2 pupils who will win the *Star of the Week* award and the *Values VIP* award. These will be awarded during the weekly Celebration Worship, where parents of winners will be invited to join us and celebrate their child’s success. The Star of the Week winner will be selected based on a child’s personal best academic achievement or outstanding attitude, behaviour and conduct. The Values VIP winner will be selected based on a child’s outstanding demonstration of our school values: love, respect, trust, truthfulness, forgiveness.

7. Consequences and Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. All information regarding behaviour will be recorded on CPOMS – key people will be alerted.

Detentions

DfE guidance defines a detention as 'a commonly used sanction often used as a deterrent for future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or go out for lunch or break. Use of detention outside of the normal school day is lawful if safety considerations have been applied and the Headteacher has clearly communicated to families that this form of sanction may be used.

Isolation and Reflection

Reflection and isolation spaces may be used as a disciplinary sanction and, where appropriate, as a way of avoiding suspension. Time spent in isolation will be used as constructively as possible, in that there is a continuation of education and that pupils are allowed to eat, drink and use the toilet. Any removal from a classroom is considered a serious sanction and is only used when necessary to restore order, following unreasonable levels of disruption. Removal will only be used once classroom management strategies have been attempted or if the behaviour is extreme enough to warrant removal.

Reasonable Force

Reasonable force can be used to prevent pupils from committing a criminal offence, hurting themselves or others or from damaging property.

Suspension and Permanent Exclusion

We work tremendously hard to avoid suspension and permanent exclusion but at times it can be necessary to address a more serious behaviour matter. We comply with the law and communicate with families clearly. More information can be found in our Exclusions Policy.

8. Behaviour for Learning

All members of staff are expected to actively promote and model our behaviour for learning expectations:

Perfect uniform

We will insist on perfect uniform: not *nearly* perfect but perfect. We expect all pupils to wear their uniforms neatly and with pride. It is important that pupils contribute to our schools' common routines. If pupils breach any one part of our strict uniform code, then they will be given some temporary uniform to wear and conversation will take place with parents. We will do this to ensure that all our pupils take pride in their appearance and to make sure that our pupils are treated fairly. It is unfair if some pupils keep to our dress code, and some don't.

Punctuality & attendance

All pupils should attend school and classes on time, every time. We are trusting that pupils will arrive at the school by 8:55am each day so that they are ready for the day's learning. Pupils who arrive late to school are expected to sign in at reception. Anything less than 96% is not good enough and the school would expect this only to be the case for pupils with serious medical issues or exceptional circumstances. If pupils are ill then parents/carers must contact school on the morning of each day of absence. Any planned absence should be requested using the schools' leave of absence form. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

On-task behaviour

We insist on focused learning in the classroom to ensure that learning is maximised for all pupils. Pupils who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for pupils to remain on task but we will remind them that they learn best when they are concentrating. It also means that other pupils can learn without disruption and allows the teacher to teach what s/he has planned. We expect all pupils to track (eyes on me) the person who is talking to demonstrate that they are listening carefully.

Pupils are expected to remain quiet during lessons and when transitioning around school.

When in lessons or Worship, pupils are expected to remain in silence until they are invited to speak by the member of staff leading. Staff members will raise their hands to show that they want silence and it is expected that pupils respond immediately by also raising their hand and becoming silent.

Failure to be on-task in lessons or around the school will result in a consequence on the same day as the off-task behaviour. Failure to be on-task on more than one occasion on any given day will result in an extension to the consequence. Continued disruption in one lesson may result in isolation or reflection.

Prepared for learning (homework, deadlines, equipment)

Pupils should arrive at school with the right equipment, so that no learning time is interrupted. Pupils do this by having the right PE kit, book bag and reading book and homework when applicable.

We wish to develop our pupils' organisational skills for success in future life. For any important role in life, we need the right equipment and pupils and parents need to make sure they provide it.

All stationery will be provided by the school which means no pupils should bring in their own stationery from home. Pupils should not be carrying bags or wearing coats within the school building.

Illegal items, chewing gum and jewellery (other than one plain watch and stud earrings which are taken out or taped for PE) are not allowed in the school.

