

Sonning Church of England Primary School

Behaviour Policy



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Contents

Introduction	1
Aims of this policy	2
Roles and responsibilities.....	3
Managing behaviour: a therapeutic approach that is proportionate and fair	6
Definitions and explanations of key terms for when enacting this policy	7
Responding to prosocial behaviour	8
Responding to antisocial behaviour.....	9
Antisocial that occurs offsite.....	11
Antisocial behaviour that occurs online	12
Children with SEND or additional needs.....	12
Staff training.....	13
Monitoring behaviour	13
Malicious allegations.....	13
Safeguarding	13
Sexual harassment and sexual violence.....	14
Suspected criminal behaviour.....	14
Reasonable force and searching, screening and confiscation	14
Legislation, statutory requirements and statutory guidance	15
Equal opportunities.....	15
Appendix 1: Use of reasonable force.....	17
Appendix 2: Examples for types of antisocial behaviour	29
Appendix 3: Examples of therapeutic adaptations to language used with pupils	31
Appendix 4: Our Sonning School Rules.....	32
Appendix 5: House points	33

Introduction

At Sonning Church of England Primary School, our vision is to build strong foundations for the years ahead (Matthew 7:24-25), and this is the guiding principle in helping us make positive choices in all we do. We have high expectations for the behaviour and conduct of all members of the school community.

The purpose of this policy is to provide staff, governors and parents with clear guidance on the principles and practices that create a learning environment where positive behaviour is promoted and pupils understand the supportive boundaries which allow them to succeed, both in and out of school. To achieve this, we have adopted an approach to

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Sonning Church of England Primary School

Behaviour Policy



behaviour that is underpinned by the principles of Therapeutic Thinking, but also recognises the necessity for clear, supportive structures so that all stakeholders know what is expected of them and how they can succeed within the school environment.

Our school values help us build strong foundations for the future, and our values are one of the key ways we promote prosocial and positive behaviour. Our school values, and their Christian foundations, are as follows:

Love

- We treat everyone with friendship, kindness and compassion, as we would want to be treated ourselves.
- Jesus tells us to love one another as he loves us (John 13:34).

Courage

- We seek to have the resilience to cope when things are hard, the perseverance to overcome problems, and the courage to make the right choices.
- God gives us the strength to have great endurance and patience (Colossians 1:11).

Respect

- We show gratitude, demonstrate fairness and seek to treat everyone and everything with dignity.
- Jesus tells us to always treat others as we would want them to treat us (Matthew 7:12).

Aspiration

- We strive to be the best we can be through hard work and self-belief.
- God gives each of us different gifts to use to the very best of our abilities (Romans 12:6).

Curiosity

- We listen and are open-minded. We ask questions and are curious and brave when trying new things.
- God blesses those who find wisdom and gain understanding (Proverbs 3:13).

This policy refers to the school's expectations of behaviour, detailing the core principles as well as specifics for governors, staff, pupils and parents. It clarifies the positive aims of a clear, safe and consistent behaviour policy, covering praise, conflict resolution and exclusion. It also highlights the importance of a good, communicative relationship between the school, pupils and parents. To create this policy, Sonning Church of England Primary School has researched best practice from a number of sources as well as reflecting on the needs of our own community.

This policy should be read in conjunction with the Behaviour: Anti-Bullying Policy. It should also be noted that the behaviour expectations in this policy should be the same for our Out of School Club (OSC).

It should be noted that all references to 'parents' should be read as 'parents, carers or guardians'.

Aims of this policy

We are committed to creating a safe and secure environment in which children can learn. Our school recognises that every member of the school community has a responsibility for their actions, and all are expected to behave in a way which reflects our Christian values by caring for, helping and respecting people, the school and its contents. Staff are committed to working closely with parents, pupils and governors to promote positive behaviour and to create a culture of respect where exemplary behaviour is evident. We (staff, parents, pupils and governors) all share this responsibility to maintain high standards of behaviour. We will always take a considered and sensitive approach to managing behaviour in order to support all of our pupils to develop an understanding of behaviour expectations and the impact of antisocial behaviour on others.

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Sonning Church of England Primary School

Behaviour Policy



Our key aims are as follows:

- To work to create a positive culture that promotes and celebrates excellent behaviour, ensuring that all pupils have a fair and equal opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour, and assesses and manages risk appropriately to keep themselves safe.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To ensure a systematic and consistent management of behaviour by setting clear boundaries and following school policy.
- To ensure the expectations are clear to all stakeholders, and ensure positive parent cooperation and involvement.

Roles and responsibilities

The groups below are integral to the appropriate and effective functioning of this policy.

The Local Governing Body (LGB)

The local governing board is responsible for the following:

- To ensure that the school behaviour policy reflects the Christian ethos, vision and values of the school.
- To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and government guidance.
- Monitoring this behaviour policy's effectiveness and holding the Executive Headteacher / Heads of School to account for its implementation.
- Being provided with, and questioning, school behaviour data and trends, including those linked with any safeguarding concern or protected characteristic.
- To ensure the behaviour policy is made available to parents.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from other agencies.
- To ensure that staff undertake appropriate behaviour management training.

The Headteacher

The Headteacher is responsible for the following:

- Setting, with LGB, the behaviour and anti-bullying policies.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

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Sonning Church of England Primary School

Behaviour Policy



- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log on CPOMS is reviewed regularly, to make sure that no groups of pupils, including those with protected characteristics, are being disproportionately impacted by this policy.
- Supporting any serious issues, including serious antisocial and/or suspensions and exclusions.

All staff (including teachers, TAs and other support staff)

The teachers and staff are responsible for the following (in and out of class):

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable child behaviour.
- Implementing the behaviour policy (and anti-bullying policy) consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships at all times.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on CPOMS, and in line with agreed guidelines to ensure clarity and consistency.
- Challenging pupils to meet the school's expectations.
- Consistently value the effort and input from children, and reward both effort and outcome.
- Build positive relationships with each child – listen and show empathy.
- Be comforting and forgiving.
- Use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children.
- Role model what positive behaviour looks like and how to 'play nicely'.
- Be consistent with responses to behaviour.
- Give positive reinforcement of positive behaviour – through recognition strategies.
- Use positive phrasing and positive body language.
- Give children time and space to reflect on their behaviour.

Whilst the Senior Leadership Team (SLT) will support staff in responding to serious behaviour incidents or others which are deemed necessary, it is the staff who set the example 'on the ground', and are expected to manage the majority of behaviour issues as part of the 'first wave response'.

Classroom staff

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

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display their own classroom rules, which are in line with our school expectations.
- Develop positive relationships with pupils, which may include the following:
 - Greet pupils in the morning/at the start of lessons.
 - Establish clear routines.
 - Communicate expectations of behaviour in ways other than verbally.
 - Highlight and promote good behaviour.
 - Conclude conversations or issues in a firm but positive way.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

Sonning Church of England Primary School

Behaviour Policy



OSC staff

Staff who work at our OSC are responsible for setting the tone and context for positive behaviour within the setting:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display their own OSC rules, which are in line with our school expectations.
- Develop positive relationships with pupils, which may include the following:
 - Greet pupils in the morning/at the start of setting.
 - Establish clear routines.
 - Communicate expectations of behaviour in ways other than verbally.
 - Highlight and promote good behaviour.
 - Conclude conversations or issues in a firm but positive way.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

Parents

Parents are expected to adhere to and/or support the following:

- Behave in a way which reflects the Christian ethos, vision and values of the school at all times, in any dealing with the school (see our Code of Conduct for parents).
- Know the school's behaviour policy and reinforce it at home where appropriate.
- Support the actions of staff when implementing this policy, to ensure consistency for pupils.
- Support their child in adhering to the school's behaviour policy.
- Show an interest in all that their child does at school and promote positive attitudes towards learning.
- Encourage independence and self-discipline in their children.
- Establish good communication with school staff and support the behaviour policy.
- Encourage, respect and model good behaviour, whilst also making their child/ren aware of inappropriate behaviour.
- Work with school staff to address and review any behaviour issues with their child/ren.
- Attend key events and support the school by reinforcing key messages with regard to behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly in a calm and respectful manner.
- Take part in any pastoral work following any form antisocial (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, in a respectful manner whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture in its fullest and in the appropriate spirit.
- Ensure their child/ren attends school, arrives on time and is collected on time each day.

The school will endeavour to build a positive relationship with parents by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to address behavioural issues. Working closely with parents allows us to get to the root cause of the behaviour quicker and support positive behaviours long term.

Pupils

When they join the school (extra support will be provided for pupils who are mid-year arrivals) and at other regular intervals during their time in school, pupils will be made aware of, and reminded at regular intervals about, the following:

- The expected standard of behaviour they should be displaying at school (and out of school, or at the OSC).
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.

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Sonning Church of England Primary School

Behaviour Policy



- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face for antisocial.
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils are expected to meet the following:

- Behave in a way which reflects our school's Christian ethos, vision, and values, including being kind, polite, helpful, honest/truthful and showing care, respect, understanding and empathy for others. This includes behaving safely at all times.
- Respond appropriately to the instructions of staff and other adults working in school, and cooperate with staff and their peers.
- Show respect to members of staff and each other.
- Help formulate and comply with the classroom rules and behaviour expectations.
- Move sensibly and quietly in and around school.
- Share in celebrating the achievements of all members of the school community.
- Represent the school in a way which reflects our values on residential trips, class trips, sporting matches and/or local visits.
- Use positive behaviour to enhance their learning, and be positive learners in the following ways:
 - Be ready and well-prepared to begin each lesson
 - Be an active participant in all learning activities
 - Always complete tasks to the very best of their ability
 - Be confident and resilient when approaching new learning
 - Be ready to stop and listen immediately, and take on board feedback to learn
 - Be prepared to consider, reflect and respond positively to written/verbal behaviour feedback.
- Behave in an orderly and self-controlled way (which is age-appropriate – pupils who are older are expected to exercise a greater degree of self-control and behavioural discipline).
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times. Any uniform adaptations are made in consultation with the class teacher and SENDCo and recorded on CPOMS. Any adaptations to uniform should be kept to a minimum.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

Managing behaviour: a therapeutic approach that is proportionate and fair

Our goal is to improve a child's behaviour and help them understand why positive behaviour is essential, and our methods and flexibility reflect this. Children will respond differently to behaviour management techniques. Therefore, it is important to have a consistent behaviour management approach which offers the flexibility to allow pupils to be supported to improve their behaviour. We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

Therapeutic approach

Creating a culture is imperative to the success of new strategies and is "understood and subscribed to by the whole school community." (Bennet, T 2017)

It is almost universally acknowledged in education that consistency plays a huge part in effective behaviour management. The Keys Academy Trust and Wokingham Borough Council endorses the practices of Therapeutic Thinking approaches to behaviour, founded by Angela Wadham. Therapeutic Thinking is, at the heart of it, a set of

Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity

Sonning Church of England Primary School

Behaviour Policy



principles and an approach that is designed to better understand and meet young people's needs. The underlying theory and a practical, graduated set of tools supports leaders with the development of policy, culture and practice in relation to young people's behaviour.

We will promote a therapeutic approach towards behaviour management and, to enable this, it is the responsibility of every adult at our school to know how to promote positive behaviour, to know how to manage antisocial (including difficult or dangerous behaviour) and to understand what certain behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Logical consequences to behaviour are not used as the driving force behind our policy, but are used as a supportive method to managing behaviour effectively. However, children continue to get unexpected rewards by the way of house points and other, miscellaneous, treats such as extra playtime, games in class etc. We will also continue to use loss of privileges and other sanctions to support positive behaviour (as outlined later in this policy). The appendix section at the end of this policy outlines some helpful phrases to illustrate how rewards and sanctions can be used with a therapeutic approach.

A proportionate but firm approach

Children do not act in the same way or learn in the same way and, therefore, we cannot apply behaviour sanctions in the same way. With this in mind, there must be some adjustment made to support individual pupils with their behaviour and the provision offered, as long as this is taken with the best outcome and learning from the child at the heart of any decision taken.

Equality is defined as aiming to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is defined as giving everyone what they need to achieve success. We must ensure equity for our pupils and recognise that some may need much more from us to help them before certain logical consequences are put in place.

Therefore, the school's response will aim to ensure the following:

- A response/action is **proportionate**. This means all factors surrounding the event (including historical events or behaviour) will be taken into account, as well as the severity of the incident.
- A response/action is **considered**. This means that time will have been taken to establish facts, understand context and make a decision,
- That we, as a school, act in a way that will **support** the child not just now, but long term.
- That a response/action will be **balanced**, and take into account a wide range of factors surrounding the child and incident.
- An investigation is thorough and a decision is **firm**, so that all parties understand the decision and consequences. This does not mean that we cannot change our view if additional evidence comes to light, but it is designed to ensure clarity of decision. This may mean that some communications are direct in tone, so that they are clear to all parties.

In being **proportionate, considered, supportive, balanced** and **firm**, the school must consider the impact on the school's aims and expectations (as outlined above). The school will not shy away from issuing logical consequences (outlined later in this policy) where necessary, but will do so after careful consideration of a range of factors (outlined throughout this policy).

Definitions and explanations of key terms for when enacting this policy

It is important that the terms used within this policy are clear to all who are reading and/or subject to action from this policy. It should be noted that the examples below are not an exhaustive list, and other acts or behaviours may be

Sonning Church of England Primary School

Behaviour Policy



included in the definition as they arrive, without needing to be written into this policy.

- **Equality** is defined as promoting fairness, but it can only work if everyone starts from the same place and needs the same help.
- **Equity** is defined as giving everyone what they need to achieve success.
- **Bullying** is defined as emotionally or physically harmful behaviour, and is specifically defined as the following:
 - Repetitive, wilful or persistent.
 - Intentionally harmful, carried out by an individual or a group.
 - Difficult to defend against.

It is “the intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power” (Anti-Bullying Alliance).

- **Positive (prosocial) behaviour** is defined as behaviour that benefits the individual and/or those that are around them.
- **Antisocial behaviour** is defined as behaviour that causes harm to an individual, group, the community or to the environment. It is behaviour that is likely to cause injury, harassment, alarm or distress. Unsocial behaviour (not enjoying or trying to behave sociably in the company of others, but not to the detriment of others) will also be encompassed as ‘antisocial behaviour’ for the purposes of this policy.
- **Difficult antisocial behaviour** is defined as low-level non-compliance or disruption, Verbal incidents (e.g. inappropriate language or high-level unkindness towards others).
- **Dangerous antisocial** is defined as repeated difficult antisocial or serious incidents that meet one or more of the following:
 - Behaviours that are unsafe (to the child or others, including staff).
 - Behaviours that could encourage others to engage in unsafe behaviour.
 - Bullying.
 - Incidents involving protected characteristics.
 - Physical incidents (toward pupils or staff).
 - Incidents that involve property damage, theft etc.

Responding to prosocial behaviour

Children do not behave better by feeling worse about themselves. Therefore, it is important to teach and model prosocial behaviour. Initially, we support prosocial behaviour through having very clear expectations of behaviour which are set out in our ‘Sonning School Rules’, which link directly to our school values (see the appendix at the end of this policy).

When a child’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos. These positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture. They are not seen as ‘bribes’ or ‘incentives’ but are seen as opportunities to acknowledge positive behaviour.

Success is celebrated and individual and collective achievement valued. Children are encouraged to identify their own and others’ strengths and to recognise and value diversity as described in our school vision. The achievements of individuals are celebrated in many ways at our school and this happens through the following:

- Verbal (praise and encouragement) as well as individual conversations for positive feedback.
- Stickers, certificates and other visual rewards.
- Headteacher Awards are awarded for consistently exceptional learning/behaviour. Headteacher Awards are collated and celebrated in our regular Celebration Assembly.
- A postcard can be sent home for a child who displays our values consistently and exceptionally. These are posted to the recipient by the headteacher or nominated person.

Sonning Church of England Primary School

Behaviour Policy



- Weekly 'Sonning Star' certificates are awarded to two pupils within each class and presented at Celebration Assembly on a Friday. Often, there is a focus linked to our school values and Christian ethos which are the basis for choosing children to receive these awards.
- Staff will contact parents specifically to share positive verbal feedback. This could be verbal, or via telephone, email or a Postcard Home.
- Each term, 'Golden Flame' certificates are awarded to children following recommendations by the class team for outstanding work or behaviour. These will be presented at an end of term assembly. Golden Flame award winners are permitted to wear non-uniform on a designated day.
- Individual or class rewards, such as opportunities to have extra time with school staff doing something which interests them e.g. a game of chess or creating a piece of art.
- In Year 6, pupils are awarded the privilege of being a prefect for a term. All children in Year 6 will have a turn through the year, except where behaviour is deemed inappropriate for a child holding a role model position.
- House points: These are given to children for exceptional consideration for others, positive learning attitude/behaviour, good work, consistent effort or a specific achievement. Please see the appendix for overview of House point system.
- Any other reward deemed appropriate by school staff, allowing for staff creativity and class/child interests and motivations in line with our Christian vision and values.

Staff may make reasonable adjustments in the spirit of equity over equality, but we will be open and transparent about our reasons.

Responding to antisocial behaviour

When a child engages in antisocial behaviour (see definitions and appendices), staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of this. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that antisocial will always be addressed. A range of strategies are used to support the understanding of (and reduce instances of) antisocial, in order to protect the welfare of pupils, and the security, stability and ethos of the school community. Any strategy employed is intended to achieve the following aims:

- Help the child understand their behaviour and how they could make better choices in the future in order to build positive relationships.
- Educate the child as to the impact their behaviour has had on others.
- Educate them away from repeating that behaviour.

At specific times, it may also be necessary to use a response to antisocial to signal to other children that the behaviour is unacceptable and deter them from doing it.

De-escalation techniques, including the use of pre-arranged scripts and phrases, may be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Staff may make reasonable adjustments in the spirit of equity over equality, but we will be open and transparent about our reasons.

When issuing consequences to behaviour, staff will also consider what support could be offered to a child to help them to act pro-socially in the future.

Sonning Church of England Primary School

Behaviour Policy



The school may use one or more of the following sanctions in response to unacceptable behaviour, including antisocial (as outlined in this policy):

- A private verbal reprimand and reminder of the expectations of behaviour.
- Work to reflect on their behaviour/action and write a letter of apology or complete a similar educational consequence (see the 'educational consequences' section for a definition). They may also be asked to reflect on their behaviour/action and complete a self-review of their behaviour or a similar educational consequence, which may be sent home to parents.
- Expecting work to be completed at home, or at break or lunchtime (if the antisocial resulted in lost learning time for the child). This is to help the child understand the importance of their education and ensure they do not miss out on key learning. This schoolwork is seen as restorative practice – and used carefully.
- Loss of privileges – for instance, the loss of a key responsibility.
- Letter or phone call home to parents.
- Agreeing a behaviour contract.
- Removal from classroom in consultation with SLT (child to work in a different part of the school), or removing other children if a child's behaviour is unsafe or dangerous.
- Protective or logical consequence (e.g. where a child is withdrawn from part of a break or lunch time).
- Internal exclusion (where a child is withdrawn from class or lesson/s to work away from other children as a logical consequence to their behaviour).
- Suspension (see the Suspensions and Permanent Exclusions Policy for full details).
- Permanent exclusion, in the most serious of circumstances (see the Suspensions and Permanent Exclusions Policy for full details).

The strategies or responses listed above are not in order of severity, and different measures and methods are applied depending on the child and circumstance. At all stages, other staff members or a Phase Lead may be asked to speak with a child.

These consequences will often be linked with both difficult and dangerous behaviour. However, individual circumstances of the child will be taken into account when choosing consequences, and decisions will be made on a case-by-case basis. There will also be an acknowledgement of the impact certain antisocial may have on others and the orderly conduct of the school.

In addition, staff will also consider the following:

- The child's capacity to understand.
- The child's perception of risk or consequence.
- The child's understanding, which prevents them from being responsive to support.

Antisocial at Out of School Club (OSC)

We expect our children to act pro-socially at all times, including in our OSC. If a child engages in antisocial behaviour, the child may not be able to attend the OSC.

Withdrawal from regular activities or privileges

Removing a child from an event/activity, restricting them from attending an event/activity or withdrawing rewards or privileges is not designed to punish a child, but is used as a precaution if the school does not believe the child can represent the school appropriately, keep themselves safe or keep others safe. Examples of this are as follows:

- Withdrawal of privileges (e.g. responsibilities, the right to go on visits, residential trips, participation in class activity, membership of school teams and attendance at events/activities run by the school or PTA).
- Exclusion from clubs attended within or out of school hours offered by the school, including our OSC.

Sonning Church of England Primary School

Behaviour Policy



Restorative discussion

Where children do not make positive improvements with their behaviour despite adult guidance, a restorative discussion may be had in isolation or will form part of a reflective process. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. This approach aims to restore relationships following antisocial.

This process may be supported by staff to ensure that the child embeds the understanding of the consequences of their choices and antisocial, and how they can learn from this experience to help them make more positive behavioural choices in the future.

Protective consequences

Protective consequences involve the actions taken to manage the risk of harm. This could include the following:

- Increased staff ratio.
- Limited access to outside space/resources (e.g. footballs).
- Escorted in social situations.
- Restricted on/off site activities.
- Differentiated teaching space, including an internal exclusion.
- Suspension or permanent exclusion.

Protective consequences are often short-term as they often require additional staffing resources which are not available. Therefore, suspension is a key part of protective consequences to antisocial behaviour.

Suspensions and Permanent Exclusions

As part of our approach, a suspension or, in serious cases, a permanent exclusion, may be issued. As outlined in the [DfE's guidance on suspensions and permanent exclusions](#):

"This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both children and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all child behaviour can be amended or remedied by pastoral processes, or consequences within the school."

Suspensions are also specifically referred to as "an essential behaviour management tool that should be set out within a school's behaviour policy."

Please refer to our Suspension and Permanent Exclusion Policy for more information. This can be [located on our website](#).

Antisocial that occurs offsite

Logical or protective consequences may be applied where a child has behaved antisocially offsite when representing the school. As outlined below:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Wearing school uniform.

Logical or protective consequences may also be applied where a child has acted antisocially offsite, at any time, whether or not the conditions above apply, if the antisocial behaviour meets one or more of the following criteria (or similar):

- Could have repercussions for the orderly running of the school.



- Poses a threat to another child.
- Could adversely affect the reputation of the school.

Sanctions issued to a child following an offsite antisocial behaviour will be enacted on school premises or elsewhere when the child is under the lawful control of a staff member.

Antisocial behaviour that occurs online

The school can issue behaviour consequences to children for online antisocial behaviour when the following criteria (or similar) are met:

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

Logical or protective consequences issued to a child following an online act of antisocial behaviour will be enacted on school premises or elsewhere when the child is under the lawful control of a staff member.

Children with SEND or additional needs

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of antisocial behaviour arise, we will consider them in relation to a child's SEND and liaise with external professionals accordingly.

We recognise our legal duty under the Equality Act 2010, with respect to safeguarding and supporting children with special educational needs and disabilities (SEND). Approaches to managing the behaviour of these children will be decided by school staff after appropriately considering all safeguarding arrangements and needs of the child. Agreed approaches will usually be decided in consultation with our SENDCo.

The provision of children with SEND will be dependent on the circumstances and needs of the specific child. The acknowledgement of the impact certain antisocial behaviours may have on others and the orderly conduct of the school will form part of any decision making.

The school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled children 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 plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

However, it should be noted that, as outlined in the [DfE's guidance on suspensions and permanent exclusions](#), schools may issue a suspension or permanent exclusion to a child with SEND, but must consider the following:

"Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a child with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to child's with SEN when administering the exclusion process, including (in the case of the governing board of relevant settings) using their 'best endeavours'

Sonning Church of England Primary School

Behaviour Policy



to ensure the appropriate special educational provision is made for children with SEN and (for all settings) having regard to the Special Educational Needs and Disability (SEND) Code of Practice.”

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of antisocial behaviours, and put in place support to prevent these from occurring. This may also include seeking advice from external agencies.

Staff training

Each year, as part of the annual safeguarding refresher training, the school will revisit the expectations of the behaviour policy and the staff's roles within that. There will be ongoing monitoring of the implementation of this policy and when necessary support/ guidance will be given.

As part of the induction programme for new staff members, there will be thorough training on the behaviour policy so that new adults know the expectations and how to maintain a consistent approach.

Monitoring behaviour

The school will collect data based on the number of incidents that have occurred and the type of behaviour that has occurred.

This data will be analysed on a termly basis and will be from a range of perspectives including the following:

- Year group comparisons.
- By characteristic group including protected characteristic groups.
- By time of day/day of week, if relevant

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether the management of this situation sits within this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children This can be [located on our website](#).

Safeguarding

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Behaviour Policy



The school recognises that changes in behaviour may be an indicator that a child needs help or protection. We will consider whether a child's antisocial may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This can be [located on our website](#).

Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

Please refer to our safeguarding policy for more information.

Suspected criminal behaviour

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of SLT will make the report.

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

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

Reasonable force and searching, screening and confiscation

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force to prevent a child from any of the following:

- Causing disorder or inciting/encouraging others to cause disorder.
- Hurting themselves or others.

Sonning Church of England Primary School

Behaviour Policy



- Damaging property.
- Committing an offence.

Incidents of reasonable force must also meet the following criteria:

- It should always be used as a last resort.
- It must be applied using the minimum amount of force and for the minimum amount of time possible.
- It must be used in a way that maintains the safety and dignity of all concerned.
- It should never be used as a form of punishment.
- It must be recorded on CPOMS and reported to parents.

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

Please see the appendix later in this policy for further details on reasonable force.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The school has a separate policy on this, which is an adopted model policy from our academy trust. This policy can be [located on our website](#).

Legislation, statutory requirements and statutory guidance

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

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

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on the following:

- 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.

Equal opportunities

Our Equal Opportunities Policy states that our school believes that no-one should receive less favourable treatment on the grounds of, for example: race, gender, disability, sexuality, age, income, religion, colour, ethnic background, origin, marital status, nationality or appearance. This statement is particularly pertinent to our behaviour policy and our Christian values of respect and love. It is useful to note that strategies may be adapted to suit individual needs, our

Sonning Church of England Primary School

Behaviour Policy



school will be vigilant to ensure there is, and every child knows that there is, a fair system in place to ensure good behaviour exists at school.



Appendix 1: Use of reasonable force

1.1 Introduction

This policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the Department for Education (DfE). DfE guidance states that schools should not have a 'no contact' policy as such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm either to themselves, other pupils or adults or property.

The DfE produced an advisory document called 'Guidance for Safer Working Practice for adults who work with children and young people'. The document was updated in May 2019 by the Safer Recruitment Consortium. The Keys Academy Trust (TKAT) Staff Code of Conduct references this guidance which includes information on dealing with Behaviour Management and The Use of Control and Physical Intervention. DfE guidance 'Use of Reasonable Force' has informed the content of this policy.

TKAT strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Schools do not require parental consent to use force on a student.

This power extends to times when staff (or other adults see 1.3) are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where staff use the power to apply physical intervention or force will be recorded. The SLT will involve the Designated Safeguarding Lead (DSL) in the review of review all such incidents to determine whether any safeguarding concerns have arisen.

A record will not be made unless directed where pupils are held to help them to calm or reassure them, or where touching a pupil might be proper or necessary. The following examples are not exhaustive but may include:

- Holding the hand of the child when moving around the school or when on visits or in other settings
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Where directed, the Individual Behaviour Plan and/or Pastoral Support Plan will be reviewed and updated.

Schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND). The school SENCO will ensure the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support.

Sonning Church of England Primary School

Behaviour Policy



TKAT will ensure that staff training is available to meet identified needs. All staff expected to use physical intervention must receive accredited training (e.g., Team Teach) including de-escalation techniques, with regular refreshers. Schools must take responsibility to ensure that appropriate staff attend training and a register is maintained including dates of training and expiry dates to ensure compliance with refresher updates.

1.2 Definition of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means 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 a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

1.3 When can reasonable force be used?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the judgement of the adult concerned and should always depend on the individual circumstances.

Adults can use reasonable force to:

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

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm (see Searching, Screening and Confiscation information in Appendix 2).

This list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools cannot use force as a punishment. It is always unlawful to use force as a punishment.

Physical Interventions – Definitions

Sonning Church of England Primary School

Behaviour Policy



Restraint

The reasonable use of minimum force required to overpower a child or young person with the intention of **preventing** them harming themselves, others or causing serious damage to property (and within education settings preventing behaviour prejudicial to good order).

Holding

To assert authoritatively. Action taken to **discourage** a child or young person from causing harm, damage or disruption but which of itself would not prevent such harm, damage or disruption.

Escorting

Accompanying a child or young person for protection or guidance. Escorting may include physical touch.

Breakaway

The reasonable use of minimum force required to disengage from dangerous or potentially harmful physical contact with a child or young person.

Reasonable force

There is no legal definition of 'reasonable'. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

The following restraint techniques have been identified as presenting an unacceptable risk when used on children and **must not** be used. These techniques also pose risks including positional asphyxia, which is strictly prohibited:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

1.4 Prevention

Children or young people who are constantly in conflict with themselves or others are less able to access learning and develop their potential. Children and young people with difficult or challenging behaviour should be helped to manage themselves in ways that enables them to learn and develop. In order to do this a stepped approach to the prevention of confrontative and challenging behaviour will be adopted including:

- Ensuring the best possible match between the child or young person's needs and the staff's ability to meet those needs.
- Developing an ethos in which there is the expectation that children and young people will be well behaved. It is believed that children and young people develop and learn self-control better through reward and positive responses to acceptable behaviour rather than disapproval and imposition of sanctions when they behave badly. A major factor in creating an environment, which is generally well ordered, is the quality of the relationships between staff and children/young people. Staff and carers will work to develop relationships with children and young people based on mutual trust and respect and will use these to communicate expectations regarding acceptable behaviour.
- It is recognised that staff and carers need to feel safe in order to carry out their duties and the school will ensure that they receive the necessary training and support to enable them to do so. It is not acceptable for staff or carers to become the victims of verbal or physical abuse from children/young people and their parents, and all options will be explored to prevent this from happening.
- Adopting a non-confrontative, pragmatic and problem-solving approach to signs of mounting anger in children and young people. When children/young people begin to lose control staff and carers will explain clearly what is expected and will tell and show the child or young person how to behave in an acceptable manner. In these circumstances staff and carers will demonstrate to children and young people unconditional positive regard (while clearly identifying their behaviour as unacceptable) and keep in mind throughout that the purpose of intervention is to enable the child or young person to learn self-control.

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- Intervening early when there are signs of increased aggression and employing techniques of defusion and de-escalation to calm and distract young people to enable them to regain self-control. This includes for additional adult support to be summoned prior to any physical intervention to provide witnesses/support. The best prevention is based on a full and proper understanding of a child or young person's needs. The better the child or young person's needs are understood and met, then the less the likelihood of confrontation. Where children and young people are known to have challenging behaviours then a proper risk assessment followed by shared planning is the basis for appropriate management.
- Involving both professionals and parents/carers in developing a behaviour management strategy within the child's care plan / pastoral support plan and /or behaviour management plan for those who have enduring self-management difficulties. The strategy will include agreement on reasonable expectations in relation to the child or young person's behaviour and on the strategies to be adopted to manage future difficulties. They will also indicate what rewards are available for improved behaviour and what sanctions will be imposed for further incidents of unacceptable behaviour.
- Resorting to the use of physical interventions, including restraint, as a last resort. The use of restraint is an act of care intended to provide external control to a child or young person who has temporarily lost self-control. It is important to take the use of restraint extremely seriously and to ensure that an opportunity is offered to the child/young person to reflect on their experiences, and that staff involved will be debriefed after a restraint in order to promote learning and to reduce the likelihood of future incidents.
- There is a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through to a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

1.5 Risk Assessment

In any school there will be a small minority of children whose behaviour in some circumstances may need to be managed by the use of planned physical intervention.

Where this behaviour has the potential to cause harm, injury or serious damage, early identification and appropriate intervention through a planned risk assessment is necessary in order to minimise potential difficulties and ensure the safety of all involved.

The risk assessment should not only focus on the potential for aggressive / challenging behaviour but for those children and young people who are deemed to be vulnerable through emotional and traumatic experiences. The risk assessment should result in an appropriate plan which identifies the steps and support necessary to be put into place.

See Risk Assessment proforma (Form A)

1.6 Partnership

Experience shows that the best outcomes for children and young people who have enduring problems with challenging behaviours are achieved through staff, parents/carers and other professionals working in partnership. Partnership will be best promoted through the following means:

- Involving parents/carers by keeping them informed of concerns about their children/young person's difficult/challenging behaviour.
- Planning, agreeing and regularly reviewing with parents/carers strategies (including any sanctions) to deter inappropriate behaviour and encourage the development of more appropriate behaviour.
- Working with parents/carers and other professionals (for e.g. Education Welfare Officers, Clinical or Educational Psychologist, Social Workers, Health Professionals, Voluntary Carers, Outreach Workers etc.) may be involved with the child or young person to develop a fuller understanding of their needs and for these to be reflected in their care plan and/or personal support plan.

Sonning Church of England Primary School

Behaviour Policy



- Working collaboratively with the council to promote staff and carers' safety and ensure best outcomes for children and young people.

1.7 Recording and Monitoring

School will keep a separate, detailed, written record of every incident of restraint (see Form B).

The designated senior member of staff will read every report and will address any issues which arise. Other interventions involving the use of physical interventions will also be recorded.

Schools are required to keep written records of restraint for 75 years after the date of birth of the child. To ensure that records are kept a Bound and Numbered book should be used to record all incidents of restraint ([TeamTeach Portal \(coreprint.net\)](https://www.teamteach.com/portal/coreprint.net)). This can be used in conjunction with Form B which schools will use to keep their electronic records up to date (CPOMS). These books should be kept in a safe and secure location. All records will be regularly reviewed by the designated senior member of staff to monitor the use of physical interventions generally and identify any issues or trends (whether particular children/young people or staff/carers are more frequently involved in incidents or whether particular situations trigger incidents, etc.) and consider whether any action is necessary.

Parents/carers should be informed 'as soon as is practicable' when significant force has been used on their child. While parental consent is not required to use reasonable force, timely communication following incidents is essential. Parents should be told:

- When and where the incident took place
- Which members of staff were directly involved
- The strategies used to try to avoid having to use force
- What force was used
- Whether there were any injuries
- What follow up actions (support and/or disciplinary) was being taken in relation to their child

1.8 Complaints

When children or young people are seriously out of control physical intervention may be unavoidable and may result inadvertently in the child being harmed/injured. In these circumstances it is the behaviour of the child or young person which determines the degree of force required to bring them under control which may lead to injury, rather than the intention of the member of staff or carer to cause harm.

If a child or young person is harmed in the course of a physical intervention and he/she or his or her parents wish to make a complaint then this will be taken seriously and investigated thoroughly in line with the Child Protection (Allegations Against Staff) Procedures.

Under no circumstances whatsoever should a parent take direct physical action against a member of staff or carer. If this should happen, staff within schools or establishments would be supported in the action they may wish to take in terms of legal redress in respect of the parent.

In this difficult area it is important to balance up the primary consideration, which is the safety and welfare of children and young people, with the principles of natural justice in relation to the member of staff or carer concerned. As a general rule, genuine attempts to use approved methods of physical intervention in appropriate circumstances would not attract a disciplinary response (even if the child or young person is harmed) – though such circumstances may indicate a training need.

