



Intack Community Primary School: Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At Intack Primary School, we take accusations of bullying very seriously. All accusations and incidents of bullying (including cyber-bullying, prejudice-based and discriminatory bullying) will be discussed amongst staff. Following these discussions it may be required to discuss these accusations with parents. We will always endeavour to work with families to reduce the likeliness of these types of incidents being repeated. We would expect to agree a set of actions to be put in place that all parties are in agreement with.

If a parent/ carer is concerned that any of the above is taking place, we ask that you make an appointment with the class teacher in the first instance to discuss this at a suitable opportunity.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation
- Ensure school's procedures for recording and reporting the use of reasonable force and restraint are complied with

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- 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
- Ensuring 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 sanctions and support when necessary

5.3 Staff

Staff are responsible for:

- 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- 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, while 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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At the beginning of each academic year, classes are taught about the 'golden rules' at Intack Primary School. They will also create their own classroom rules, which they will be expected to sign a copy and follow throughout the year. Children are then asked to create their own Dojo avatar and then are taught how to earn Dojo points for their team.

Intack Primary School Golden Rules

- *We respect all people and all things*
(*We aren't rude, aggressive, or hurtful*)
- *We work hard and try our best*
(*We don't waste our talents*)
- *We move around school carefully and sensibly*
(*We don't run in school*)
- *We are always in the right place at the right time*
(*We don't leave without permission*)
- *We listen to others*
(*We don't interrupt or distract*)
- *We are always honest*
(*We don't cover up the truth*)

At Intack Primary School pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform as often as possible
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Please refer to the school mobile phone policy for specific guidance.

- Pupils are only allowed to have mobile phones in year 5 and year 6 if there is a need for them to have one. Parents will need to discuss this with the Headteacher beforehand.
- Any pupils that bring a mobile phone without permission from the school, will result in the phone being confiscated until the end of the day. It will be expected that this is recorded by staff using CPOMS and parents informing.
- During the day mobile phones will be given to the Headteacher and kept in a safe place within the classroom. The mobile phone will be returned at the end of each day at home time.
- Any misuse of mobile phones whilst on site will result in sanctions and potentially meetings with parents.
- Mobile phones and smart technology are strictly prohibited during any trip or residential. It is still expected that these are handed in to staff on the morning and will be returned to them as they leave the premises.

7. Responding to behaviour

Please refer to appendix 2 to look at Intack Primary School's Graduated Response to Behaviour. It is expected that this will be displayed in each classroom and followed throughout the year. Staff will respond to behaviour incidents in school and depending on the severity and frequency, will use CPOMS to keep a chronology.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Ensuring that the Graduated Response is enforced as consistently. However, it is important to note there may be occasions circumstances around individuals may be taken into account when putting sanctions in place. These would form a discussion between staff, parents and SLT and potentially outside agencies.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This can be found on the school's website.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/ carers via a phone call, verbal conversation or written postcard
- Stickers, house point coins, Dojos, certificates or special assemblies
- Roles in school or positions of responsibility such as School Council, Ambassadors or Prefects (year 6 only)
- House point rewards (whole school)

7.4 Responding to misbehaviour

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, including the use of pre-arranged scripts and phrases, 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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

A verbal reprimand and reminder of the expectations of behaviour

- Sending the pupil out of the class to work in another classroom
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at break, lunchtime or possibly at home
- Standing on the wall/ staying in at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Temporary removal of the pupil from the classroom
- Suspension (Senior Leadership Team discussion)
- Possible permanent removal of a child from one class and moving to another (SLT discussion)
- Permanent exclusion, in the most serious of circumstances (SLT discussion)

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a legal power to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing injury to themselves or others
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise
- Committing a criminal offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded using CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Other physical contact with pupils

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
- the pupil has SEND or other vulnerabilities
- any alternative strategies that do not include physical contact can be used

7.7 The Use of Restrictive Interventions

All staff that teach and support children have received training around verbal de-escalation strategies. The importance around this training is that it minimises the need for restrictive interventions, through identification, prevention and de-

escalation. Staff are reminded to refer to the Graduated Response to Behaviour and/ or their training guide for reference. If staff do require support they are encouraged to call for a member of SLT immediately.

Whole school measures include:

- Considering how the school and classroom environment supports pupils to thrive
- Sharing best practice for whole-class behaviour management and for managing communal spaces, such as corridors and playgrounds
- All staff having the relevant training around effective communication strategies, such as appropriate tone of voice and empathy to de-escalate
- The development of positive staff-pupil relationships and trust
- Recording and reviewing any use of reasonable force and/ or restrictive interventions to inform future planning

Individual approaches include:

- Working closely with parents/ carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including the development of behaviour support plans. Where pupils have a disability, we will seek ways to make reasonable adjustments to ensure they benefit from what school offers
- Give pupils time, space and strategies to move to Tension Reduction rather than their behaviour escalating

7.8 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Mobile phones and similar smart technology devices are something that may be searched for during school hours.