Mobile Phones

Mobile phones are not to be seen or heard in the school. We would strongly recommend students do not bring a mobile phone into the school. If parents want their child to bring a phone to school for safety reasons, they must be switched off and handed in to the main office (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone it will be confiscated and will be kept until a parent/carers collect it. If pupils fail to be prepared for learning, they will receive a consequence on the same day.

Follow staff instructions first time, every time

Pupils are expected to demonstrate respect for all adults all of the time; this means no refusal to follow instructions first time. We know that pupils who wish to succeed do not refuse to follow instructions and trust that teachers' instructions are to help them be successful. We know it is important that pupils learn self-discipline. If an adult tells a pupil to do something, we expect it done straight away. If pupils fail to demonstrate this, they receive a stage 3 or above which may result in isolation or suspension. If a pupil feels unfairly treated they must still follow the instruction first time, every time. Later, pupils will be given the opportunity to discuss the incident and reflect on the situation and the decision made. Pupils are expected to speak to all members of the school with respect and courteously.

9. Managing Low Level Behaviour

Low level behaviour includes:

- Talking at inappropriate times
- Walking around the classroom without permission.
- Shouting out
- Making inappropriate or rude noises
- Attempting to upset others
- Purposefully damaging equipment

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

After an initial incident of low level negative behaviour, the following sanctions are:

Disruptive behaviour

- Reminder given through positive framing.

Behaviour continues

- Verbal warning given to the child and consequences of the action explained; ongoing reminders, positive framing and reinforcements when positive behaviours are demonstrated.

Behaviour continues

- Next playtime missed

Behaviour continues

- Second playtime missed and reflection completed

Behaviour continues

- Parents informed (phone call). Behaviour log issued on CPoms.

Behaviour continues

- Removal of privileges (i.e. after school clubs, visits, etc)

Behaviour continues

- Child works in SLT/ phase leader's classroom for next session.

Behaviour continues

- Parent Meeting takes place regarding behaviour agreement and child going onto a behaviour report.

Behaviour continues

- Pupil is placed on a behaviour report which is observed and reported to a member of the Senior Leadership Team.

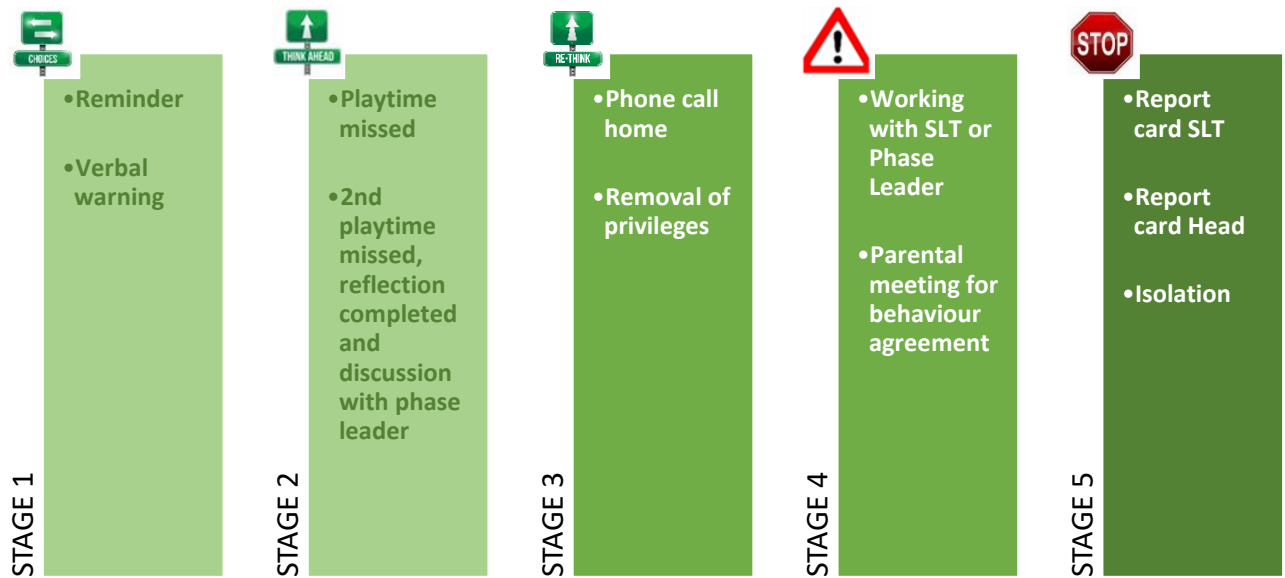
Behaviour continues

- Pupil is placed on a behaviour report which is observed and reported to the Headteacher

Behaviour continues

- Pupil is put into internal isolation for half day or full day

Escalation of Consequences



10. Managing significant behaviour

Significant behaviour includes:

- Using abusive/bad language towards adults or other children, including racist or homophobic comments
- Using physical violence towards others
- Continued damaging of equipment
- Becoming defiant towards adults.
- Any low level behaviour that is regularly repeated (over the course of a day).

Significant behaviour

- Reflection sheet completed, parents informed (phone call). Behaviour log issued, child works in SLT or phase leader's classroom for next session.

Behaviour repeated following support

- Follow escalation of consequences

Behaviour continues more frequently following support (external agencies may be used)

- Suspension- The headteacher will consider whether the pupil should be suspended for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.

- Where SEND is not identified, but the headteacher/ SENCO determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, such sanctions may be implemented:

- Direction to an approved alternative provision setting for a period of time
- Exclusion

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

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. 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 consider whether to 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 consider whether to 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 (LADO), 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.

11. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using modulate, low tone of voice.
- Using simple, direct language.
- Avoid being defensive, e.g. if comments or insults are directed at the staff member.
- Provide adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build rapport.
- Offering the pupil a face-saving route out of confrontation, eg. that is they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with our work" becomes "if you return to your seat, I can help you with your work".

Physical Intervention

Please use the following guidance:

[Use of reasonable force and other restrictive interventions guidance](#) April 2026

[Positive environments where children can flourish - GOV.UK](#)

The use of physical force by teachers and others authorised by the headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Staff can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Prevent a child from damaging property
- Prevent a child from committing an offence

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path where this is necessary to prevent harm
- Holding

- Leading a pupil by the hand or arm where this keeps the child or others safe from harm
- Shepherding a pupil away by placing a hand in the centre of the back

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

Principles for Use of Reasonable Force Incidents of reasonable force must:

- Always be used as a last resort after de-escalation strategies have been attempted (unless there is an immediate risk of harm)
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be necessary, proportionate and reasonable in the circumstances
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be stopped as soon as the risk has reduced
- Be recorded on CPOMS and reported to parents

Prevention and Proactive Support

The school is committed to creating a positive environment where restrictive interventions are rarely required. Staff will prioritise:

- De-escalation strategies
- Positive behaviour support
- Early intervention and relationship building
- Adaptations to meet individual needs

SENCO and SLT will carry out risk assessments and have in place Individual Behaviour Plans/Positive Handling Plans for those children identified with an increased risk of requiring physical intervention. These plans will be developed, shared and, where appropriate, agreed with parents/carers to reduce the likelihood of incidents.

Consideration of Vulnerability

When considering the use of reasonable force, staff must take into account any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Staff must also consider their duties under the Equality Act 2010, including reasonable adjustments, non-discrimination and the Public Sector Equality Duty.

During an Incident

Before intervening physically, staff should, where possible:

- Tell the pupil to stop and explain the consequences
- Use calm, clear communication throughout
- Make clear that the intervention will stop as soon as it is no longer necessary

Staff must:

- Act in a calm and measured manner
- Avoid any action that could be interpreted as anger or punishment
- Seek assistance from another adult as soon as possible
- Inform the pupil that help has been sought

Staff should always avoid holding or touching a pupil in a way that could be considered indecent.

Prohibited Practices

The following must never be used:

- Any technique that restricts a pupil's ability to breathe
- Holding a pupil face down (prone restraint)
- Applying pressure to the neck, chest, abdomen or other vulnerable areas
- Any technique intended to inflict pain or discomfort as a means of control
- Any use of force that is excessive or disproportionate

Seclusion and Isolation

Seclusion (where a pupil is prevented from leaving a space) must only be used where absolutely necessary to prevent harm and must:

- Be for the shortest time possible
- Be continuously supervised
- Be recorded and reported to parents
- Never be used as a punishment

Recording and Reporting

All incidents involving the use of reasonable force must be recorded on CPOMS as soon as possible and should include:

- The reason for the intervention
- What de-escalation strategies were attempted
- The type and duration of force used
- Any injuries or distress caused
- The outcome of the incident

Parents/carers must be informed of any significant incident on the same day, or as soon as reasonably practicable.

Senior leaders will monitor incidents to identify patterns, ensure accountability, and reduce the future need for restrictive interventions.

Post-Incident Support and Review

Following an incident:

- The pupil should be given time and support to recover and reflect
- Staff involved should have the opportunity to debrief
- Incidents should be reviewed to identify ways to prevent recurrence
- Plans and risk assessments should be updated where necessary

School staff should always try to avoid acting in a way that might cause injury; however, in extreme circumstances this may not always be possible.

Overall Approach

The school recognises that restrictive interventions should be rare and seeks to reduce their use over time through a proactive, supportive and inclusive approach to behaviour. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Absconion Protocols

Schools and local authorities have a legal duty to safeguard and promote the welfare of children, as outlined in the Education Act 2002 (Section 175/157). This duty is fundamental to child protection and safety measures in schools. It requires schools to take all reasonable steps to ensure that pupils are safe and remain under the school's care throughout the school day and during school-led activities.

Under the Children Act 1989 and 2004, schools are further obligated to act in the best interests of the child and take proactive measures to protect children from harm. This legislation is particularly significant in safeguarding scenarios, such as absconion, as it emphasises prioritising the child's welfare above all else. For more details, refer to Appendix 3.

Written Statement of Behaviour Principles

Rationale and Aims

This statement outlines the core principles that underpin the Behaviour Policy at Darwen St. Peter's Church of England Primary School.

Our primary aim is to foster a safe, positive, and purposeful learning environment where every member of our school community feels valued, respected, and empowered to achieve their full potential. We believe that high standards of behaviour are essential for effective teaching and learning to take place and for children to develop into responsible, caring, and successful citizens.

These principles guide the Headteacher in determining the school's detailed Behaviour Policy and are the foundation of our school ethos.

Our Core Principles

At Darwen St. Peter's Church of England Primary School, we are guided by the following principles:

- **The Right to Learn and Feel Safe:** Every pupil has the right to learn in a safe, supportive, and respectful environment that is free from disruption. Every staff member has the right to teach in an atmosphere of mutual respect.
- **A Culture of Respect and Kindness:** We expect all members of our community—pupils, staff, parents, and visitors—to treat one another with kindness, courtesy, and respect. We explicitly teach and model these values.
- **High Expectations:** We have high expectations for behaviour for all pupils. We believe that children thrive when boundaries are clear and expectations are consistently applied.
- **Focus on the Positive:** We believe in promoting positive behaviour through a culture of praise, recognition, and reward. We will actively teach and model the behaviours we wish to see, building pupils' self-esteem and sense of belonging.
- **Responsibility and Self-Discipline:** We aim for pupils to develop self-discipline, take responsibility for their own choices, and understand the impact of their actions on others.
- **Consistency and Fairness:** The school's Behaviour Policy will be applied consistently and fairly by all staff. Sanctions will be clear, proportionate, and aim to be corrective and restorative, helping pupils to learn from their mistakes.

- **An Inclusive Community:** We are an inclusive school. We will ensure our policy complies with the Equalities Act 2010 and the Children and Families Act 2014. We will make reasonable adjustments to support pupils with special educational needs and/or disabilities (SEND) and ensure that all pupils are supported to meet our behaviour expectations.
- **Home-School Partnership:** We believe that behaviour is best supported when there is a strong and supportive partnership between home and school. We are committed to communicating openly and working collaboratively with parents and carers to support every child.

Addressing Unacceptable Behaviour

- **Challenging Behaviour:** The school will have a clear, tiered system of sanctions for behaviour that does not meet our expectations. We seek to understand the reasons behind challenging behaviour and provide appropriate support.
- **Bullying and Prejudice:** All forms of bullying (including cyber-bullying), harassment, discrimination, and prejudice-based behaviour are unacceptable and will not be tolerated. The school's Behaviour Policy will clearly outline how we investigate and respond to all reported incidents.

