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High  
Partnership



**Launde Primary School**

# **Positive Behaviour Policy**

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## At Launde Primary School our vision is...

At Launde Primary School, our behaviour curriculum is guided by our unwavering commitment to creating well rounded and aspiring pupils, ready to make a full impact on the world. We envision a school where every child feels valued, supported, and empowered to thrive in a positive and inclusive environment. Through our behaviour curriculum, we aim to instil in our students the values of **respect, kindness, resilience, curiosity and confidence**. We believe that by working together, parents and school staff can create an environment where these values are not just words, but are integral to everything we do and how we treat each other. These values will be present and discussed within every part of school life, fostering an environment where everyone feels safe and respected. We believe that by nurturing each child's individual strengths and talents, we can develop the whole child as a learner.

At Launde, we know that children need to be taught expected behaviours, which is as essential as teaching them academic skills like reading and maths. These will be revisited and rehearsed throughout the year so that they become learnt and instinctive behaviours. If a child does not meet an expectation of behaviour, then instead of punishing them, we will take the opportunity to reteach our expectations so that they can learn to do better for next time. Through an approach of reflective review, children will take onus on their own behaviour, the consequences of their behaviour on themselves and others and how to ensure it isn't repeated.

Our behaviour curriculum focuses on the school values and this links to our school's strap line **creating curious minds, kind hearts and bright futures**. It reflects our commitment to nurture compassionate individuals, to foster a love of learning and exploration and to empower children to achieve their full potential. We want our children to be ready to learn and confident to make mistakes. Our expectations are designed to be taught from EYFS to Year 6 and are adapted to suit the needs of those with SEND and other additional needs

Everything we do starts with positive relationships – building, maintaining, and repairing them. We believe that children deserve our time – time to talk, to explain and to find solutions.

At **Launde**, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. Unmet Needs: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need eg. the need to feel safe, hunger, positive self-esteem
2. Individual Influences: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop eg. their family, community, school
3. Relationships: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, unconditional positive regard is central to our school ethos.

- o We know that empathy is at the core of building positive relationships: the ability

to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.

- o We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- o We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

At Launde, we recognise the importance of listening to our children and seeking their opinion. Therefore, our **school behaviour curriculum** has been created and agreed by staff and children collectively.

### **Promoting good behaviour**

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

### **School behaviour curriculum**

A simple school agreement has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. Our "School Rules" are displayed in every classroom and around school. Our "School Rules" are as follows:

- Be Ready to Learn
- Be Kind
- Be Respectful
- Be Safe

Our School Agreements are underpinned by our School Values. The rules will be woven through the values ensuring the values are rewarded and worked towards. The school values are as follows:

1. **respect,**
2. **kindness,**
3. **resilience,**
4. **curiosity**
5. **confidence.**

All of our school values align with our school rules. Throughout our phase celebration assembly, the children will be rewarded based on these values using the school rules as a prompt (e.g. *Child x has achieved excellent aspiration this week because they were proud when...*)

In support of our ethos, we apply the practices outlined in the appendices.

*See Appendix 2 “Responding in the Moment.”*  
*See Appendix 3 “15 Things to Build Relationships”*

### **Policy aims and objectives**

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Launde is committed to the emotional mental health and well-being of our children, staff, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

### **Positive approaches**

The main focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher’s example of praising others. Our ‘School expectations’ should be established at the beginning of each school year and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session.

### **Rewards**

It is a firm belief at Launde that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems
- Individual rewards
  - Class sticker/stamps
  - Public praise in front of staff
  - Visit Headteacher, Deputy Headteacher or member of SLT for praise
  - Dojo Points
- Dojo messages to parents (after Xmas)
- Golden Ticket from the Headteacher
- Star of the Week
- Golden letter from the Head or Deputy Head

- Attendance award – 1 dojo for being in school and on time for a whole week
- Class attendance award – collect all the letters of Every day counts to get a class reward

### **Whole class reward systems (Dojos)**

These are bespoke to the class and they are designed so that the class know that they are being rewarded for working hard as a team and by respecting our school rules and values. They children can working towards a class treat where they can collectively use their Dojo points to buy a class prize.

### **Individual Rewards**

At Launde we recognise that rewards need to be fair and equitable. Children are awarded individual Dojo points and work towards prizes that cost 25, 50, 75, 100, 150, 200, 250 or 300. Points focus on the School Values for going above and beyond the school rules expectations. Dojo Points can be awarded by any member of staff both inside and outside the classroom, however **only one dojo point** may be awarded at any one time. Children are able to redeem their points at the Dojo Prize shop. They can buy a small value prize or they can save up for a higher value prize – encouraging them to make decisions about saving and spending and also encouraging them to strive to earn more dojos. Dojo allows for parents to instantly see the positive behaviours that their children are showing throughout the day. Positive messages to parents about their child's attitude and/or positive work will be communicated through the Class Dojo app, (this will be started after Xmas when the system is fully embedded.)