Sonning Church of England Primary School

Behaviour Policy



FORM A: RISK ASSESSMENT PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING BEHAVIOURS

Name of child:

Class group:

Name of teacher:.....

IDENTIFICATION OF RISK	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is (or could be) affected by the risk.	

ASSESSMENT OF RISK	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature: Date:

Sonning Church of England Primary School

Behaviour Policy



RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to child:

Date:

Sonning Church of England Primary School

Behaviour Policy



COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY

Plans and strategies shared with:	Communication method	Date actioned

STAFF TRAINING ISSUES

Identified training needs	Training provided to meet needs	Date training completed

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY

Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

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ACTIONS FOR THE FUTURE

Empty rectangular box for recording actions for the future.

Plans and strategies evaluated by:

Relationship to child:

Date:

Sonning Church of England Primary School

Behaviour Policy



FORM B

Record of Restraint

Pupil's name:

Year Group:.....

Date/time/location of incident:

.....

Reason for the use of restraint (evidence of harm, damage, disruption):

.....

.....

Details of events leading to restraint:.....

.....

.....

De-escalation techniques used prior to restraint (tick as appropriate):

Verbal advice/support	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Calming	<input type="checkbox"/>	Re-direction	<input type="checkbox"/>
Distracting	<input type="checkbox"/>	Humour	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Options offered	<input type="checkbox"/>
Increase personal space	<input type="checkbox"/>	Instructions	<input type="checkbox"/>
Use of body language	<input type="checkbox"/>	Warnings	<input type="checkbox"/>

Other (specify):.....

.....

Sonning Church of England Primary School

Behaviour Policy



Details of restraint (**who was involved, what techniques were used**):

.....
.....
.....

Duration of any measure of restraint:

.....
.....

Witnesses to the incident:

Staff:

Pupils:

Other:

Details of any damage or injuries to pupil concerned/other pupils/staff/others:

Was medical treatment necessary? Y/N

Details:

.....

.....

Was an Accident Report and/or Incident Report required? Y/N

Was this intervention part of an agreed Behaviour Management Plan (BMP)? Y/N

Does the existing BMP need amendment? Y/N

Is a BMP now required for this pupil? Y/N

Action taken following the incident

(including pupil's response and whether a debriefing interview with the staff member using the restraint has occurred):

.....
.....

Sonning Church of England Primary School

Behaviour Policy



NOTIFICATION

Identify all who have been informed and when:

	Y/N	Date/Time
Headteacher/designated person		
Parents/Carers		
Other professionals (specify)		
Police		

Comments of child/young person: (ideally within 24 hours and no longer than 5 days following the restraint)

.....

Signature of Report Compiler

.....

Date

Signature of others involved

.....

Date

Signature of child/young person

.....

Date

Headteacher/Designated Person's comments:

.....

.....

Was the person using the restraint authorised?

YES/NO

Was the person using the restraint trained?

YES/NO

.....

Date

Signature



Appendix 2: Examples for types of antisocial behaviour

The below examples are not an exhaustive list, and are used to provide an indication of the type of behaviour that would be categorised for each term.

Difficult antisocial behaviour is defined at Sonning as the following (or similar):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes. This includes 'low level' disruption (e.g. distracting others, calling out)
- Non-completion of class learning or home learning.
- Poor attitude, including disrespect to peers or adults.

Dangerous antisocial behaviour is defined at Sonning as the following (or similar):

- Repeated breaches of any of our school rules.
- Repeated acts from the 'difficult antisocial behaviour' list.
- Behaviours that are unsafe (to the child or others, including staff).
- Behaviours that could encourage others to engage in unsafe behaviour.
- Physical incidents (toward pupils or staff).
- Any form of bullying.
- Incidents that involve property damage, including vandalism (including repeated minor acts, such as drawing on tables, chairs or walls).
- Theft.
- Fighting.
- Racist, sexist, homophobic or discriminatory behaviour.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

Whilst we note that Sonning is a primary school, we also recognise that serious issues can occur anywhere. Therefore, whilst unlikely, the below also class as serious antisocial (as defined in model guidance):

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour, such as interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Smoking.
- Possession of any prohibited/banned items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images.

Sonning Church of England Primary School

Behaviour Policy



Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Therefore, bullying involves the following:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group.
- Difficult to defend against.

Bullying can include the following acts or behaviours:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Electronic or cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

There are also types of bullying that are linked to a specific aspect of a person or protected characteristic. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include the following:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation or gender.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist, sexual or transphobic bullying.
 - This could include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching.

Bullying is covered specifically in our Anti-Bullying Policy, which can be [located on our website](#).



Appendix 3: Examples of therapeutic adaptations to language used with pupils

As adults, our words and actions are important. Whilst we may not get it right every time, we endeavour to be consistent, supportive, fair and firm in our messaging. Below are some examples of how rewards and sanctions can be used effectively and the language used to facilitate this.

Rewards (not bribes or incentives)

- “You worked so hard on that piece of work. I was particularly impressed by how calm you stayed when you struggled with question 5. Why don’t you go and have a look at your comic book now?”
- “Thank you for holding the door for me! Have 2 house points.”

Sanctions (logical consequences)

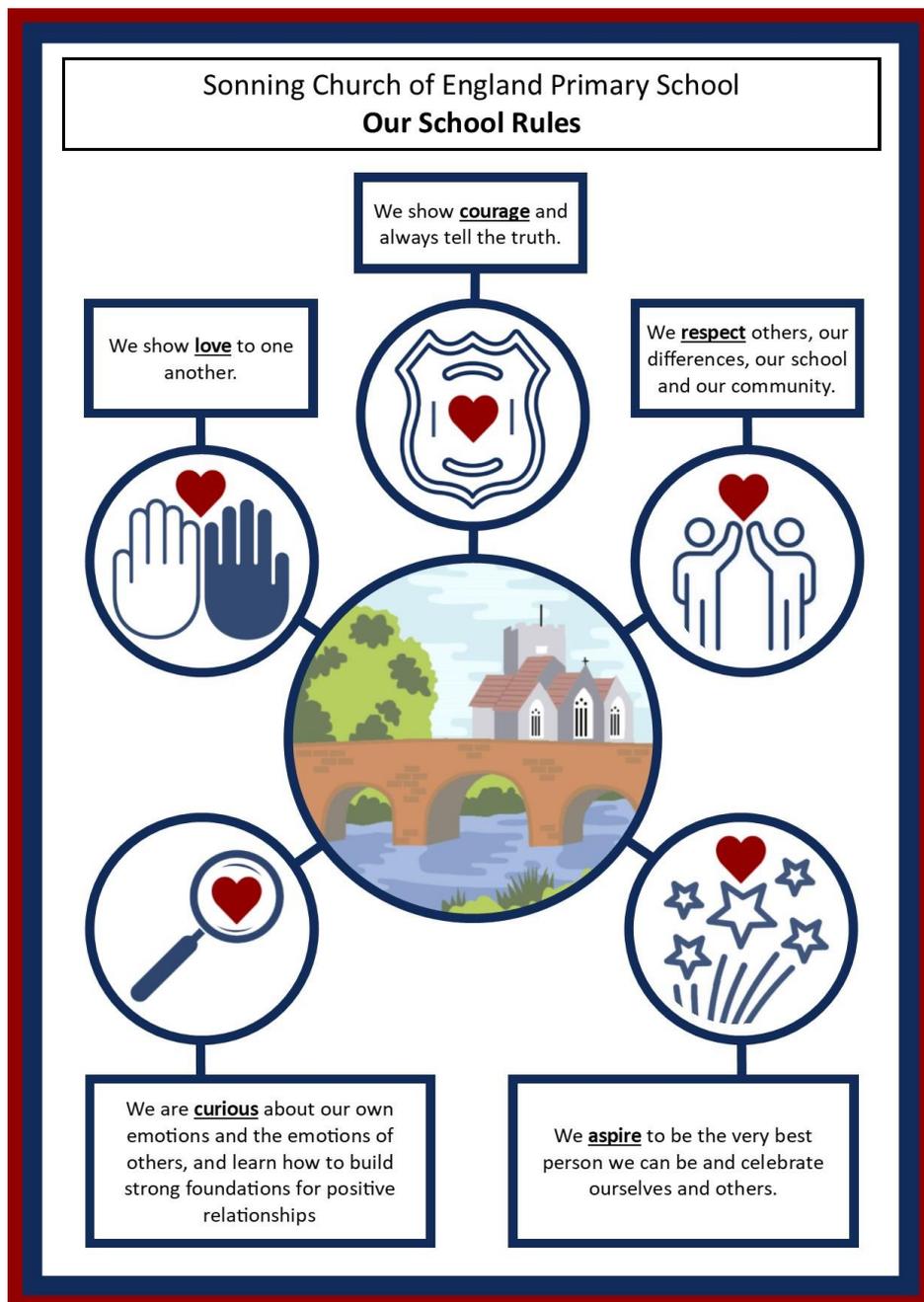
- “We won’t be able to let you go on the playground in case you hurt someone again.”
- “Because you were unkind to your friends, we cannot trust that you will be kind when you are outside. Therefore, you must stay in with an adult until we can trust that you will be safe outside and kind to others. During our time inside, we will consider what other choices you can make. It is also important that we show other children that behaviour like this is not acceptable, so they will see that you are not on the playground at breaktime.”
- “You broke that ruler, so you won't be able to keep one in your tray until you can prove that you can use one appropriately and with care.”
- “You didn’t get all of your work finished during lesson time, despite the help offered and/or provided. We are going to spend some time going over it for 10 minutes at lunchtime.”



Appendix 4: Our Sonning School Rules

We believe, to build strong foundations for the years ahead, instilling a love and care for one another will prepare children for later life. Our school rules, in line with our vision and values, help to achieve this:

- We show love to one another.
- We show courage and always tell the truth.
- We aspire to be the very best person we can be and celebrate ourselves and others.
- We respect others, our differences, our school and our community.
- We are curious about our own emotions and the emotions of others, and learn how to build strong foundations for positive relationships.



Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity



Appendix 5: House points

Upon entry to the school, children are organised into four Houses: Paddick, Pearson, Rich and Palmer. We have a House point system and children are encouraged to earn as many points as they can for their House. House points are very special and will only be awarded when children have demonstrated behaviours which are above and beyond our high standards.

Why a House points system?

We believe this system reflects our Christian ethos. It aims to encourage a real sense of pride and achievement for the children, and reinforces our school value of aspiration. It fosters community spirit and gives the children an opportunity to contribute to something bigger than themselves, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

Awarding of House points

House points can be awarded by any member of school staff for various reasons. House points can only be received from the member of staff who awarded them or the child's class teacher (who will verify the awarding of the House points with the initial staff member). Points will be awarded for behaviours such as (but not limited to) the following:

- Behaviour which reflects our Christian ethos.
- For exceptional consideration for others.
- Good learning attitude/behaviour.
- Exceptionally good work, including effort to learn.
- Consistent effort or a specific achievement.

House points will be awarded from 1 to a maximum of 5 for an individual behaviour. House points will be identified by coloured counters which are associated to each House by their colour. Staff will endeavour to award House points consistently across the year groups.

Organisation of House points

Each classroom within the school will have a House point collection area within the classroom. This will consist of 4 coloured coded containers which are sealed. Children will place counters into their House point collection pots.

Collation of House points

The House points are counted by our Prefects, with a termly winner announced during our Celebration Assembly. Children in that House are rewarded with a special event or treat. At the end of the year, once all House points are tallied, the House Champions will be announced. The winning House will be awarded their ribbons on the House Cup and their names engraved on the House point shield.

Reinforcement of the House system

For sport and PE events which involve the whole school, children wear coloured t-shirts which are specific to their House. Occasionally, children will work in House groups rather than year groups. This provides children with useful opportunities to work not only with their peers but with those older or younger than themselves. Activities and events (e.g. sport day) will also contribute to the House points system.