

Behaviour Policy

Minsterley Primary School
2026-27



PART 1 – Behaviour Policy

PART 2 - Policy for Physical Intervention and Restraint

PART 1 – Behaviour Policy

This policy sets out our whole-school approach and school behaviour curriculum to promote and manage behaviour that enables all pupils to learn, staff to teach and the school community to flourish.

Purpose of the policy

- To encourage and secure high standards of conduct and self-discipline among pupils.
- To clarify roles and responsibilities for behaviour across the school community.
- To describe the clear, consistent systems for promoting positive behaviour and addressing unacceptable behaviour, including sanctions and restorative approaches.
- To ensure approaches are inclusive and make reasonable adjustments for pupils with SEND or other vulnerabilities.
- To communicate expectations to pupils, staff, parents and governors and to provide a basis for consistent application.
- Teach appropriate behaviour through positive intervention

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Behaviour in Schools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy (Part 2 Behaviour Policy)
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Procedures (within the Child Protection and Safeguarding Policy)
- Anti-bullying Policy
- Allegations of abuse against staff

Roles and Responsibilities

The Governing Body:

- Ensure there is a written behaviour policy published and reviewed regularly.
- Provide oversight and challenge to leaders on behaviour outcomes and consistency.
- Ensure behaviour policy aligns with the statement of behaviour principles and legal duties.

The Headteacher must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/Hanwood High Fives and certificates/stickers
- Ensure staff training needs are identified and met
- Monitor behaviour data and use behaviour records to target and assess interventions
- Ensure reasonable adjustments for pupils with SEND
- Support teachers in managing children with more complex or challenging behaviours
- Ensure publication of the policy to parents, staff and pupils at least annually and publish the policy on the school website

All staff must:

- Implement school rules, routines and consistent responses. Teach and model behaviour expectations explicitly
- Use positive reinforcement, high-quality classroom management and de-escalation strategies
- Record and report incidents as required, involve parents and the Inclusion Leader when necessary.
- Always pick up on children who are failing to meet expectations

Pupils

- Understand, follow and demonstrate the school values and behaviour expectations.
- Be safe with kind hands, feet and words around other children, staff and visitors.
- Respect and look after school property and resources.
- Participate in restorative conversations and take responsibility for learning from incidents.

Parents and carers

- Support the school expectations and work with staff to address behaviour concerns.
- Ensure children attend regularly, are prepared for school and follow our school rules.

Ethos and Culture

We expect kind, courageous and respectful conduct and prioritise positive relationships between pupils and staff as the foundation for learning. We acknowledge that pupils will, on occasion, make undesirable choices; when they do we respond with swift, proportionate support and early interventions rather than only sanctions. We recognise that behaviour can reflect additional educational needs, mental health difficulties or the impact of traumatic adverse childhood experiences, and we are committed to proactive, preventative strategies and timely collaboration with educational and mental-health specialists. Staff are trained to understand how trauma, abuse or neglect may affect a pupil's behaviour and learning, and targeted provision is made for identified vulnerable pupils and groups to promote their wellbeing and positive behaviour.

Our Behaviour Curriculum

We are **Ready** to learn and grow.

We are **Respectful** towards ourselves, each other and our school.

We are **Safe** because we look after ourselves and one another.

We are **one team**. **Everyone** belongs. **Everyone** plays their part.

These expectations will be taught, modelled and practised across all classes and school settings (hall, playground, corridors, trips, online).

We will have specific age-appropriate routines for:

- Starting the day.
- Transitions between activities in the classroom
- Transitions around the school
- Talk partners
- Getting and using equipment
- Presentation in books
- Tidying up
- How adults get their attention
- Collective worship.
- Dining hall and playtimes.
- Use of technology and social media (including cyberbullying prevention).

Teaching behaviour explicitly

We will explicitly teach positive behaviour in lessons, assemblies, PSHE/RSE. This curriculum sets out expected behaviours, restorative approaches, how to apologise and repair harm, and age-appropriate strategies for emotional regulation. Staff will routinely teach, rehearse and revisit these routines with pupils — especially at key transition points such as the start of terms and year-group moves — so expectations are explicit, consistent and embedded across the school.

Use of Positive Behaviour

At Minsterley Primary School we encourage positive behaviour. Positive relationships, clear expectations and consistent reinforcement are the foundation of our behaviour culture: we teach and display our school values visibly across the school and routinely recognise pupils who demonstrate those values, make sustained effort or show improvement.

We use consistent positive reinforcement so that praise, reward and celebration are predictable, fair and meaningful. Staff will actively look for and reinforce examples of kindness, courage, respect, and hard work using the following approaches:

- Verbal and written praise in class and in pupils' books.
- Dojo points awarded by any member of staff for positive behaviour, effort or being a role model; house totals are announced each week in Celebration Assembly.

- Stickers and stampers for good work and effort; exemplary pieces may also receive a certificate shared in Celebration Assembly.
- Headteacher Awards given in Friday Celebration Assemblies for outstanding behaviour, citizenship or excellent work.
- Regular celebration of pupils' achievements outside school during assemblies.
- Being invited to show work to another member of staff or Headteacher in addition to sharing work in assembly.
- Noticing and praising of good behaviour
- Hot Chocolate Friday is used for children and staff to nominate others who go over and above what is expected.

All staff are responsible for delivering these rewards consistently and for making expectations explicit.

We also have everyday habits that support positive wellbeing, these include: all children are greeted by Headteacher and Class teacher, classrooms use visual timetables, teachers check in with pupils after key transitions, and soft transitions are used to start the day.

Minsterley Primary School recognises the importance social and emotional skills play in undesirable behaviour. The school is committed to teaching and modelling emotional and social skills as well as cultivating a culture that places this at the heart.

We teach social and emotional skills through a variety of ways:

- Our PSHE curriculum
- No Outsiders programme of high-quality story books
- Talk partners
- Regular group work
- Specific social and emotional intervention programme – Talkabout for Children.

Strategies used in dealing with undesirable/disruptive/challenging behaviour

We recognise that children, on occasion, make undesirable choices. Minsterley Primary School school redirects undesirable behaviour and implement support and interventions at the earliest possible opportunity. We recognises that children's behaviour may be a reflection of educational needs or mental health issues. The school is committed to using proactive preventative strategies to identify these and work with educational specialists to support children as soon as possible.

Staff will be proactive in managing behaviour and will implement the following practices:

- Consistent, calm adult behaviour
- First attention to best conduct
- Modelling, teaching and practicing routines
- Correcting undesirable behaviour
- Always following up with restorative conversations.

Sanctions at Minsterley Primary School are used calmly, consistently and only when pupils' conduct falls below the standards we reasonably expect; they are part of a wider approach that combines clear expectations, restorative conversations and proportionate support. When issuing sanctions, staff should:

- Make it clear that unacceptable behaviour affects others, is taken seriously and that it is understood that every action has a consequence.

- Take into account individual circumstances of a child
- Make it clear what sanction is being applied
- Make clear what changes in behaviour are required.
- Be calm, fair and consistent.

Children with a Special Educational Need or adverse childhood experiences may require greater support, time and space to process and reflect upon the situation and conversations. To support these children further we may seek advice and support from the outside agencies such as the Education Psychology Service, Behaviour Support Outreach services or Local Authority outreach services with view to devising an Individual Behaviour Plan.

Sanctions for undesirable behaviour (but not limited to)

- Verbal reprimand
- Visual/verbal warnings
- Restorative conversations
- Move place, work alone
- Loss of privileges (roles, clubs, visits)
- Missing a break time
- Time out in another class
- Referral to Headteacher or Senior Teacher
- Phone call home/meeting with parents
- Internal suspension
- Fixed Term suspension
- Permanent exclusion

Any behaviour which has caused concern will be recorded on CPOMS by a member of staff involved.