Postcards/phone calls home: Teachers to send two postcards and have a positive phone call or meeting a week, when a child has gone above and beyond expectations. We would like to share phone calls with parents/carers so that we can all celebrate together. This also provides parents with positive reasons for phone calls or meetings with school. Teachers can continue to speak to parents/carers in person at collection and drop-off.

### **Star of the Week**

Children from each class are awarded a Star of the Week trophy which focuses on the School Values and rules. Children value being identified as this achievement is saved and will never be taken away. All classes have a display showing who is Star of the week and in Good to be Green chart the child is awarded the 'Good to be Gold'. This is displayed for the following week it is to recognise where children are consistently exceeding expectations and teachers need to give reasons linked to the school's values.

### **Golden Letter from the Headteacher**

One child from each class is sent a golden letter direct to their home address acknowledging and celebrating their commitment to displaying the whole school values and rules. These letters are sent at the end of every term.

### **Golden Ticket**

Each class is able to claim two golden tickets a year. These are rewards for collectively following the rules and values and for working together as a team. The tickets can be exchanged for a whole class activity that lasts an hour which should be decided collectively as a class.

### **A restorative approach to challenging behaviour**

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see appendix 3 and 4). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At Launde, we use GOOD to be Green. It is a clear system where consequences are visible and clear to the children. It begins with a non-verbal reminder and it then progresses through a series of coloured cards until the child gets to red. At this point the child must complete a restorative reflection sheet. All restorative tasks are logged on CPOMS. If this happens repeatedly the teacher needs to consider what deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules, and this will be explained clearly to the child. All warning cards are reset at lunchtimes.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:

Step	Strategy	Approach
1	A reminder of expectations and rules	A non-verbal reminder given to child. To the whole class, reminder of the rule that has been broken, and thank children who are following the rule(s). Return positively to the task.
2	A verbal warning (x2)	1:1 Direct restorative conversation(s) with the child inside the classroom – 1st verbal warning takes place where the child is sat. Adults explain why the rule has been broken, explaining positively how the rule should be followed. Stop and Think card given – blue.  2nd verbal warning, ask the child to move to the side of the room. This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to their working space positively. Further explain the rule(s) which have been broken, how to follow the rule and return to class. A warning card is given – yellow as a visual reminder that consequences will follow if behaviours continue.
3	Reflection time in own class	A consequence card (red) is put into the chart. This indicates that they will have to give up some time to fill in a restorative task. The child will now need to complete a reflective task reviewing their behaviour, the impact of their behaviour and how to prevent it from happening in the future during their playtime or lunchtime with the adult involved.  If the child is not regulated then move to stage 4. Give the child time to calm down and reregulate before reflection sheet. (See Appendix 5)  Phone call home by the class teacher (if regulated) – inform parents/carers of reflection time and reasons for this. Invitation

		for parents/carers to meet, but this is not an expectation. If the child is not regulated, the teacher will inform the parent/carer by the end of the school day. If <b>regulated</b> the child will return to class and back to step 1. This behaviour will be logged on CPOMS.
4	Time out in partner class or breakout rooms	With adult child has 10 minutes in alternate class or in breakout room. Child given time to regulate and reflect in quiet safe space. Return to class when they are ready.
5	Reflection time with Phase Leader	Continued poor behaviour at level 1 or 2 or repeated level 3 and 4 behavioural incidents, SLT to be called for support. Expectation is that it relates to continued and above level 1 or 2 behaviour. The previous steps will have been completed correctly with clear warnings and explanations where behaviour isn't meeting expectations and there has not been a quick escalation or skipping of stages. Phone call to parents/carers by the class teacher Incident recorded on the school behaviour monitoring system. Restorative conversation led by SLT with the child.  School Behaviour Lead to monitor behaviour over the remainder of the day/ week.
6	Reflection time with Headteacher or Deputy Headteacher  (Remainder of the session)	Repetition of stage 5 or physical or racial incident. Phone call to parents by the class teacher – record on the monitoring system. Class teacher to work alongside Headteacher, Behaviour Lead, SENCO, and parents/carers to review/ create an Individual Behaviour Plan. Behaviour Lead and Headteacher to monitor.
8	Behaviour continues to escalate after above actions.	Follow up meeting with family, SENCO and member of the SLT – record on the monitoring system.  Potential Internal Suspension.  Class Teacher: Develop personalised plans in collaboration with parents/carers and the SENDCo. This may include a SEND Support Plan and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers at least half termly.
9	Relevant External agency support	Class Teacher: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
10	Fixed term suspension	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then

		readmitted into school. BL, SENCo and Headteacher to monitor.
11	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

If a child is asked to leave the classroom, they should be given time to reflect on their behaviour with a member of staff. Wherever possible, this should be the adult directly affected by the behaviour, to support meaningful reflection and repair. Emotion Coaching and restorative questions will be used to guide this process.

