

PROPPS HALL PRIMARY SCHOOL

The Ivory Federation

BEHAVIOUR POLICY

Including Restrictive Interventions and the Use of Reasonable Force

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1. RATIONALE

We are committed to creating a safe, caring, inclusive, and respectful learning environment where all children feel valued and supported.

We believe children learn best when there are clear expectations, positive relationships, consistent routines, and a strong sense of belonging. Through encouragement, restorative approaches, and high expectations, we aim to help all pupils develop self-discipline, resilience, responsibility, and respect for others.

This policy supports the school's duty of care towards pupils and staff while promoting positive behaviour, emotional wellbeing, and successful learning.

2. GOVERNOR BEHAVIOUR PRINCIPLES

The Governing Body expects:

- all pupils, staff, and visitors to feel safe, valued, and respected;
- behaviour expectations to be applied fairly, consistently, and proportionately;
- positive behaviour to be recognised and celebrated regularly;
- staff to model respectful and professional behaviour at all times;
- pupils to be supported to understand and improve their behaviour;
- exclusions to be used only as a last resort.

The school recognises that behaviour can sometimes communicate unmet needs, emotional distress, frustration, or difficulties with communication and regulation. Staff will always seek to understand the reasons behind behaviour while maintaining clear and consistent expectations.

Violence, threatening behaviour, or abuse towards staff or other pupils will not be tolerated and will always be taken seriously.

3. BEHAVIOUR EXPECTATIONS

We encourage children to be respectful, work hard, make safe choices, take responsibility for their behaviour, and show kindness and consideration towards others. Staff use consistent approaches across the school so that children understand expectations and feel secure within clear routines and boundaries.

While we promote restorative approaches and positive behaviour, any violence, threatening behaviour, or abuse towards staff or peers will always be taken seriously and responded to appropriately in order to maintain the safety and wellbeing of everyone within the school community.

Mobile Phones and Smart Technology

In line with statutory guidance, pupils are not permitted to use mobile phones or other personal communication devices during the school day. Any arrangements for pupils who are permitted to bring a mobile phone to school, including agreed exceptions, are set out in the Federation's Online Safety, Acceptable Use & Filtering and Monitoring Policy.

Any breach of these expectations will be managed in accordance with this Behaviour Policy.

4. BEHAVIOUR BEYOND THE SCHOOL DAY

The school expects pupils to maintain appropriate standards of behaviour when:

- taking part in activities organised by the school;
- travelling to or from school;
- wearing school uniform;
- identifiable as a pupil of the school;
- using online platforms or social media where behaviour may impact the wellbeing, safety, or reputation of the school community.

The Executive Headteacher may respond to behaviour outside of school where it has a negative impact on pupils, staff, or the wider school community. Where appropriate, the school may also work with external agencies, including the police.

5. GOLDEN RULES

Golden Rules are displayed throughout school and reinforced regularly through assemblies, PSHE, classroom discussions, and restorative conversations.

- Do be gentle.
- Do be kind.
- Do work hard.
- Do look after property.
- Do listen to people.
- Do be honest.

These rules help children understand how to behave positively towards others and contribute to a calm and safe learning environment.

6. POSITIVE BEHAVIOUR REWARDS

We believe positive behaviour should be recognised, encouraged, and celebrated every day. Staff actively look for opportunities to praise effort, resilience, kindness, positive learning behaviours, good choices, and respect towards others. Celebrating success is an important part of our school culture and helps children to develop confidence, motivation, and pride in their achievements.

7. DAILY STARS

Every child is provided with a school diary containing five daily stars.

Children begin each day with all five stars and are encouraged to keep them through:

- following the Golden Rules;
- making safe choices;
- showing respect;
- working hard;
- listening carefully;
- demonstrating kindness.

The diary system helps children to:

- understand behaviour expectations;
- reflect on their choices;
- take responsibility for behaviour;
- celebrate success.

Stars may be removed where behaviour falls below expectations. This also allows school and parents to identify patterns and provide support where needed.

Children who consistently keep their stars are recognised and rewarded throughout the term.

8. REWARDS

Positive behaviour is recognised through:

- verbal praise;
- stickers;
- team points;
- merits;
- celebration assemblies;
- praise from senior leaders;
- Captain's Table rewards;
- bronze, silver, and gold awards.

Celebrating success is an important part of the school's culture and helps children develop confidence, motivation, and pride in their achievements.

9. CONSEQUENCES & RESTORATIVE PRACTICE

Where behaviour falls below expectations, staff respond calmly, consistently, and fairly. Consequences are intended to maintain safety, support reflection, repair relationships, and help children make better choices in the future.

The school uses a stepped approach to consequences:

1. Reminder
2. Warning
3. Loss of 5 minutes playtime
4. Loss of full playtime
5. 10-minute after-school reflection
6. 30-minute after-school reflection (Key Stage 2)
7. Parent meeting with senior leaders

After-school reflections are logged, monitored by senior leaders, and reported to Governors.

Where behaviour concerns continue, the school may introduce additional support such as behaviour support plans, pastoral intervention, SEND support strategies, and meetings with parents and external agencies. The school uses restorative approaches to help children understand the impact of their behaviour, repair relationships, and move forward positively.

Suspension and permanent exclusion will only be used where appropriate and in accordance with current statutory guidance. Permanent exclusion will only be used as a last resort, where necessary to maintain a calm, safe and supportive environment in which pupils can learn.

10. SEND & ADDITIONAL SUPPORT

The school recognises that some pupils may require additional support, adapted approaches, or reasonable adjustments. While reasonable adjustments and additional support may be required, all pupils are expected to follow the school's behaviour expectations and Golden Rules.

Staff will always seek to understand the reasons behind behaviour, support emotional regulation, make reasonable adjustments where appropriate, and respond fairly and proportionately to individual circumstances. Support strategies may include:

- adapted environments;
- visual supports;
- trusted adults;
- sensory strategies;
- reduced language;
- personalised behaviour support plans.

The school aims to balance individual support with the right of all pupils and staff to feel safe and able to learn.

11. DE-ESCALATION & PREVENTION

The school prioritises prevention, positive relationships, restorative approaches, and de-escalation strategies in order to reduce the likelihood of incidents escalating.

Staff are trained to remain calm, use consistent approaches, reduce anxiety and conflict, and support pupils in regulating their behaviour safely and respectfully.

Strategies may include calm verbal communication, active listening, offering choices, distraction and redirection, reducing environmental triggers, giving time and space, and support from trusted adults.

12. RESTRICTIVE INTERVENTION & THE USE OF REASONABLE FORCE

Restrictive intervention, including the use of reasonable force, will only ever be used as a last resort when necessary to maintain safety.

Staff receive regular training through SafeTeach UK Ltd to ensure behaviour is managed safely, consistently, and in line with current guidance and best practice. The preventative strategies we use are;

- communication and de-escalation;
- recognising behaviour triggers;
- positive handling approaches;
- safe and proportionate restrictive intervention;
- recording and reporting procedures.

The school acknowledges that some situations may require staff to act quickly to prevent harm to pupils, staff, or property. In these situations, any intervention must:

- be reasonable and proportionate;
- use the least restrictive option available;
- preserve dignity and safety;
- stop as soon as the risk reduces.

Examples may include:

- guiding a pupil away from danger;
- physically separating pupils;
- preventing a pupil from harming themselves or others;
- preventing serious damage to property;
- preventing behaviour that places others at risk.

Force is never used as punishment.

Violence, threatening behaviour, or abuse towards staff or other pupils will always be taken seriously and staff will take appropriate action to maintain safety.

Where possible, staff will always attempt de-escalation strategies before any restrictive intervention is used. However, the school recognises that in some situations staff may need to act immediately to prevent injury or serious disruption.

All significant incidents involving restrictive intervention or reasonable force will be:

- recorded;
- reported to senior leaders;
- communicated to parents/carers where appropriate;
- reviewed to identify patterns, triggers, and preventative strategies.

The school will work closely with pupils, families, and external professionals where needed to reduce the likelihood of future incidents and ensure appropriate support is in place.

13. REMOVAL AND SECLUSION

The school may, where appropriate, use removal from a classroom or learning environment as part of its behaviour response in order to maintain safety, support de-escalation, or prevent serious disruption to learning.

Removal will be used for the shortest time necessary and will be proportionate to the circumstances. Staff will consider the individual needs of the pupil, including any SEND or additional vulnerabilities, before making decisions regarding removal.

Removal may be used to:

- allow a pupil time and space to regulate emotions;
- support the safety of pupils and staff;
- prevent serious disruption to learning;
- enable restorative conversations to take place.

Parents/carers may be informed where removal forms part of a significant behaviour incident or ongoing behaviour concern.

The school does not use seclusion as a punishment.

Any use of seclusion would only take place where there is an immediate risk of harm and where no less restrictive option is available. Any such intervention would:

- be supervised by staff;
- be used for the shortest possible time;
- maintain the dignity and safety of the pupil;
- be recorded, reported, and reviewed by senior leaders.

Where removal or seclusion has been used, the school will consider whether further support, adjustments, or behaviour planning are required to reduce the likelihood of future incidents.

14. RECORDING, REPORTING & COMMUNICATION

The school records and reviews significant behaviour incidents in order to monitor patterns, identify appropriate support strategies, and ensure behaviour is managed consistently and fairly across the school.

Parents and carers will be informed following significant incidents and the school values open, positive, and supportive communication with families. Communication may take place through telephone calls, meetings, written communication, or secure online systems, depending on the nature of the concern.

The school is committed to providing regular staff training to ensure behaviour is managed safely, consistently, and in line with current guidance and best practice.

Behaviour trends and patterns are monitored by senior leaders and this policy is reviewed annually by Governors.

Where a restrictive intervention has taken place, specifically where reasonable force has been used, all staff directly involved will complete their own individual written account of the incident. These records will be reviewed by senior leaders and retained securely within the child’s file in line with school procedures and data protection requirements.

15. CONCLUSION

The School is committed to creating a safe, supportive, and respectful environment where all children can learn and succeed.

Through positive relationships, clear expectations, restorative practice, and consistent support, we aim to help all pupils develop the skills needed to succeed both within school and beyond.

Policy reviewed May 2026

16. LINKED POLICIES & LEGAL FRAMEWORK

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- SEND Policy;
- Equality and Diversity Policy;
- Exclusions Policy;
- Staff Code of Conduct;
- Health and Safety Policy.

Legal References

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025
- DfE Guidance: Restrictive Interventions, Including the Use of Reasonable Force in Schools (April 2026)
- DfE *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement*, July 2026
- DfE *Mobile Phones in Schools* statutory guidance, applicable from September 2026;
- SEND Code of Practice 2015
- Keeping Children Safe in Education 2006
- Behaviour in Schools Guidance