It may also be necessary to hold a Pupil Planning Meeting in response to the school's continuing concerns about a pupil's behaviour, to provide individualised and often multi-agency support. During this pathway, a discussion may be held with the Local Authority to consider other support such as specialist alternative provision or off-site direction.

Suspensions and Exclusions

In cases of persistent or severe poor/unexpected behaviour a suspension may be issued by the Headteacher. In rare cases it may be necessary to issue a permanent exclusion a child. A permanent exclusion would only be considered:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In making the decision whether a child should be suspended or permanently excluded the school will

- take account of any contributing factors that are identified after an incident of unexpected behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- take into account a child's additional needs.
- take into consideration a school's duties under the Equality Act 2010; schools must not

discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation, because of a pregnancy/maternity, or because of a gender reassignment.

This is only considered after all other avenues have been explored. At all times the Local Authority's procedures and guidelines from the DfE guidance on Suspensions and Exclusions in Maintained schools (2026) are followed.

Parental Involvement

Parental support is essential for this policy to be effective. Early working relationships are established through induction meetings with the Headteacher and key members of staff. At these meetings, expectations in terms of work and behaviour are shared with parents. Parents are responsible for:

- Making children aware of appropriate behaviour in all situations.
- Encouraging independence and self-discipline.
- Showing an interest in all that their child does in school.
- Supporting the school in the implementation of this policy.
- Being aware of school rules and expectations.
- Letting the school know of any problems or concerns that might affect their child's work or behaviour.
- Parents are welcomed into school and are encouraged to raise any matters of concern regarding their child at the earliest possible opportunity.

Strong relationships with parents and carers are central to behaviour that supports learning at Minsterley Primary School. Staff communicate promptly, factually and respectfully with families to celebrate positive choices and to share concerns early so we can prevent unexpected behaviour from recurring.

Behaviours that take place beyond the school gate and outside school hours

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006).

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Zero-tolerance approach to 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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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:

- 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 child protection and safeguarding policy for more information.

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with 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, where relevant) will consider whether the pupil 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 pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and Allegations of Abuse against Staff policy.

Screening and Searching

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are (but not limited to):

- Mobile phones
- Electronic devices e.g. tablets
- Cameras
- knives or weapons
- alcohol
- illegal drugs
- medication
- stolen items
- tobacco, cigarette papers, vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Mobile Phones

Pupils should not use mobile phones within the school or school grounds and should not bring in mobile phones (or any other form of camera or recording device) to school, except in exceptional circumstances, which the school has been informed. In such circumstances, the child's phone must be kept in the school office from the beginning of the school day until they go home. Mobile phones are not permitted on school trips.

Approved: Autumn Term 2026

Review: Autumn Term 2027 or before if required

PART 2 - Policy for Physical Intervention and Restraint

At our school, we are committed to fostering a safe, nurturing, and inclusive environment where positive behaviour is encouraged through supportive relationships, clear expectations, and restorative approaches. We recognise that all behaviour is a form of communication and that children may sometimes experience emotional distress or dysregulation that affects their ability to engage in expected behaviours.

We understand that for some children—particularly those who have experienced adversity or trauma—self-regulation can be more difficult. In these moments, our focus is on connection, de-escalation, and support to help the child regain a sense of safety and control.

In very rare and exceptional circumstances, when a child's behaviour presents a risk to themselves or others, staff may need to use physical intervention as a last resort and in the least restrictive way possible. Any such intervention is carried out with care, compassion, and in accordance with legal and ethical guidelines. Our approach to physical intervention is grounded in the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline

2. Our approach

At Minsterley Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment. Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint as a last resort.

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DO NOT

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The headteacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of an Individual Behaviour Plan (IBP) with additional strategies agreed by the SENCO. This may require additional support from, other external services.

In some circumstances Early Help processes may be appropriate to help identify an additional need for a particular child. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Report Form Appendix 2. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information. A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken

and why, and to provide them with an opportunity to discuss it.

5. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific actions the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

6. Complaints and Allegations

A clear restraint/physical intervention policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

This policy is based on guidance from the Department of Education. We will review this policy on a yearly basis