Searching a pupil

Headteachers, or staff that have been authorised by SLT, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item. ***An authorised member of staff will only search a pupil's outer clothing, pockets, possessions or classroom tray.***

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / deputy headteacher or designated safeguarding lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Bags
- Classroom trays

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.9 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.10 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.11 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.12 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information. This can be found on our school website.

7.13 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 for more information on responding to allegations of abuse against staff or other pupils. This can be found on the school website.

8. Serious sanctions

8.1 Detention

Pupils can be issued with 'missed play times' during morning or lunchtime breaks.

The school will decide whether it is necessary to inform the pupil's parents/carers.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be contacted if their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Nurture support – if appropriate

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information. This can be found on the school's website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory room or our nurture room) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

Some pupils with special education needs and/ or disabilities (SEND) may react to distressing or confusing situations by displaying behaviours, which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Staff that directly work with these particular SEND pupils must seek to understand the underlying triggers of challenging behaviour, so they can provide proactive support, create an inclusive environment and consider the impact of the school's policy on their pupil. Staff will need to utilise staff who know the individual pupil well to help identify and manage risk behaviour, such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of reasonable force being used. Staff also need to work with the pupil, parents/ carers and other professionals to adopt and develop prevention and de-escalation strategies that work for individual pupils with SEND. Any pupils displaying risk behaviours in school on a regular basis will need to complete a behaviour risk assessment (see appendix 6).

Depending on the circumstances, examples of strategies may include:

- Removing stimuli causing distress
- Changing body language, facial expressions and/ or tone of voice
- Engaging the pupil in an activity that can help them manage their feelings of anxiety
- Distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention
- Introduce another adult/ change of face

- Brain breaks/ go for a calming walk

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, they will make contact with the local authority to discuss the matter.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings with parents
- Daily contact with the nurture lead and/ or classroom teacher
- Review the behaviour plan and their targets

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards. To support staff with the arrival of new pupils we ask that parents share any information as soon as they can, this may include previous discussions, health referrals and plans a child may have been on. A member of staff will also aim to make contact with the previous school to gather as much information as they can to support the transition of a new pupil.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The CPI philosophy that school incorporates
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Mobile Phone Policy
- Acceptable Use of IT Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Behaviour Cause for Concern Form

Complete and email to

craig.taylor@intack.blackburn.sch.uk

Before completing this form please make sure that you have implemented the strategies suggested on the Graduated Response To Behaviour and recorded what you have tried onto CPOMS.

Pupil name:

DoB :

Class:

Teacher:

1. Please tick which area(s) of behaviour which is / are of concern for this pupil.

Area	Please indicate	Brief outline
Classroom		
Playground		
Bullying		
Racial Incident		
Homophobic		
Online		

Other (please state):		
-----------------------	--	--

2. Briefly explain what difficulties the pupil is experiencing.

3. Briefly explain how you have supported this pupil so far including a rough outline of time given to implementing them.

4. What is the parental view? What was agreed? What success if any did you have following this meeting?

5. What help and support are you looking for with this referral?

6. Please detail any other factors which might be relevant i.e. conversations with TA / previous class teacher / KS leader.

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 5: Intack Primary School Graduated Response to Behaviour

Intack Primary School-Graduated Response To Behaviour Relates specifically to keeping safe

