



BEHAVIOUR POLICY

October 2026

Next Review: October 2027

Approved by: Headteacher

Rationale

Good behaviour in school is central to a good education. At Glade Hill our behaviour policy is designed to ensure behaviour is effectively managed in order to provide a calm, safe and supportive environment where children want to attend and where they can learn and thrive (DFE Behaviour for schools guidance – Feb 2024). Pupils are taught explicitly what good behaviour looks like. The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly.

We are committed to:

- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Developing self-esteem, self-worth and self-discipline for all children.
- Ensuring equality, inclusion and fair treatment for all, including those with protected characteristics.
- Ensuring all stakeholders engage in positive relationships based on mutual respect.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Praising and rewarding good behaviour.
- Challenging negative behaviour and therefore issuing appropriate and logical consequences.
- Supporting children through emotion coaching so they can learn to self-regulate their behaviour.
- Explicitly teaching pupils what good behaviour looks like.

At Glade Hill we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood, and that this will allow them to develop the skills to overcome obstacles as they grow. It is important that all members of the school community feel respected and valued.

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing.

Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be encouraged and supported to explore their emotions, how these impact on their behaviour and the behaviour of others, and strategies they can employ to self-regulate. This is supported through the use of strategies such as emotion coaching, restorative practice and, where necessary, logical consequences.

Our school behaviour policy adheres to and is written in conjunction with the following documents

- Anti-bullying policy
- Safeguarding and Child protection policy
- Mental health and Well-being policy
- SEN/D Policy
- Equality and Diversity policy
- Attendance and absence policy
- Keeping Children Safe in Education
- DFE Behaviour for schools advice for HT and school staff (Feb 2024)
- National Survey Behaviour Report 2024/5
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)

Children at Glade Hill Primary and Nursery School are GOLDEN and they SPARKLE.

Our Golden Rules are:

*Care for everyone and everything.
Show good manners at all times.
Follow instructions straight away.*

Our school values are embedded in SPARKLE –

Self-motivated, Polite, Ambitious, Resilient, Kind and Caring, Learners, Enthusiastic.

Our Golden Rules and SPARKLE are displayed proudly around the school so our ethos and expectations are clear.

The Behaviour Curriculum

An essential part of our behaviour policy is to explicitly teach pupils what good behaviour looks like. Our strategies are listed below:

- | | | |
|--|------------------------|--|
| • PSHE Curriculum | • Assembly themes | • Mental Health and well-being support |
| • Focus on positive behaviour management | • Emotion coaching | |
| • Circle time and R-Time | • Restorative practice | |
| | • ELSA support | |

Promoting positive behaviour

Our Positive Behaviour System, alongside our PSHE curriculum, runs throughout the school with adaptations for younger pupils and pupils with Special Educational Needs. We recognise that some of our pupils have a variety of different additional needs. Therefore, class teachers liaise closely with other members of staff who may work with a child, for example the SENDCo, DSLs etc, to ensure all children's needs are met.

We encourage positive behaviour in the following ways:

- We make clear our stages of Emotion Coaching and share the importance of expressing how we feel.
- We discourage unsociable behaviour by promoting mutual respect and giving opportunities to self-correct.
- We encourage children to take responsibility for their own actions and behaviour, to make the right choices and consider the consequences of their actions by offering time to reflect and through a restorative conversation where necessary.
- We identify positive behaviour as a priority in all situations.
- We refer to the school Golden Rules regularly.
- We use the expertise of our pastoral team to support emotional well-being.

Strategies used to support and promote positive behaviour

All children begin the day on Golden and will be encouraged to stay Golden. When children show they have SPARKLED they will be rewarded in line with their class behaviour system. Each class system incorporates an achievement stage where the children can collect a prize from the Headteacher or Deputy Headteacher.

Our approach seeks to praise and encourage, responding to children as individuals. All classes have a system for instant rewards e.g., reach for the stars, stickers, personal points, table points, marbles in a jar etc. These can feed into the class reward system. For example, the person with the most personal points goes one space up the reward ladder.