### **Monitoring by SLT**

SLT and the behaviour lead will analyse the logged behaviour issues on CPOMS. These should all be logged against the school rules of showing **kindness, respect and being ready to learn** and safe. SLT will track the incidents against the rule broken, where the incident occurred and classify the severity of the incident. This will be triangulated against attendance, SEND and safeguarding issues to create a full picture of the child.

SLT will respond to key issues that have been identified – by monitoring children, adding a behaviour plan, putting in additional support such as an intervention to support cooperation and play or by adding into the PHSE curriculum a lesson or an assembly to address the issue.

### **Responding to misbehaviour from pupils with SEND**

At Launde we recognise that children's 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 child'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 child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

### **Adapting sanctions for children with SEND**

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

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child 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 child 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.

At Launde we have a dual coded restorative reflection sheet which can be filled in with an adult. It allows a child with SEND to still make those reflections with adult support.

### **Considering whether a child displaying challenging behaviour may have unidentified SEND**

At Launde, the school's special educational needs co-ordinator (SENCO) will evaluate a child 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 external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies and a SEND Support Plan and Behaviour Plan will be put in place in partnership with parents and carers. These plans will be reviewed termly.

### **Children with an education, health, and care (EHC) plan**

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

### **Bullying and 'relational conflict'**

Launde Primary School and Leicestershire Local Authority use the definition of bullying provided by the [Anti-Bullying Alliance](#):

***"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."***

At Launde Primary School we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. At Launde we monitor children following a 'relational conflict' to ensure that the

situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

### **Beyond challenging**

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on CPOMS, by a member of the Senior Leadership Team.

### **Minimising the Need to Use Reasonable Force**

The use of 'reasonable force' in schools and colleges – KCSIE September 2025

*There are circumstances when it is appropriate for staff in schools and colleges 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. The core principle remains that reasonable force should only be used as a last resort, when absolutely necessary to prevent harm, criminal offenses, or property damage. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. All incidents must be recorded and reported where reasonable force has been used.*

The application of reasonable force must be proportionate to the threat, meaning no more force should be used than is necessary and for the shortest amount of time required. Reasonable force is used for two primary purposes: to control pupils and to restrain their actions *The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.*

*The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of 42 the law and should always depend on individual circumstances.*

Schools should strive to understand and address the underlying triggers for challenging behaviour to prevent the need for force. *When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to making reasonable adjustments and*

*their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.*

- *Departmental advice for schools is available at Use of Reasonable Force in Schools*
- *HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful. Use of school or college premises for non-school/college activities*

### **Staff Authorised to Use Reasonable Force**

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of staff who are enabled to use reasonable force.

Here at Launde Primary School, the Head Teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of children in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.
- Trained staff (Exp March 2025) Ayesha Tufiq, Alice Smith, Kaitlin Pearson, Jamal Mukadam, Sharn Johal, Maryam Ibrahim, Ravi Gandwan, Sam Frost, Leanne Barker, Jo Allen, Kelsey Frost, Jade Cotterell

### **Deciding Whether to Use Reasonable Force**

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific children who can present risks to themselves and others. This may include information about SEND, personal circumstance and temporary upset.

### ***Using Reasonable Force***

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

### ***Staff training***

Staff at Launde Primary School who have been identified as needing training in this area, will access training through Team Teach who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Staff who receive this training will be accredited to use the physical element for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every two years.

### ***Recording and Reporting Incidents***

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account: an incident where unreasonable use of force is used on a pupil would always be a significant incident;

- any incident where substantial force has been used (e.g. physically pushing a child out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not overreacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the child's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the child or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Launde Primary School fully recognises the contribution it can make to protect children and support children in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety, and health by fostering an honest, open, caring, and supportive climate. The pupils' welfare is of paramount importance.

For further details please refer to the Launde Child Protection policy.

### ***Post-incident support***

Following the use of physical intervention staff and children will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety, and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the Local Authority, and Flying High Trust takes responsibility for protecting the health and safety of all children and members of staff.

### **Behaviour Plan**

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.