STAGE	TYPE OF BEHAVIOUR	WHO'S INVOLVED/ STRATEGIES	SANCTIONS
<p>STAGE 1</p> <p><u>LOW LEVEL DISRUPTIVE BEHAVIOURS</u></p>	<p><u>BEHAVIOUR THAT CREATES A BARRIER TO LEARNING</u></p> <ul style="list-style-type: none"> Talking, disrupting others, interrupting answering back, attention seeking behaviour, minor insolence/ disobedience, pushing or aggressive behaviour in class Incorrect school uniform 	<p><u>CLASS TEACHER(S) AND TEACHING ASSISTANT STRATEGIES</u></p> <ul style="list-style-type: none"> Clear rules established week 1 & 2 (behaviour 4 learning weeks) or upon arrival Verbal warning Children will need lots of reminders initially Reminder of class rules and child's agreement with it. DOJOS. Try adding to others doing the right thing Quiet word with child during/after lesson – ascertain if there is something wrong TA taking child aside to correct the behaviour during the lesson. This could be a brain break or step outside briefly to regulate their behavior. Explain next steps and expectations Time out area/ just outside the classroom Worry Box 	<p>Follow strategies as detailed</p>
<p>STAGE 2</p> <p><u>CONTINUED LOW LEVEL DISRUPTIVE BEHAVIOURS.</u></p> <p><u>IGNORING TEACHER WARNING</u></p> <p>More than 2 days within a week.</p>	<p><u>CONTINUED POOR BEHAVIOUR IN CLASS</u></p> <p>Repetition of above.</p> <p>This may be repeated across the week.</p> <p>Behaviour has not improved following strategies.</p> <p>ALWAYS GIVE THE CHILD A CHANCE TO CHANGE THEIR BEHAVIOUR, PARTICULARLY AT START OF NEW LESSON</p> <p>DO YOU WANT TO CONTINUE THIS BEHAVIOUR OR CAN YOU DO AS ASKED?</p>	<p><u>CLASS TEACHER(S)/ TEACHING ASSISTANT STRATEGIES</u></p> <ul style="list-style-type: none"> Teacher to record on CPOMS Can the TA give child time away from class/ walk/ finding a suitable quiet area in the classroom? Is the work too difficult? Traffic light system in class/ Good To Be Green/ use of DOJOS Teacher meet with parent(s) – discuss behavior concerns? Anything we can be doing to help in school? Is there anything school needs to know that may help? Address concerns. Explain next steps & expectations Is nurture support appropriate? Discuss with Mrs Kennedy. 	<p>Miss playtime to catch up on work.</p> <p>Teacher or TA not on duty to discuss incident and ways to move forward.</p>
<p>STAGE 3</p> <p>CONTINUED LOW LEVEL DISRUPTIVE BEHAVIOURS.</p>	<p><u>CONTINUED POOR BEHAVIOUR IN CLASS +1 WEEKS</u></p> <p>Repetition of above, however the behaviour is being repeated in a number of lessons over a period</p>	<p>CLASS TEACHER, TEACHING ASSISTANT, NURTURE TEAM</p> <p>KEY STAGE LEAD</p>	<p>Miss playtime/s</p> <p>Time out class</p>

<p>IGNORING STAFF WARNING <u>OVER A PERIOD OF LONGER THAN 1- 2 WEEKS</u></p>	<p>of time and teaching and learning is being compromised.</p>	<p><u>STRATEGIES</u></p> <ul style="list-style-type: none"> • Is the child coping with curriculum demands? • Alternative seating arrangement • TA / teacher support child • Time out class • Explain next steps & expectations • Discussion with parents /carers. This may be a telephone call rather than at the end of the day. 	<p>Key stage lead to talk with child</p> <p>Key Stage Lead to contact parents</p> <p>Keep everything logged on CPOMS</p>
<p>STAGE 4</p> <p>CONTINUED LOW LEVEL DISRUPTIVE BEHAVIOURS.</p> <p>IGNORING TEACHER WARNING OVER A PERIOD OF TIME - <u>OVER 3 WEEKS</u></p>	<p>As above.</p> <p>This is after key stage lead meeting with child and parents.</p> <p>Child has continued poor behaviour.</p> <p>Refusal to co-operate. Leaving the classroom. Refusing to work.</p> <p>Violence towards pupils and/ or staff. E.G., spitting, punching, and kicking.</p>	<p>SLT PARENTS</p> <p><u>STRATEGIES</u></p> <ul style="list-style-type: none"> • Have all strategies at stage 1-3 have been implemented and given time to have an impact? • Complete a behaviour concern referral form • Behaviour chart/ diary • Behaviour plan in place? <p>Explain next steps</p> <ul style="list-style-type: none"> • Possible exclusion • TIME OUT class 	<p>SLT notified and log onto CPOMS</p> <p>SLT to discuss with parents and warn parents of possible exclusion.</p> <p>Time out with time out class</p>
<p>STAGE 5</p> <p>CONTINUED LOW LEVEL DISRUPTIVE BEHAVIOURS.</p> <p>IGNORING TEACHER WARNING OVER A PERIOD OF TIME (OVER 4+ WEEKS)</p> <p><u>CHILD NOT RESPONDING TO STRATEGIES AND SANCTIONS</u></p> <p>CHILD POSING THREST TO OTHER PUPILS AND STAFF</p>	<ul style="list-style-type: none"> • POOR BEHAVIOUR IS CONTINUING OVER A LONGER PERIOD OF TIME • THERE IS A RISK TO OTHER PUPILS AND STAFF 	<p>SLT PARENTS</p> <p><u>STRATEGIES</u></p> <ul style="list-style-type: none"> • Review of behavior plan • set targets including behavior diary • Alter their timetable • EXCLUSION (AGREE LENGTH OF TIME) • Explain next steps & expectations 	<p>Phone call home to discuss concerns and meet with parents and pupil in school</p> <p>Child and parents warned as to future implications of continued behaviour.</p>
<p>STAGE 6</p> <p>Off site education referral may be submitted</p> <p>PRU referral / The Heights/ St Thomas / Part-time timetable All to be agreed and discussed with SLT</p>			

Appendix 6: Risk Assessment form for managing risk behaviour.

A copy is available on the shared network and is to be signed and agreed with SLT and the parents. This will then be scanned and added to CPOMS and school records.

RISK ASSESSMENT FORM FOR MANAGING REGULAR RISK BEHAVIOUR			EV5	
Visit/ activity details: In school.	Carried out/reviewed by: <small>(Involve all relevant staff where possible)</small>	1. Craig Taylor	Date: 9 th February 2026	
Child's risk behaviour leading to potential reasonable physical intervention from a member of staff	2.	3.		
	4.	5.		
	6.	7.		
<i>Taken from the school's behaviour policy... Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a legal power to use reasonable force.</i>				
ISSUE <small>List significant hazards which may result in serious harm or affect more than one person. Consider STAGED: Staff, Timings, Activities, Group, Environment, Distance (including venue, transport, Plan B).</small>	HOW TO MANAGE IT <small>What will we do to make things safe? (Control measures) What will we do to reduce any risks to a tolerable level? What procedures will we have?</small>		WHO MAY BE HARMED <small>CHILDREN/ YOUNG PEOPLE STAFF PUBLIC</small>	
Child is displaying anxiety behaviours that require an adult to support them and move them to tension reduction.	<ul style="list-style-type: none"> All staff to be CPI trained at verbal interventions. This will be reviewed and updated annually. As soon as staff recognise any sign of stress or anxiety it is expected that agreed approaches and strategies are put into place immediately. Have an empathetic, non-judgemental approach Be patient, listen and convey empathy – ask if they are ok. Do they need time or space to <u>talk</u>. Focus on helping the person meet their needs and address the cause of their behaviour. Are they hungry? 			
A child is displaying defensive behaviours and needs support from an adult to move them to tension reduction.	<p>As soon as staff recognise any signs of defensive behaviours it is expected that agreed approaches and strategies are put into place immediately.</p> <ul style="list-style-type: none"> Staff to provide clear direction or instruction Use short, simple phrases that the child can follow Give them simple and reasonable choices that help them consider positive behaviours and outcomes Continue to support the child Consider taking the child aside or to a quiet area. They may need time and space to calm. Check if they have understood what they are being asked to do Try and establish the cause of the distress. <u>Is</u> there patterns to this behaviour? Keep a calm, empathetic and non-judgmental tone Seek support from a colleague in class. 			
The child has now moved to risk behaviours and presenting imminent or immediate risk of harm to others – striking others, throwing objects, pulling or pushing others, potentially harming themselves.	<ul style="list-style-type: none"> Use non-restrictive interventions first – use verbal interventions. Continue to be supportive and give directive instructions. Is the environment safe? Can the child be moved to a place of safety or does the rest of the children need to move? Seek support from another member of staff – is SLT or the Nurture Team available? A change of face may be needed at this point. Child to take a relaxing walk to calm and refocus – moving to tension reduction. <p>Use of Reasonable Force The following reasons may require an adult to apply reasonable force if a child is:</p> <ul style="list-style-type: none"> Potentially going to cause injury to themselves or others Damaging property Causing disorder among pupils at the school, whether during a teaching session or otherwise Committing a criminal offence <ul style="list-style-type: none"> This is to be logged using CPOMS. Include triggers and next steps 			
A child is displaying behaviours that are going to cause immediate harm to themselves and/ or others and requires physical intervention	<ul style="list-style-type: none"> No untrained member of staff will physically restrain or hold a child Staff will contact a member of SLT immediately for support The trained member of staff in school is Craig Taylor (The Deputy Head Teacher) This will be the last resort to prevent serious harm Child to be monitored closely Contact parents This is to be logged using CPOMS. Include triggers and next steps. 			

You must also ensure that appropriate persons are aware of any Generic Risk assessment/ procedures, but these should not be repeated here. The activity must only take place if the residual risk following implementation of control measures is deemed to be acceptable.

Terminology

For clarity, this guidance will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.