



**Banham Primary School
Bunwell Primary School
Thompson Primary School
Behaviour and Discipline Policy**

inc. Exclusions and Positive Handling/ Restrictive Physical Intervention

1. Aim

Everyone in CEE Schools will be valued for who they are and for what they could become. Our behaviour policy will endorse and promote the sense of value of each individual and for each other.

2. Values

Here across the CEE Schools we **C.A.R.E** and want our children to be:

- **Confident**

We want our children to be happy in themselves and achieve their full potential. We will ensure children are confident in their ability by nurturing their self-esteem and by providing them with a safe space to take risks and to learn from their experiences.

- **Able to meet future challenges**

We want our curriculum to develop the skills the children need now and in the future. We want our children to ask questions and to research answers.

- **Responsible members of the community**

We want to help our children to develop into respectful, polite members of their shared community where they are able to work together, communicate with each other and to share their experiences together. We want our children to be proud of their school, their wider community and the important part that they can play.

Underpinning all of these we want our children to be:

- **Effective Learners**

We will enable our children to love their own learning and to promote their own independence. We will challenge children to 'have a go' and not be afraid of making mistakes. We will teach them to value others and to celebrate achievement and to strive to be the best that they can be.

We believe that **every child** has the right to learn and that **Teachers** have a right to teach.

Good behaviour is necessary for effective learning and teaching to take place. In our school, we focus on the positive, reinforcing good behaviour.

It is essential that this policy is applied consistently throughout the schools. The following table outlines the expectations of all members of the school communities:

Staff, Governors and Trustees	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils attend school regularly, on time and with the appropriate equipment
To encourage the aims and values of the school and local communities among the pupils	To be ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To not take holidays during term time
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with emergency contact numbers for at least two people
To encourage regular communication between home and school	To be tolerant of others, irrespective of race,	To take an active and supportive interest in your child's work and progress

	gender, religion and age	
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3. Managing Behaviour

3.1 Proactive Behaviour Management

The best form of behaviour management is to work proactively to prevent behavioural issues becoming a problem before they happen.

Emotional and Social support

'Behaviour is another form of communication' is a phrase that we remember across our schools.

We are a member of the PSHE Association and use a number of their resources to complement our vision of C.A.R.E.

We follow the Jigsaw Programme of Study for PSHE which incorporates RSE through a thematic approach during weekly lessons across the school. We also incorporate elements from the PSHE Association and the Anna Freud, Schools in Mind resources to support our children.

Across the schools we have trained Mental Health Champions and a dedicated member of the Senior Leadership Team is also trained.

These strategies are also reinforced through our behaviour reflection sheet (see Appendix B).

a) Positive break and lunchtimes

We recognise that most behavioural issues can occur in the less structured times outside of the classroom. We make these times as positive as we can for children through:

- A mixture of MSA's and TA's oversee lunchtimes and encourage the positive ethos across the school supported by a member of the SLT.
- Well-resourced environments
- Children who are 'overwhelmed' at times can also spend time with a member of staff to discuss any problems or concerns resulting in negative behaviours.

b) Effective Classroom management

The Trust shared Curriculum alongside effective Teachers ensure work is aimed at the correct level of challenge and that learning engages and interests the children.

Additional Professional Development has been provided to Teachers from VNET to support this since Spring 2026.

Other classroom management principles such as seating plans and environmental layout are also considered as necessary to ensure the best possible learning behaviours.

3.2 Positive Recognition

A shared understanding of what is expected and why gives teachers more opportunities for praising and rewarding (i.e. positive recognition) those children who are behaving well.

Positive recognition will:

- Encourage pupil's self esteem
- Reduce problem behaviours
- Create a positive classroom environment
- Help to teach appropriate behaviour
- Establish positive relationships

Every day pupils and staff are expected to adhere to their responsibilities. Alongside whole school rewards, teachers can decide which form of recognition they will use to reward good behaviour. Across the schools we use Class Dojo which is shared with parents and carers to celebrate successes and achievements during regular Celebration Assemblies.

Across the schools we celebrate the C.A.R.E. values and children are given golden tickets when they demonstrate behaviour that aligns with these values. These are recorded and shared with parents weekly via Class Dojo and newsletters

Rewards

Verbal praise	Should be relevant, specific and individualised. I liked that because.....
Written praise	Should be relevant and specific.
Effort Levels	Each class teacher will agree with their class what different levels of effort look like. Positive examples may be used to reinforce this.
Special mentions in whole school assembly – shared with parents via Class Dojo	Each week teacher shares good work and identifies <u>one</u> child from their class for a special mention. These children sit out the front on the Friday assembly and receive a certificate.
Golden tickets in whole school assembly - shared with parents via Class Dojo	Throughout the week staff can recognise children who are supporting the C.A.R.E. values

	through a golden ticket and sticker.
Given a responsible job/monitors.	
Reward stickers and stamps	
Class Dojo points	
Leaving the classroom first	
Choosing an activity	
Class treats	
Work displayed	
Teacher contacting parents	
Visit a member of the Senior Leadership Team to show good work	

3.3 Consequences

There are underlying principles behind consequences.

- A consequence will occur every time the pupil chooses to disrupt.
- Consequences will be given in a calm, professional manner.
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour
- Children choose to misbehave if their behaviour is 'conscious'.
- **Every day and every session, where possible, is a 'Fresh Start'**

Consequences

Using the consequence ladder, unacceptable behaviour is divided into 6 bands:

1. Unacceptable behaviour identified
2. Verbal warning – including why the behaviour is unacceptable (2 verbal)
3. Name on board – where used and applicable in class (age appropriate)
(After 3 verbal warnings)
4. Separation for an appropriate length of time within class eg working on own desk
5. Loss of privilege (ie some break time)- Parents contacted and SLT informed
7. Sent to a member of the Senior Leadership Team.

Significant instances of unacceptable behaviour should be recorded on CPOMS as they could indicate potential underlying reasons and safeguarding concerns for that child, or for others.

Unacceptable behaviour at break time and/or lunch time should be counted in the consequences.

At lunchtimes and breaktimes, poor behaviour will be initially referred to the class teacher. If the class teacher is unavailable, it will be referred to a member of the SLT.

It is expected that School staff will speak to Parents at the end of the school day where behaviour is not satisfactory

Significant unacceptable behaviour

This includes behaviours such as the following but this list is not exhaustive:

- Swearing
- Vandalism
- Deliberately hurting someone/fighting
- Other serious behaviour such as racism
- Spitting
- General and prolonged unacceptable behaviour
- The SLT reserves the right, dependent on the seriousness of the incident, to implement any stage at any time.

STEP	ACTION	NOTES
ONE	Discussion with Adult – typically by class teacher/teaching assistant	Adult discusses incident with child and outlines restorative approaches
TWO	If further instances child misses break	Child misses morning break time or 15 minutes of lunch time. They will be given a reflective activity to complete such as a general reflective sheet (see Appendix) or letter of apology. