



Prince Avenue Academy & Nursery Behaviour & Relationships Policy

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Prince Avenue Academy & Nursery

Behaviour and Relationships Policy

Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils are always **respectful, responsible and ready to learn**.

1. Aims

Our aim is for Prince Avenue Academy and Nursery Community to encourage responsible behaviour and raise children's self-esteem. We provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return. We encourage the children to have a sense of **pride** and ownership in our school, promoting a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship as well as preventing bullying, racism and anti-social behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management
- Promote respect, tolerance and consideration for others
- Ensure the safety and well-being of students, members of staff and the general public
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

Guidelines

1. Our Behaviour & Relationships policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices, developing the whole person and equipping them with the skills and values to navigate life (at school and beyond).
2. We work closely with parents to support our Rewards, Behaviour & Relationships Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are. *The Prince Avenue Path* (our Behaviour Curriculum) is taught as part of the Curriculum so that children know and understand what good behaviour looks like and what is expected at Prince Avenue Academy and Nursery.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence for their behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action."
8. The school will hold a register of those children whose behaviour choices are causing concern.
9. Each class will have a copy of the PA Stepping Stones, Fantastic Walking and Ready to Learn, STEPS and SHAPE displayed in class.
10. Each class will display our Core Values to embed the 'values' that we wish our young people to aspire to and help them develop. These values will form part of our daily life.

We want students to have integrity in all they do and embrace our six core values;

Pride	We are proud of ourselves, our work and our school
Respect	We are kind, honest and good citizens of Prince Avenue
Inclusion	We treat every one equally and collaborate
Nurture	We are supportive of each other
Courage	We are brave and resilient, especially when things are hard
Excellence	We strive to be the best that we can be

We have three simple principles that underpin our behaviour policy and link to our six core values. These principles are designed to be easy to understand for all children, parents and stakeholders. These are:

- Be Respectful
- Be Responsible
- Be Ready to Learn

Recognition and Rewards

Good behaviour is of paramount importance and all adults working in the school share the responsibility for maintaining good behaviour not only in the classroom but throughout the school. We recognise that positive attitudes and positive behaviour can be fostered through pupils experiencing success and by celebrating their achievements. These successes will be linked to our core values and we will recognise acceptable behaviour in the following ways:

- with non-verbal communication/cues e.g. smiles, thumbs up
- with words
- by moving a child up the class stepping stones
- with stickers and stamps
- with Prince Avenue Royalty Certificates
- with Star of the week and Sports Star of the week awards in assembly
- with the Headteachers gold sticker and raffle
- with attendance awards
- with prizes for achievement and effort

The staff at Prince Avenue make the following commitments to their pupils:

- We will adopt a warm strict approach to behaviour management
- We will catch children doing the right thing and show our approval promptly
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)

In class Stepping Stones

At the start of the day, every child has a peg that starts on the '**I am ready to learn**'. When a child's behaviour falls below our expectations, they may be moved down a step.

- Whenever a peg is moved down a step, staff talk to the pupil(s) about why. For example: "NAME, you are not showing me **pride** in your work right now."
- Before a peg is moved down, staff will often give the pupil a verbal warning that their behaviour is unacceptable and attempt to redirect them. A warning carries no immediate consequences.
- If a peg is moved to step 3, "**I need to reflect on my attitude and behaviour**," the pupil is given up to 10 minutes reflection time in KS2 and 5 minutes in KS1 at their next break with their teacher - be it play time or lunch.
 - If a pupil spends any time on step 3, or ends the day on step 3, then the adult collecting the child should be made aware of this by the Class Teacher
- Any pupil reaching step 3 should be recorded on CPOMS for further analysis
- If a child improves their behaviour and shows they are able to reflect on what has gone wrong and adhere to the school's values, their peg can be moved back up step by step
 - Steps can be missed should a teacher feel the child is '**....ready to learn**'
 - If a child misses part of their break or lunch they should re-enter at "Ready to Learn" as their consequence has met
- If a pupil displays extreme behaviour, they can miss steps and be instantly placed on 3 and **spend time away from the class to reflect on attitude and behaviour**. This includes behaviour that could endanger themselves or others.
 - This time should be spent with
 1. Year Group partner class
 2. an Assistant Headteacher
 3. Deputy Headteacher
 4. Headteacher
- If deemed necessary, a pupil may be immediately removed from the class without moving down through the steps. This includes behaviour that could endanger themselves or others.

Fantastic Walking and Fantastic Listening

We also follow the principles of Fantastic walking and Fantastic Listening

Fantastic walking is:

1. Standing up straight
2. Facing forward
3. Hands by our sides
4. Without talking
5. Walking on the left hand side

This encourages children to have **PRIDE** in themselves as they walk around school. It discourages running and bumping into each other as well as focusing the children on their return to class from a break.

Ready to Learn is:

- Facing forward
- Empty hands
- Sitting up straight
- Tracking the speaker
- Never interrupting

This encourages children to focus on their learning and show **EXCELLENCE** in all that they do in class.

STEPS

Steps teaches children how to be polite. Someone who is polite has good manners and behaves in a way that is not rude to others. By referring to STEPS our children are learning how to show **RESPECT** to everyone.

Steps to politeness:

- Mr, Mrs, Miss or Ms
- Thank you
- Excuse me
- Please
- Smile

Teach Like a Champion Techniques

At Prince Avenue, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best. We will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

	Description
Narrate the positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to use Fantastic Walking'
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.
Pastore's Perch	Stand in a position in the room where you can see all of the students easily and scan the room
Means of Participation	Be clear about the way to participate in the lesson e.g. 'Without a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Step Away from the Speaker	Take a step back from the pupil who is speaking so that it is clear that what they are saying is for the whole class and not a private conversation.
Brighten Lines	Give clear instructions and time limits, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'

Behaviour Management Interventions

Our approach to behaviour management is fair and consistent. We make every effort to reinforce positive behaviour. However, if a pupil does not adhere to the **PRINCE** values or class rules, there are consequences for the behaviour choices. If a teacher feels a pupil is continuing to demonstrate inappropriate behaviour, it is important to discuss this with the relevant year group leader, the Inclusion Team and/or the Senior Leadership Team, so that the appropriate support can be arranged. This may involve support from external agencies or other professionals.

The following details the hierarchy of consequences available to the children who are unable to follow the school rules during class time and/or break and lunchtimes. Moments requiring a consequence will be linked to our core values:

- **Pride**
- **Respect**
- **Inclusion**
- **Nurture**
- **Courage**
- **Excellence**

Behaviour	Actions and/or Consequence
Warning minor incident examples: ● Fiddling ● Time wasting ● Swinging on a chair ● Calling out ● Chatting in class ● Distracting other children ● Failure to use Fantastic Walking around the school or Fantastic Listening around the school and in class ● Rude noises	Praise pupils who behave appropriately by stating clearly what they have done well. Tactically ignore negative behaviour. Give non-verbal signs e.g. look to show that you are waiting for the pupil to engage. A verbal comment to encourage appropriate behaviour linked to core values: ● Pride ● Respect ● Inclusion ● Nurture ● Courage ● Excellence Verbal reprimand or warning of a step change if they continue to not meet the expectations/continue their inappropriate behaviour.
Level 1 examples Continued warnings or more serious incidents ● Constant talking ● Not completing enough work in a lesson ● Disrespecting an adult	Remind the pupil about the rules of our school. Make all verbal interventions as quietly and privately as possible to avoid highlighting unwanted behaviour to the rest of the class. A simple direction emphasising the behaviour you expect, e.g. "NAME, we sit down quietly at Prince Avenue, thank you." For inappropriate behaviour exhibited in front of peers, the following statement is effective in that it reduces the 'entertainment' value of the incident but assures other pupils that the behaviour is unacceptable and that it will be dealt with. "NAME, this behaviour (describe) is not acceptable in our classroom or school. I will discuss it with you later." Move down a step (this is at the teacher's discretion) referring to the core values: ● Pride ● Respect ● Inclusion ● Nurture ● Courage ● Excellence
Level 2 examples ● Continued warning and level 1 incidents ● Being dishonest ● Rudeness to staff or children ● Name-calling ● Refusal to respond to requests ● Swearing	Give a choice e.g. "NAME, I've asked you to sit down and finish your work. If you don't, I'll have to ask you to move away from your partner/group. It's your choice." If this is ignored, move the pupil from the group or the group from the pupil. Continue to use the Steps System (this is at the teacher's discretion).

Minor damage to property (broken stationery etc.)	Move down a step for continued level 1 and 2 incidents Move down 2 steps if deemed appropriate Loss of part of playtime with Class Teacher if stepping stone 3 reached Communication with adult collecting at the end of the day or a <u>phone call home</u> making the adult at home aware <u>if second time in a week 2</u>
Level 3 examples - Continued warning, level 1 and 2 incidents - Stealing - Vandalism - Racism - Violence - Persistent bullying - Physical assault on staff - Personal verbal attack - Severe defiance - Criminal damage to school property - Fighting, including physical assault on another pupil	Daily progress monitoring charts, monitored daily by class teacher and weekly by SLT Class Teacher along with Head/Deputy/Assistant HT to meet with parents and child (if appropriate) and keep under review. If a pupil's behaviour is placing themselves, other pupils or staff at risk of harm or is impacting on the learning of other pupils, they may be given the opportunity to continue their learning with a member of the SLT. During this time, they are provided with appropriate learning tasks but are not permitted to engage with their peers unless it is appropriate for them to work through a process of restorative practice. This will be communicated with the parent/carer and recorded on CPOMS. In some circumstances, pupils may also have a reduced timetable for a period of time; this will be in consultation with PLT and the Local Authority. Suspension and Exclusion: some incidents of a serious nature may warrant an immediate fixed period suspension or permanent exclusion (refer to statutory guidance on exclusion) Move down a step for continued level 1, 2 or 3 incidents Move down 2 steps if deemed appropriate Move down 3 steps if deemed appropriate Loss of part of playtime with Class Teacher if stepping stone 3 reached. If second time in a week, communication with adult collecting at the end of the day or a <u>phone call home</u> making the adult at home aware . Loss of playtime/lunchtime with timeout in AHT SENDCo, Deputy or Headteacher's Office if direct to stepping stone 3 where the child has displayed extreme behaviour. This includes behaviour that could endanger themselves or others. SLT and Parents informed by Class Teacher
Level 4 several threes in a week or half term	Pastoral Support Plan meeting with all relevant staff, pupil and parents/carers Report card may be issued and under review from all relevant staff, pupil and parent/carers Multi agency meeting if positive behaviours not witnessed following period on a report card
The above information is subject to reasonable adjustments as per the needs of individual children	

Zones of Regulation

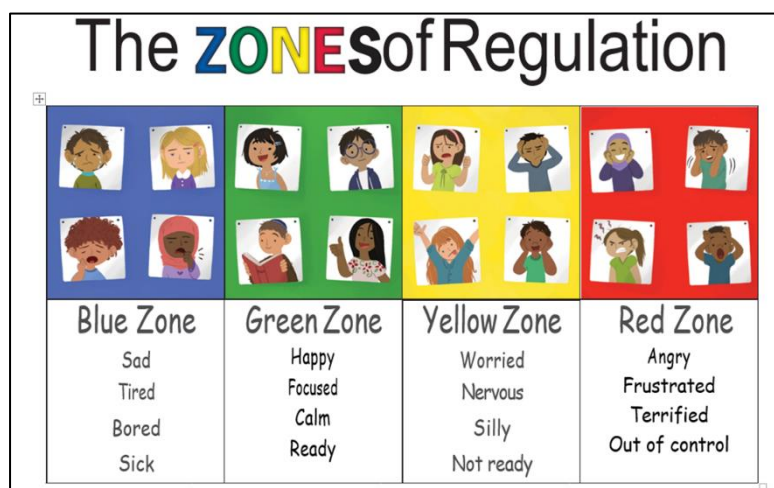
At Prince Avenue, we want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them

What are the different Zones?

- Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
- Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.



How can you help your child use The Zones of Regulation at home?

- Identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Engage your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated / calm.
- Teach your child which tools they can use. (eg: "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"
- Modelling It is important to remember to show the children how you use tools to get back to the green zones. You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy / go into the Green Zone. Put up and reference the Zones visuals and tools in your home.
- Praise and encourage your child when they share which Zone they are in.

