

Behaviour Policy

(Including exclusions and the use of reasonable force)

Little Bowden Primary School



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Policy Updates 2026 version

Policy section	What's changed?	Why?
Aims	Updated the children's code of conduct to reflect the current school rules	Code of conduct was updated to make it easier for children to understand and remember
Legislation and policy	Added a section on legislation and policy	Section added to reflect on how the policy has been written with the current legislation as its structure.
Mobile phones	Added a section on the use of mobile phones in school in line with the DfE's non-statutory mobile phone guidance	Section added to clarify the school's policy on the use of mobile phones in school in line with recent non-statutory mobile phone guidance
Use of restraint	Changed title to 'Restrictive interventions, including use of reasonable force'. Updated the section to outline the school's policy to ensure it aligns with the DfE's recent guidance on restrictive interventions	New guidance released by the DfE on the use of restrictive interventions to take effect 1 st April 2026.
Anti-bullying policy	Removed the Anti-Bullying policy	Created a separate policy that sits outside of the behaviour policy.

INTRODUCTION

This policy reflects the promotion of positive behaviour and our policy on rewards and consequences with regards to pupils' behaviour.

Little Bowden is a school that is proud of its friendliness and mutual support. The route to resilience ethos underpins the behaviour policy by developing the necessary characteristics for life.

Everyone at Little Bowden Primary School is responsible for the promotion of high standards of behaviour. A clear code of conduct, supported by rewards and consequences, are followed within a safe, secure and positive environment. Learning to behave responsibly towards others and towards the community in which we live is promoted as a life skill, leading to fulfilling and rewarding lives as adults who are able to make positive contributions to wider society.

Positive behaviour strengthens effective learning. A consistent approach to the promotion of positive behaviour sets the tone for learning. When poor behaviour is identified which disrupts learning, consequences will be implemented in line with this behaviour policy.

AIMS

- To create a calm, fair and caring ethos
- To show respect and tolerance for all people
- To create an environment in which all children can learn
- To encourage self-regulation and self-motivation in all pupils
- To enable pupils to make positive choices and to accept that there are consequences to their actions

These aims are presented to the children as our **Code of Conduct**

- I can listen
- I can follow instructions
- I can be kind

All classrooms will have a display of our Code of Conduct. This is reinforced by other materials that will support the children's learning and understanding of them. This will be done in consultation with children and staff.

Legislation, statutory requirements and guidance

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

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

In addition, this policy is based on:

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

What we do:

- We have a fair and consistent system for encouraging positive behaviour. The system is clear, structured with stepped responses, consistently applied and differentiated to take into account age, ability, disability and religion.
- Reward systems are not uniform across classes as they must respond to the particular needs of the class and the individuals within it. Class reward systems run independently of and parallel to a whole school reward system.
- Staff are encouraged to communicate with all adults who are involved with a child (teacher, lunchtime staff, ALT etc).
- Staff are encouraged to support each other and share best practice.
- Staff will use their professional judgement in responding to situations both in school and on educational visits.
- Staff receive regular training on behaviour management including where they can access support materials to improve their practice.
- Children having difficulties with their behaviour will be supported in a range of other ways including ALT support, nurture groups and individual behaviour plans.

Rewards

Positive behaviour is expected from everyone and will flourish if positively encouraged and rewarded. Everyone at Little Bowden will continue to use a variety of methods of reward. These include:

1. Verbal and non-verbal praise
2. Positive written comments in children's work
3. Issuing house points
4. Positive reinforcement awards e.g. smiley faces, table points, heroes' board, being brilliant box
5. Awarding stickers, certificates, prizes, golden time etc. for good behaviour and achievement
6. Giving wide public praise through the weekly "Mentions Book" and Character Champion awards in assemblies.
7. Positive verbal and written communication with parents
8. Half termly recognition of consistent achievers in either behaviour / academic work with certificates presented and names displayed on the Gold Stars board.