- A meeting between the class teacher and behaviour lead to agree actions and targets to be set, with a clear timeline e.g. referral to outside agencies, pastoral support plan, SALT.
- Planning provision with appropriate outside agencies
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

### **Suspension and permanent exclusion**

Fixed term suspensions and permanent exclusions are extremely rare and are only issued in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school support, sanctions, and interventions.

At Launde Primary School, the decision to suspend or exclude will be made by the headteacher in collaboration with the governing body, the Local Authority, and the Flying High Partnership. The decision to issue a fixed term suspension or a permanent exclusion will only be as a last resort. If a child receives a fixed term suspension, the school will inform parents and carers in writing, including details of the reintegration meeting. During the period of the fixed term suspension, the child will not be allowed on school premises. Parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and reduce the risk of further suspensions or a permanent exclusion.

### **Transition**

At Launde Primary School, we ensure any children joining our school receives an induction from a member of the school team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, Children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings with their next year teachers. To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

### **Monitoring and evaluating behaviour**

The Senior Leadership team will analyse data half termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

## **Staff Support**

At Launde Primary School we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

## **Who is the policy for?**

This policy is for all children, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

## **Equality Duty**

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

## **Safeguarding**

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

## **Confiscation, Screening and Searching**

Searching, screening and confiscation is conducted in line with the DfE's Searching, Screening and Confiscation guidance.

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher. An authorised person may search a pupil's pockets or possessions. The authorised person will only carry out a search if they believe:

- a pupil is in possession of a prohibited item
- not doing the search would put the pupil, other pupils or staff at risk
- the search does not pose a safeguarding risk

The search would be explained to the pupil, and they would be requested to co-operate. For example, "I would like you to show me inside your bag and turn out your pockets". If the pupil refuses to co-operate the authorised staff member would inform the Headteacher who would determine the next steps on a case-by-case basis. The staff member who carries out the search should inform the DSL without delay of any incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, and/or if they believe the search has revealed a safeguarding risk.

All searches will be recorded on the school's online system and parents/carers will be informed as soon as reasonably practicable.

Any prohibited items will be confiscated and parents/carers informed. If a pupil is suspected of criminal behaviour, the school will assess whether to report the incident to the police.

### **Zero-tolerance approach to sexual harassment and sexual violence**

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'Beyond Challenging section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

### **Complaints and allegations**

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding, and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. For further details please refer to our Complaints Policy.

We will also make clear to pupils that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

### **Policy links**

This policy links to the following policies in school:

- Relationships, Sex and Health Education
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding
- Physical Intervention
- On-line safety (including social media)
- Child on Child Abuse
- Teaching and Learning
- SEND
- Staff Handbook

**Policy written by:** Clare Johnston and Shelley Meer in consultation with all staff

**Date written:** September 2025

**Approved by:** SLT & FGB

**Review date:** September 2026

This policy was written with reference to Flying High Partnership behaviour toolkit and NCC “Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion” – adapt according to appropriate LA guidance

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

[Keeping children safe in education](#)

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Suspension and permanent exclusion guidance](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

## **Appendix 1 – Our behaviour routines**

**The following expectations are taught and reinforced by members of staff, with regards to our regular routines**

### **Our Routines**

As an integral component of our behaviour curriculum, our daily routines are used to establish an environment conducive to being ready, respectful and brave. We recognize the importance of consistency in fostering these principles within the school. As such, expectations are taught and reinforced throughout the school to give further opportunities for children to develop readiness, respectfulness and braveness. These routines serve as the cornerstone of our approach to behaviour management.

### **Arriving at School**

We arrive to school on time to start for 8:45am.

We are wearing the correct school uniform or our PE kits on our PE days.

We line up outside for when our teacher is ready to welcome us at 8:40am.

We greet each other with a smile and a “good morning”.

We hang up our coats on our pegs, put our lunch boxes on the trolley, put our water bottles in the water boxes and put our book bags in our drawers.

We sit down in our seats as soon as our belongings are away and begin our morning task.

We know that once we are inside the classroom, we do not leave again unless we have asked a member of staff

### **Attention Grabbers**

Our staff use one of the three signals below within the classroom to get the attention of the class, and choose the signal they feel is appropriate within their lessons:

#### **Clap and Response**

The teacher claps a simple rhythm clearly:

- We stop what we are doing.
- We empty our hands.
- We repeat the clap pattern back to the teacher.
- We quietly and calmly wait for further instruction.

#### **Count Down/Timer**

The teacher begins a vocal countdown or sets up a visual timer:

- We quickly finish what we were doing.
- We sit/stand straight and ready.
- We are silent before the teacher or timer reaches 0.
- We face the teacher.
- We do not continue with our activity so that we can listen to the next instruction.

#### **Silent Signaller**

The teacher raises their hand and waits:

- We stop what we are doing.
- We sit/stand straight and ready.
- We face the teacher.
- We are silent.