Implementation and Responsibilities

- The Headteacher is responsible for developing and implementing the school's Behaviour Policy, guided by these principles, and for ensuring it is applied consistently.
- All school staff are responsible for upholding the policy and modelling the high standards of behaviour expected from our pupils.
- The Governing Board is responsible for setting, monitoring, and reviewing this Statement of Principles.

This statement will be reviewed regularly by the Governing Board to ensure it remains effective and reflective of our school's values and legal responsibilities.

Appendix 1-

Behaviour Reflection



Name:

Class:

Date:

What happened?	
How did you feel?	
Who has been affected?	
What can you do next time?	
Who can help you?	
Next steps	
Additional notes	

Sowing the seeds of tomorrow

Matthew 13:1-23



Behaviour Report Card

Name:

Class:

Target 1	Target 2	Target 3

	Monday			Tuesday			Wednesday			Thursday			Friday		
Target	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Worship															
AM															
Break															
AM															
Lunch															
PM															
Break															
PM															

Score

- ✓ Excellent
- Satisfactory
- ✗ Poor

Absconcion Protocols

1. Immediate Action

- **Raise the Alarm:**
 - As soon as staff notice a pupil is missing or has absconded, they inform the headteacher or designated safeguarding leads (DSLs).
 - Teachers and other staff, within the department, are notified to stop teaching or supervising and focus on locating the child.
- **Initial Search:**
 - A quick but thorough search is conducted within the school grounds, focusing on known hiding places or areas the child frequents.
 - If the child is not found, the search expands to nearby locations.

2. Search Procedures

- **School Perimeter:**
 - Staff check school gates, playgrounds, fences and CCTV to determine if and how the child left the premises.
- **Local Search:**
 - If the child has left the premises, staff (in pairs for safety) may search nearby areas, such as parks, streets, or shops.

3. Notifying Key People

- **Parents/Carers:**
 - If the child is not located after searches of the site have been completed, parents or carers are contacted.
 - Information about the child's potential destination or other details is requested to assist with locating them.
- **Police:**
 - If there is any immediate danger to the child, or if the child cannot be located after a reasonable period (often 10-15 minutes, depending on age and context), the police are contacted to report the incident.
- **Local Authorities:**
 - If the child is at ongoing risk, the local safeguarding team may also be informed.

4. Risk Assessment

- Schools evaluate the risk based on:
 - The child's age and developmental stage.
 - Weather and environmental conditions.
 - Time of day.
 - The child's known vulnerabilities (e.g., medical needs, emotional distress, or prior incidents).

5. Returning the Child

- **Safely Escort Back:**

- Once located, staff ensure the child is returned to school safely or, if appropriate, to their parents.
- **Debriefing the Child:**
 - The child is given time to calm down and is supported to explain why they absconded.
 - Staff avoid punitive approaches and instead focus on understanding the child's behaviour and triggers.
- **Parent Meeting:**
 - Parents are often invited for a meeting to discuss the incident and agree on a plan to prevent future absconsion.

6. Post-Incident Follow-Up

- **Documentation:**
 - A detailed record of the incident is created on CPOMS, including:
 - Date and time of absconsion.
 - Actions taken by staff.
 - Outcome (e.g., location of the child and time found).
- **Reviewing Policies:**
 - The school may review its safeguarding procedures to identify gaps that need addressing.
- **Support Plan:**
 - A risk management plan may be developed for the child, which could include:
 - Increased supervision.
 - A check-in system with staff.
 - Nurture or emotional support.

7. Preventative Measures

- **Building Security:**
 - Gates and doors are kept secure, with regular checks.
- **Staff Training:**
 - Staff receive training on how to recognise early warning signs of absconsion.
- **Positive Relationships:**
 - Schools prioritise fostering trust and emotional support to reduce the likelihood of absconding.

These protocols aim to ensure every child's safety while addressing the underlying reasons for absconding in a constructive and supportive manner.

These procedures can be found in the school's behaviour policy.