Specific Strategies:

- Praising positive role model behaviour (rather than focusing on the negative behaviour)
- Modelling positive relationships to include children with children, children with adults, adults with adults
- Building and modelling relationships based on mutual trust and respect between child and child, child and adults, adults and adults
- Use of non-verbal communication e.g. smiles
- Ensuring good eye contact and body language
- Using positive language - well done.... / thank-you for...
- Using the Route to Resilience character skills
- Using the language of positive choices

- Change of position in classroom
- Being consistent and fair
- Using the system of PIP and RIP – Praise in Public, Reprimand in Private
- 1:1 verbal discussion
- Stating the appropriate behaviour in a positive manner e.g. “Show me safe walking”
- Visual system to monitor behaviour
- Encourage children to find a safe place for self-regulation

Consequences

Everybody needs to understand that for all negative actions there are consequences. The school uses a number of strategies to achieve the school aims, and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation. Consequences will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour and their choices are not acceptable. When the children are in EYFS, it is recognised that help is often needed to support children who are still reaching the levels of control required for independent play.

Some children, including those with SEN who have specific needs relating to behaviour, may find it difficult to follow the Code of Conduct. The school will support all staff to develop individualised strategies for these children. This may include alternative rewards or consequences and the support of outside agencies. Parents will be included in identifying ways to support and manage their child’s behavioural needs in school.

Persistent low-level behaviour

If a child persistently communicates through an unacceptable manner, the class teacher will be supported by other adults. The level of support will be appropriate to the need of the teacher, the class and the child. The purpose of intervention is not to punish but to modify behaviour. Persistent low-level behaviour can indicate an underlying problem, which needs further investigation and action.

Behaviour Management Strategy

In each case, a child will be given a warning to correct and reflect on their behaviour before a sanction is applied. At every stage of behaviour, children are encouraged to ‘bounce back’ after a period of reflecting on their behaviour and correcting it. Appropriate positive praise will be given.

Behaviour Management		
	Behaviour	Consequences
		May include:
Level 1	May include: • Persistent classroom disturbance • Rudeness • Not following instructions	• Incident recorded on Class Charts • Time out (5-10 mins) in class to allow for a reflection of behaviour
Level 2	May include: • Damaging property • Refusing to work • Throwing things	• Incident recorded on Class Charts • Contact made with parent/ guardian and recorded on Provision Map • Sent to the Phase Leader for 10-15 mins with work
Level 3	May include: • Fighting	• Incident recorded on Class Charts

	• Stealing • Racist, sexist or homophobic comments • Swearing	• Contact made with parent/ guardian and recorded on Provision Map • Sent to the Deputy Headteacher or Headteacher • Loss of play times
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Persistent Level 2 or 3 behaviour may result in the student being placed on school report and loss of privileges, such as missing a school football match or a prized responsibility. Please refer to [Guidance from the Department for Education \(Paragraph 45\)](#).

Other behaviours are more extreme and will be dealt with outside of the levelled structure and may result in exclusions. Please refer to the [County's Guidance on Exclusions](#).

Suspensions or Permanent Exclusions.

We are an inclusive school and do not wish to suspend or exclude any child. However, in extreme cases, it may be necessary to suspend a child or permanently exclude. A Suspension can include periods of time such as lunchtimes. This should be used if the child's behaviour is deemed to be consistently unacceptable during the lunchtime period and other alternative sanctions have been tried with little success. This would be carefully considered by the teaching staff and the Headteacher and discussed with parents.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. S/he will at all times, consult with the school's DSL to ensure there are no safeguarding concerns that would place the child at risk of harm.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision. The school will inform the parents how to make any such appeal.

Upon return to the school, the child and parents will be required to attend a reintegration meeting that will place targets on the child to prevent a repeat of the behaviour.

Mobile phones

We recognise that mobile phones and similar devices, including smartphones and 'smart watches', are an important part of everyday life for our pupils, parents/carers and staff, as well as the wider school community. This policy on mobile phones meets the requirements of the Department for Education's non-statutory [mobile phone guidance](#). Further guidance that should be considered alongside this policy is Keeping Children Safe in Education.

Pupils should not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes.

- o Mobile phones must be handed to the class teacher at the start of the school day. They will be handed back to children at the end of the day.
- o When phones are handed back to pupils at the end of the school day, pupils must place phones in their school bag until they leave the school premises.
- o Should a pupil not adhere to these conditions, a warning will be given before the mobile phone is confiscated by a member of staff. The phone will only be returned upon collection by the pupil's parent.
- o Should confiscating the mobile phone pose a concern for the pupil if it's used to communicate with their parent for arranging collection, the school will contact the parent.
- o Exception to the above rules will be considered by the Headteacher for medical reasons, e.g monitoring blood sugar levels.

- o Mobile phones will not be permitted on residential trips and trips outside of the normal school day.

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#). Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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