### **General Classroom Expectations**

We do not leave our seats during lessons without permission to do so.

We sit in our chairs correctly – not swinging and with our feet on the ground.

We should be using the toilet at break and lunchtime to not interrupt learning time.

We all keep our classroom organised and tidy.

We show good speaking, listening and sharing skills during lessons, at the appropriate times.

We participate in every lesson to the best of our abilities.

We follow instructions given to us by all members of staff.

We look after school resources.

We always try our best.

We learn from our mistakes.

### **Oracy - Speaking, Listening and Sharing**

#### **Speaking**

We always say “please” when asking for something.

We always say “thank you” when receiving something or when someone does something for us.

We say “Good morning/afternoon” in response to others and during the register.

We use a calm and polite tone to anyone when speaking to ensure we are respectful.

#### **Listening**

We are patient and do not interrupt.

We make eye contact with the speaker and can nod when we agree.

We turn our bodies to face the speaker.

We leave our possessions alone while someone is speaking.

#### **Sharing**

We know that when we are asked to think-pair-share with a talk partner, we show good speaking and listening skills.

We take it in turns to speak and listen to each other.

We face our talk partners when we think-pair-share.

We are ready to share our ideas with the whole class when the teacher asks us to.

### **Class Discussion**

We listen to the active speaker within the lesson and use our speaking, listening and sharing skills.

We consider our responses and answers, which should be relevant and respectful, before sharing.

We raise our hands to signify we have something to contribute, unless our teacher has told us it is a “hands down” lesson.

We share and contribute to lessons in a clear voice using full sentences, if appropriate.

We build upon what others have said by listening to our classmates' suggestions.

We are brave by asking questions when we are unsure.

We are respectful of adults and other children’s contributions.

## **Lesson Transitions**

We stop what we are doing when the teacher signals it is the end of the lesson.

We tidy our classroom, desks and resources.

We stand behind our chairs silently at the end of the lesson and wait to be dismissed by the teacher.

We line up in register order when asked to by the teacher when transitioning to outdoor lessons, assemblies or learning in other classrooms.

## **Wonderful Walking (Moving around school)**

We line up in register order when instructed to.

We walk around school showing Wonderful Walking:

- We face forwards.
- We walk in a straight line.
- We walk on the left-hand side of the corridors and pathways.
- We walk “sensibly and silently”.
- We keep our hands to ourselves (not touching others or displays).

We know that we use Wonderful Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted.

## **Assemblies**

We enter assemblies respectfully in register order, showing wonderful walking.

We remain seated in register order during assembly.

We sit silently, straight up and face the front.

We keep our hands to ourselves.

We listen to the teacher or guest that is leading the assembly.

We leave assembly the same way we entered – sensibly, silently and showing wonderful walking.

## **Logistics of assemblies**

Year 2 will enter their key stage assembly through the back doors.

Years 3 and 4 will enter their key stage assembly through the front doors.

Years 5 and 6 will enter their key stage assembly through the back doors.

For whole school assemblies, Year 2 and 3 will come through the front doors and Years 4, 5 and 6 through the backdoors.

A member of teaching staff from each year group will remain in the assembly and will walk year groups back to classrooms afterwards.

## **Playtime and Lunchtime**

Playground – Lunch and breaktimes

We show Wonderful Walking when moving around the school (to and from the playground).

We respond to instructions from adults positively and speak respectfully back to them.

We play safely, without hurting others.

We show our good listening, speaking and sharing skills when conversing with both children and adults.

We are kind, caring and helpful to others.

We include others in our games and check the buddy bench to see if anyone needs a friend.

We ensure everyone is welcome and no one is excluded from our games.

We look after school equipment and when the first whistle blows we put it away carefully at the end of break/lunch time.

We eat a fruit snack during break time and look after the containers they came in.

When two whistles blows we walk into school calmly and change our shoes.

## **The Play Team**

The Play Team will make use of restorative conversations, as exemplified below, when dealing with any issues.

Our Play Team will listen to all children's opinions and questions.

Our Play Team will allow children to play with a range of equipment and support their play and safety. They will help to facilitate fun, varied and engaging lunchtime activities.

Our Play Team make use of the ball court to OPAL activities.

Our Play Team will follow the dojo reward system and also reward positive behaviours with stickers and verbal praise.

Our Play Team will make use of the designated reflection area to give children the opportunity to reflect on their behaviour, prior to a restorative conversation.

Our lunchtime supervisors will resolve any issues that occur during lunchtime using the escalation plan below.

## **Escalation**

Step 1 – A verbal (gentle) reminder given to the children about what our behaviour expectations are.