Staff communicate positive behaviour to parents and carers both in person and through using the Arbor and e-mail.

Our weekly celebration assemblies and half term golden assemblies are held to celebrate SPARKLY learning and golden behaviour.

Some pupils may have a personalised reward system which will be agreed by either the pastoral lead, behaviour lead or Inclusion lead / SENCO and the class teacher as appropriate.

All Systems should be regularly reviewed and updated so they stay meaningful to the pupils. For instance, table points might be used in the first half term but not in the second half term.

Responding to Emotional Dysregulation and Behaviour Incidents

We look to act quickly and deal efficiently with unacceptable behaviour and dysregulation to minimise its disruption on learning. Therefore, if a child is not demonstrating Golden behaviour, they will be given a warning and reminded of the school rules and how to SPARKLE. Children who do not respond to the warning will move through the behaviour system.

A child can move through the system on to reflection or go straight to a consequence. All incidents at Level 3 or above are shared with/ discussed with the SLT or Pastoral Lead. All members of the SLT and the Pastoral Lead are Designated Safeguarding Leads (DSLs).

Behaviour System Steps

Our Whole School Approach

	We SPARKLE Reach for the Stars	
We are Golden		
Reflection		
Logical Consequence		

1) In class management

- The first most important consideration is why is the child dysregulated and does it have anything to do with provision? For example, did they miss yesterday's lesson, are they finding the work too easy or too difficult, do they need any additional resources or adult support to help them. We address any issues in provision first.
- Next support the child to regulate. This may include emotion coaching, distraction techniques, zones of regulation, using TA support, asking the child to relocate to a different part of the classroom.
- Reflection (green) - Children may be given reflection time if they need to think about their behaviour and change it. This reflection can occur either inside the classroom or in a quieter space outside the classroom. They can be celebrated as back on golden at any time.
- Consequence (white) – If a child's behaviour is unacceptable, or persistent after reflection, they will be issued with a logical consequence. The child does not necessarily need to know what the consequence is at this point, they just need to know that their actions warrant a consequence. The child stays in class unless their actions escalate.

2) Additional Support

- If the child's behaviour is extreme and cannot be safely managed by the class teacher or TA with the other children present, then the adult must call for an additional adult either from the pastoral team or SLT.
- The person called will spend time with the child regulating their behaviour with the aim of returning them to class, and their learning, as soon as possible. The pastoral team / SLT will use the zones of regulation tools where appropriate (see the behaviour toolkit). This will not be the time to issue consequences or unpick the problem unless necessary for the other children in the class.
- The pastoral team / SLT will use their expertise and knowledge of the children to use the most appropriate regulation strategy for the child (see the behaviour toolkit).

3) Emotion coaching

- When the child is regulated, they can go back to class. The issues will be further explored during a logical consequences session. This will take the format of emotion coaching followed by a consequence if necessary (see behaviour toolkit for detailed emotion coaching steps).
- Victims of behaviours will be informed that actions have been taken.

4) Reporting and Recording

- If a logical consequence has taken place the behaviour will be recorded on the school system.
- Prejudice related incidents, bullying, child on child abuse and extreme violence must be reported to a member of SLT.
- Parents will be contacted and informed when a child receives a consequence according to the severity chart.
- Parents will also be informed if their child has been a victim of violence or a prejudice related incident.

Emotion coaching

Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour. The key steps of emotion coaching are:

1. Empathy.
2. Labelling and validation of the emotion.
3. Setting of clear boundaries
4. Support with problem-solving - at Glade Hill we utilise zones of regulation and restorative justice practices.

Restorative justice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how their behaviour affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. At Glade Hill, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

At Glade Hill we use a set of visual prompts to encourage children to reflect and discuss the above (see behaviour toolkit).

Logical consequences

Pupils will sometimes be asked to move to a 1:1 space, when it is appropriate, to talk through the logical consequences to the behaviour with them. Often this is not in the period immediately after an incident as the child or children concerned need time to emotionally regulate first.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence. School staff should refer to the age / stage suggested logical consequences grid as a guide.

- Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.
- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any support time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then, if appropriate, the discussion will move to discuss how the other child/person may have felt.

Logical consequences include:

- Making up time for lost learning.
- Reflection time (where the focus is upon the child's own bodily and emotional state).
- Reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g., build a Lego model, make a card.
- Community based service e.g. tidying up an area that has been damaged.
- Loss of privileges e.g. Missing Fab Friday / break time.
- Regular check in time.
- Report card.

If a child misses part of their outside break or lunch time as a logical consequence, an outdoor time will be offered to the child later.

In all of the above, the child should be supported by a regulated and supportive adult. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties.

If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child and parents/ carers.

Logical consequences will be:

- Related - consequence must be related to the behaviour.
- Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
- Reasonable - the consequence is reasonable from the child's point of view as well as the adult's.
- Helpful —it helps rather than hurts.

After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

All logical consequences should also have an element of restorative work.

Staff will use the Zones of regulation and Tools for Self-regulation during both the on-call sessions and logical consequence sessions (see behaviour toolkit).

Reporting

- At Glade Hill we use our school management information system Arbor to record incidents of behaviour.
- Any incidents of behaviour that require the intervention of the pastoral team or the Senior leadership team will be logged.
- Incidents in class, where a logical consequence is actioned, should also be recorded.
- It is the responsibility of the class teacher to ensure all incidents are logged. However, in a situation where someone in the pastoral team or SLT has been more actively involved they may tell the class teacher that they will record this incident.
- All members of staff will be able to check behaviour logs and analyse the information, as this is held on Arbor.
- Incidents can be edited by Senior leaders and the Pastoral lead to ensure consistency in categorisation or to add additional information. Staff should get authorisation from the HT or the DHT before editing a log.
- The DHT will regularly review logs and meet with the Pastoral team lead. Any incidents of serious behaviour will be brought to the SLT and any further action will be decided by this team. A member of the SLT will be assigned to monitor the actions until this is resolved.

Analysing

School behaviour incident logs will be analysed regularly, and at the end of each term, by the Deputy Headteacher. The findings of this analysis will be shared with the SLT, Staff team and Governors.

The analysis will include:

- Reviewing trends and spotting patterns.
- Checking the accuracy of recording.
- Reviewing impact of the policy and provision for pupils.
- Reviewing the impact of the pastoral team.
- Checking inclusivity and ensuring there are no concerns around over-disciplining of pupils with protected characteristics.
- Reviewing behaviour logs against attendance and safeguarding records.
- Analysing data from annual anonymous surveys for staff, pupils and parents.
- Seeking the views of the school senior council.

Bullying

Bullying is anti-social behaviour and is unacceptable at our school. We recognise that persistent bullying can severely inhibit a child's ability to learn effectively and the negative effects of bullying can have an impact for their entire life. At Glade Hill, we wish to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. We also recognise that bullying can take place in a variety of ways both offline and online. If bullying does occur, all students should be confident that incidents will be dealt with promptly and effectively.

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the cause for concern. All cases of alleged bullying are to be reported to a member of the SLT.

In any case of alleged bullying, either the class teacher or a senior member of staff will first establish the facts and build an accurate picture of events over time. This will be done through discussions with the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of the bullying behaviours will not be acceptable.

All allegations of bullying will be recorded on the school log, and the parents/carers of both parties will be informed. If the situation does not improve, the Headteacher (or senior leader) will meet with the parents/carers of the bullying child/children and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents will lead to intervention (e.g. through outside agencies), further monitoring, support and punitive actions/sanctions as deemed necessary.

See the Anti-Bullying and Digital Safety Policies for further information.

Breaktimes and Lunchtimes

The school behaviour systems are in place throughout the school day; including playtimes and lunchtimes. The Pastoral team lead and Midday Supervisors will ensure that any behaviours are dealt with before children return to class to minimise disruption to learning.

Midday supervisors are encouraged to give out special stickers and awards promote positive behaviour.

Behaviour outside of school premises

In school we follow the DfE guidance in 'Behaviour in Schools' (2024) which states that Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online, and which is witnessed by a staff member or reported to the school, we will consider the information and whether sanctions will be imposed on pupils through following this behaviour policy.

In cases when a member of staff or headteacher suspects criminal behaviour, we will make an initial assessment of whether the incident should be reported to the police only by gathering enough information to establish the facts of the case. We will fully document these initial investigations and make every effort to preserve any relevant evidence. Once a decision has been made to report an

incident to police, we will ensure that any further action we take does not interfere with any police action being taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

Mobile Phones

We are a mobile phone free school. We educate pupils around mobile phone ownership and use through our online safety curriculum. If a child brings a mobile phone to school it **must** be handed in to a member of staff on arrival. Consequences are issued by class teachers to anyone who does not meet this expectation. If a pupil refuses to hand in their phone, SLT will be called and parents contacted.

Suspension and Permanent Exclusion

Amongst other disciplinary sanctions, the school recognises that the suspension or permanent exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy.

Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education of others; in all cases, suspending and excluding pupils will only be used as a last resort.

School staff and governors always have full regard to the latest DfE Guidance and related Nottingham City Council documentation when dealing with any suspension matters.

The school may use the sanction of an internal exclusion also.

The following information is taken from the Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).

Reasons and recording exclusions

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- physical assault against a pupil physical assault against an adult
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- bullying
- racist abuse
- abuse against sexual orientation or gender reassignment
- abuse relating to disability

This list is not exhaustive.

Equality and Inclusivity

In order to ensure equality and inclusivity at Glade Hill we:

- Regularly analyse behaviour, safeguarding and attendance data.
- Review incidents in relation to protected characteristics to ensure no bias.
- Know that behaviour is an action in response to an emotional trigger and this response can be triggered in all pupils not certain groups.
- Base our policy on a restorative approach and developing emotional literacy, we believe this approach is crucial to inclusion and reflects our policies.
- Ensure those pupils who continuously misbehave and lack the ability to emotionally regulate due to a mental health issue or special educational need are referred for additional support via the school SENCO/ Inclusion Lead and/or the Pastoral / Mental Health Lead.
- Understand that some additional needs may impact a child's ability to conform and our behaviour policy takes this into account by ensuring emotion coaching and logical consequences are personalised by trained professionals.
- Regularly review the provision of pupils who frequently misbehave to ensure their needs are fully met.
- Acknowledge and are vigilant to the fact that a change in a pupil's behaviour may be an indicator of safeguarding issues and possible abuse (see Safeguarding and Child Protection Policy).

Supporting pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age. At Glade Hill, we understand that children may experience a wide range of social and emotional difficulties, or live with attention deficit needs or attachment needs. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school.

As a school, we ensure that provision and reasonable adjustments are made for pupils' who have a special educational need or disability. All Staff receive regular and ongoing CPD for example, emotional literacy training and emotion coaching so that they are equipped with the necessary tools and resources to support pupils demonstrating behaviour that challenges. For further details see the SEND Policy or speak with the SENCO/ Inclusion Lead.

Some pupils have personal profiles so that all staff can understand and meet their needs (see behaviour toolkit). We also use the Nottingham City Council 'Routes to Inclusion' programme to support pupils with significant social and emotional barriers to behaviour.

Continuing Professional Development

The school is committed to CPD. All staff are trained on the school behaviour policy at induction and when it is reviewed. All ECTs take part in career entry training on managing behaviour. Staff receive behaviour management coaching and mentoring if required for their development. Midday supervisors are trained on induction and regularly receive updates by the pastoral lead / SLT.