1. **Link to SEEAT Suspensions and Permanent Exclusions Policy:**
[Suspensions and Permanent Exclusions Policy 20261.pdf](#)

2. **Legislation and statutory requirements**

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

- [Behaviour in Schools – GOV.UK](#)
- [Searching, screening and confiscation in schools - GOV.UK](#)
- [Equality Act Advice Final.pdf](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Supporting pupils at school with medical conditions](#)
- [Keeping children safe in education 2026: September 2026](#)

It is also based on the [SEND code of practice: 0 to 25 years - GOV.UK](#)

In addition, this policy takes into account:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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 online

This policy should be read in conjunction with other appropriate policies and documents including Anti-Bullying Policy, Online Safety Policy, SEND Policy, Child Protection Policy, and the DfE's Suspension guidance documents.

3. **Definitions**

Misbehaviour is defined as:

- Disruption on the school site in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - 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, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
 - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
- Fireworks
- Pornographic images
 - 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 pupil)
 - Mobile phones

4. Bullying

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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include (This list is designed for example purposes and not exhaustive) :

Type of bullying	Examples of deliberate and repeating behaviours
Emotional	Excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
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, including content generated or altered using AI

Details of our school's approach to preventing and addressing bullying are set out below.

- Bullying is wrong and damages children. We must, therefore, do all that we can to prevent it.
- We aim to produce a safe and secure environment where all pupils can learn without anxiety and where relationships are based on mutual **respect**, tolerance and understanding. This strategy aims to produce a consistent attitude and response towards bullying from all members of the school community.
- We aim to make all those connected with the school aware of our zero tolerance to bullying and we make clear each person's responsibilities with regards to bullying.
- We promote a culture where all adults and children are valued and are treated fairly.
- Pupils and parents must report any incident of bullying to the class teacher as soon as possible.
- Staff will investigate any claim of bullying immediately and deploy any sanctions that are deemed appropriate in Section 7.
- Should the incident be deemed serious enough it should be passed to a member of SLT for further investigation.
- The victim of any bullying incident should be given support immediately through appropriate channels.
- Parents are asked to record/screen shot any messages or incidents of cyberbullying and if these continue to also contact the police on 101.
- At every stage, staff will aim to create an environment of trust and kindness, using positive strategies to prevent bullying in the first place.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Where a parent is unhappy with the action taken by the Headteacher in response to a bullying incident, he/she has the right to make a formal complaint to the Governing Board. The Governing Board must respond to any formal complaint within ten days and must request that the Headteacher conducts a full investigation into the case and reports back to the Governing Board.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

It is the headteacher's responsibility to ensure all staff members are trained and aware of the school's Behaviour Policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher should ensure that staff teach pupils what bullying is, and that it will not be tolerated within the school.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Staff should ensure the pupils are aware of what good behaviour is through the development of a positive culture and ethos.

Through curriculum planning, staff should ensure that pupils know what bullying is and ensure that they know bullying will not be tolerated within the school.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show **respect** to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with **respect**
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Movement up the Prince Avenue Stepping Stones
- Headteacher recognition
- Recognition assemblies
- Special rewards
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Awarding of stickers
- Special awards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder or reprimand
- Asking the pupil to leave the class
- Removing the pupil out of the class
 - Expecting work to be completed at home, or at break or lunchtime
 - Detention at break or lunchtime
 - Referring the pupil to a senior member of staff
 - Letters or phone calls home to parents
 - Agreeing a behaviour contract
 - Putting a pupil 'on report'
 - Suspensions

We may use the Headteacher/Deputy Headteacher's/SENCo room for internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the neighbouring classroom, the assistant headteacher's room, the deputy headteacher's room, SENCo room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Internal exclusions are managed by the headteacher, deputy headteacher, or the SENCo.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Have Prince Avenue Stepping Stones, Ready to Learn and Fantastic Walking, STEPS and SHAPE displayed in class.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 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.

8.2.1 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.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

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 alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

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.

Please see our restrictive intervention policy for more information

8.2.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

8.2.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Local Governing Body every year. At each review, the policy will be approved by the headteacher.

Date of current policy: September 2026

Date of Next Review: September 2027