Step 2 – A clear warning given to the children that they need to address/correct their behavioural choices.

Step 3 – A final warning given to the children and that a reflective time period will follow, if the behaviour/s continue.

Step 4 – A 5-minute reflection time, in the designated reflection area, given to the children. Children need to have a reflective discussion with the lunchtime supervisors before returning to their play. If they are not ready to reflect, then a further 5 minutes can be given.

Step 5 – The child will be brought to SLT to discuss their behavioural choices.

**All lunchtime staff to follow the procedural guidance and only miss steps in certain instances. Lunchtime supervisors to use the behaviour policy's guidance on Level 1 and 2 behavioural choices and follow the escalation table. Level 3 or 4 behavioural choices, will result in being brought to SLT immediately.**

## **Canteen and Packed Lunch Hall**

We line up outside sensibly and walk in the hall using our Wonderful Walking.

We use good manners when collecting our food and then sit down straight away.

We speak at a normal talking volume and do not raise our voices.

We use all cutlery correctly.

We do not leave our seats once we have sat down until we are finished eating.

We clear rubbish from our table and mats and empty any leftover food into the correct bin when we are finished.

We return trays and cutlery to the washing area.

We leave the halls using wonderful walking.

## **End of the Day Routine**

We pay attention to the end of day instructions and messages from our adults.  
We collect our belongings for home time when the teacher asks us to, and then return to sit on the carpet or at our tables.  
We make sure our tables are tidy.  
We move outside and stay near our teacher until we see an adult, that we know, has come to collect us.  
We tell our teacher when we see the adult that is here to collect us and wait for the teacher to dismiss us.  
We tell our teacher that we are leaving, if we walk home alone, before we leave.

## **Outside of school**

### **Before and After School**

We know that we are still representing Launde Primary School before and after school and behave accordingly.  
We are respectful to others in the community.  
We aspire to achieve our targets at home as well as at school.  
We keep ourselves safe by using the lessons we have learnt at school (e.g. when using the internet, crossing roads, etc).

## **Clubs**

We wait patiently to be accompanied to our after-school clubs by a member of staff.  
We use the resources and equipment with respect.  
We show good listening, speaking and sharing skills.  
We are respectful and caring to our instructors and other children.  
We wait patiently at the end of our club to be dismissed by our instructor, when he recognises an adult that is there to collect us.