Roles and Responsibilities

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher may delegate aspects of the 'day-to-day' implementation of this policy to other staff. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Role of DHT and Pastoral Team Lead

- Carry out duties as delegated by the HT
- Leading the pastoral team
- Supporting children 1 to 1
- Responding to behaviour concerns at lunchtime from MDS
- Delivering Staff CPD including MDS
- Leading Logical consequence sessions
- Organising and supporting staff on call
- Mental health and well-being support
- Analyse data, including incidents related to protected characteristics and identify and act on bias

Parents / Carers

- Parents are regularly informed of their child's behaviour through celebration assemblies. Arbor and formal and informal parents' meetings.
- Parents are informed on the same day if their child has received a consequence for their actions at Level 2 or above
- Where a pattern of unacceptable behaviour emerges, a 'behaviour consultation meeting' will be called. This might be with the class teacher, Phase leader, Pastoral lead or Senior leadership team depending on previous behaviour, relationships and the severity of the incident.
- Parents will be consulted if school believes their child would benefit from additional support both in school or from external providers.
- The school accesses support from Nottingham City Council's Behaviour Support Team and advice and services are sought from their team where appropriate

Parent Behaviour Consultation Meeting

- Identify the cause of the problem behaviour – School issue? Home issue?
- Analyse the problem - look at behaviour logs to identify triggers and gain the insight of the parent.
- Develop a plan to support the pupil to improve their behaviour (share with pupil).
- Implement the plan.
- Evaluate with the pupil and the parents.

Searching, Screening and Confiscation

- In school we follow the guidance in the DfE document 'Searching, Screening and Confiscation - Advice for schools' (2022) which states that using searching, screening and confiscation powers appropriately is an important way schools can ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.
- Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life.
- The Headteacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in below or any other item that the school rules identify as an item which may be searched for.
- The list of prohibited items is:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations
 - tobacco and cigarette papers, vapes or e-cigarettes
 - fireworks; pornographic images.
- Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.
- When exercising this power, we will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Use of Reasonable Force

- In school we follow the guidance in the DfE document 'Use of Reasonable Force in schools' (2025) which states there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. 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'. This may be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- Examples of this are; to separate children that are fighting, prevent a child leaving an area where this would impact their safety or that of others, or to guide or move a child to a safe area where they can calm down.
- The emphasis in our school is on the avoidance of physical intervention and the need for the use of reasonable force by staff, with displays of defiant or dangerous behaviours being dealt with through pre-empting, positive behaviour management strategies, persuasion, diversion or instruction if at all possible.
- We will record all instances where the use of reasonable force has been required and parents/ carers are always informed both verbally and in writing.
- We have a number of staff who are trained in Positive handling techniques, including Restrictive Physical Intervention (RPI), to support pupils who are known, on occasion, to pose a health and safety risk to themselves or others.
- These children will have an Individual Positive Handling Policy written for them. Every policy has a number of steps which supports staff with de-escalation, gives the child opportunities to disengage from the behaviour and RPI is only ever used as a last resort. RPI is used for the shortest time possible, releasing the pupil as soon as it is safe to do so. The individual policies are shared with the parents, reviewed regularly and changed if required.
- In Nottingham, RPI Training, following Approach principles, is delivered by Instructors from the Nottingham City Behaviour Support Team. Approach Training is BILD accredited (British Institute of Learning Disabilities). The training provides Legal and Ethical guidance including an emphasis on the use of Positive Behaviour Support, alongside delivery of practical techniques – also referred to as Restrictive Physical Intervention.

Complaints

If a parent is worried and wishes to discuss any concerns relating to their child's behaviour or the behaviour of another child towards them, the first point of contact should be the child's class teacher. Most concerns can usually be addressed by a meeting between the class teacher and parents to discuss any issues and identify actions to address them. Our school usually resolves concerns in this way.

However, if there are on-going concerns, specifically relating to a child's behaviour or the behaviour of another child towards them, a meeting should be requested with the school's Behaviour Lead or member of SLT via the school office. The Behaviour Lead will then usually arrange a meeting with parents, the class teacher, the child, and other support staff or other professionals if appropriate. We endeavour to communicate with parents 'face-to-face' to address concerns, however if this is not suitable telephone conversations with the Class Teacher or Behaviour Lead can be arranged.

If there are any complaints relating to this Behaviour Policy these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if necessary. In case of an unresolved complaint the LA may be involved. Please see the complaints policy on the school website or request a copy from the office for specific details.