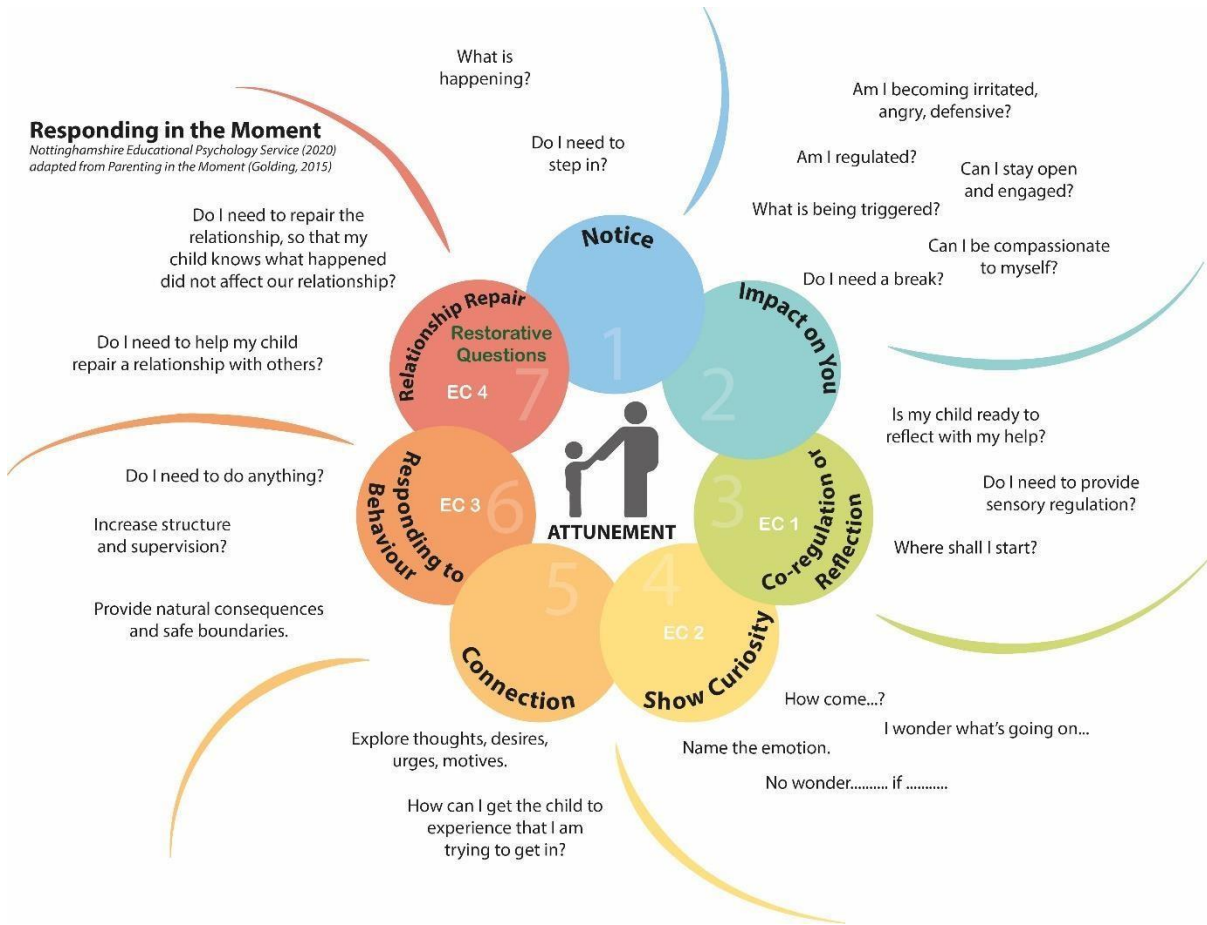
## **School Trips**

We wear our red school jumpers on school trips to help adults keep us safe.  
We follow all instructions from accompanying/familiar adults when on a school trip.  
We thank adults that have helped us on our school trip, including bus drivers and instructors.  
We know the importance of following accompanying/familiar adults' instructions when going on school trips.  
We speak with a respectful volume.

## **APPENDIX 2: Responding in the Moment**

### **Responding in the Moment**

*Nottinghamshire Educational Psychology Service (2020)  
adapted from Parenting in the Moment (Golding, 2015)*



### **APPENDIX 3: Fifteen Things to Build Relationships - Tips for Staff**

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?
5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

#### **Keeping the policy alive**

We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

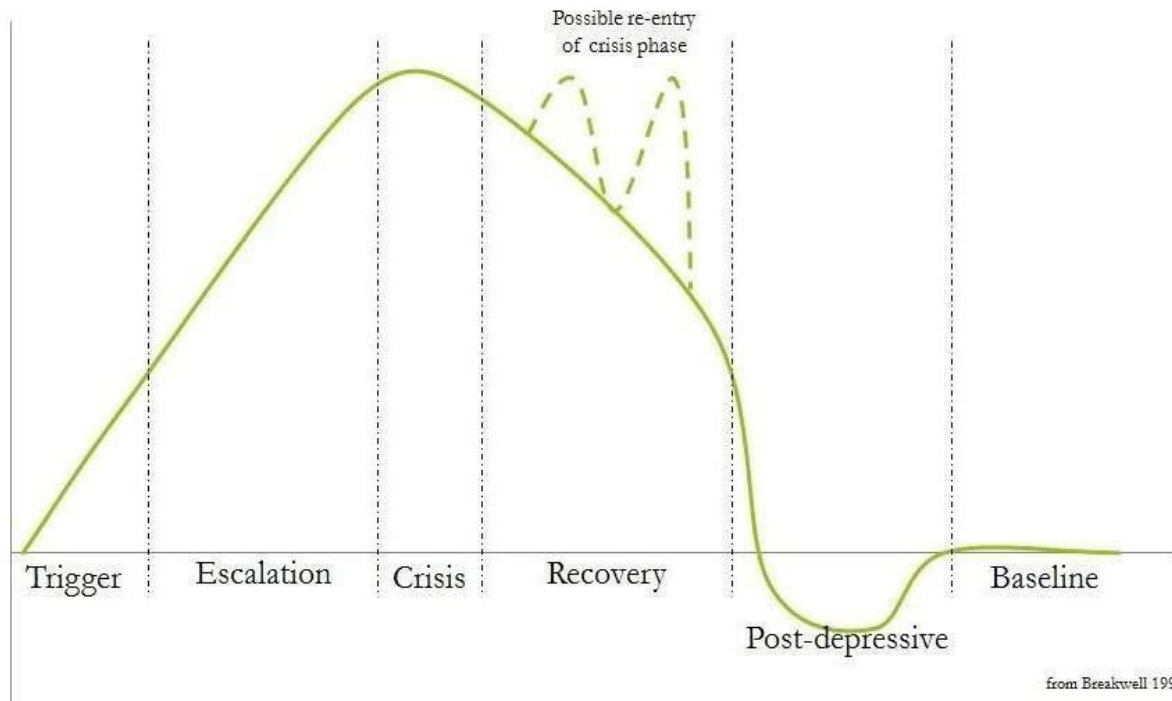
Strategies to keep the policy alive:

- The key points above will be displayed on the staff notice board
- Each 1/2 term there will be a staff meeting section in which the Behaviour Lead will present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy.
- Develop staff and pupil scripts clearly defining the expectations around the school rules and what is above and beyond (rewards) to support consistency and deepen understanding
- Revisit these scripts as part of termly staff meetings
- Play and behaviour assemblies 6 times an term.

**APPENDIX 4: The Assault Cycle**

# The assault cycle

the **root**  
of it  
changing lives, accessing education



## APPENDIX 4: The Assault Cycle

### The Assault Cycle

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1. **The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

TWO TYPES:

- Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
- Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

2. **Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

3. **Crisis Point** - Aggressor explodes into violent acts against the threat.

4. **Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. **Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

## APPENDIX 5: Restorative Questions

When reaching step 4 of the consequence sequence, children will need to complete a restorative task that reflects on their behavioural choices. Teachers can use the reflective sheets which should help stimulate conversation and give children time to reflect. Children are reminded that if they choose not to complete the task with their teacher, they will complete it with a member of SLT the next day at lunchtime. For children who have difficulty completing a reflective sheet due to age or it not being appropriate to their needs e.g. SEN or EAL, then a restorative conversation can take place. This still means a conversation with parents needs to take place so that they are kept informed.

### Restorative Conversations

Whether doing a reflective task or having a restorative conversation with the children, we are not seeking to lay blame or determine the most suitable punishment. We are working together to understand what happened, who it affected and what can be done to move forward (Finnis, 2021).



Mark Finnis, *Independent Thinking on Restorative Practice*.

### Bubble 1 – What happened?

We start the conversation by ascertaining what happened, bearing in mind that there are three truths in a situation: my truth, their truth and the truth. The three key things to establish are:

1. Behaviours – what happened?
2. Thoughts – what are your thoughts about what happened?
3. Feelings – what are your feelings about what happened?

It is important to consider feelings at this stage as it will help determine the solution focus.

### Bubble 2 - Who has been affected by this?

This is where we can discuss the impact on the child and the people around them. Explore the fact that actions have consequences, and sometimes these can be unintended. It is also an opportunity to remind students of our rights and responsibilities and that their own rights, don't supersede or come at the expense of another's.

### Bubble 3 - What needs to happen now?

This is about exploring what must happen next for a solution to be found. This could involve further conversations with other parties involved or a logical consequence.

We want the children to be their best, and this part of the process enables us to reteach expectations. These actions should be decided upon and reviewed to ensure that the child has learnt from their mistakes and that it won't be repeated, much like an academic learning target.

At this point, an apology may not be the correct reparation. For an apology to be worthwhile, it needs to be meant, so it may be that the child needs further thinking time before this can be done. Instead, thinking 'How can I make this up to you?' teaches individual responsibility and gives the child the chance to repair the relationship.

Useful question prompts for each bubble:

What happened?	Who has been affected by this?	What needs to happen now?
What has brought us here today? Can you tell us more about the issues that have brought us here today? What happened next? And then? What were your thoughts at the time? Can you tell us more about X? What was happening before? What were you thinking? (not in a judgmental way!) What was in your head? How were you feeling? What do you think about it now? What else?	How have you been affected? Who else has been affected? Anyone else? How have others been affected? How do you feel now? Was anyone else involved? If there was, how were they left feeling? Can you tell us more about X? Has anyone else been affected by this? Anything else to add?	What do you need in order to move on from this? What else needs to happen? Can you tell us more about X? Do you agree with that? What would that look like? When will it be done? Are you OK with that? What will help you move on from this? How does that leave you feeling? What will it look like when it is done? What do you think about what has been suggested? If you can't do that, what can you do? Anything else to add?

By all of us following the procedures and scripts, we can create predictability in how we resolve issues. Children know that the response to their behaviour will be the same, whoever they are speaking with, and that they will be treated fairly (where their opinion will be heard) and in a calm, controlled manner.

**APPENDIX 6: Example Physical Intervention Form**

Details of Pupil (name, class, SEN, etc)	
Date, time location of incident	
Name of staff involved (directly or witness)	
Details of other pupils involved	
Description of incident, including any de escalation	
Reason for using force and description of force used	
Any injury to staff or pupils and details of first aid or medical attention	
Follow-up, including post incident support and disciplinary procedures	
Any information shared with staff not involved or other agencies	
How and when were those with parental responsibility informed	
Has any complaint been logged because of this incident	
Names, signatures and dates	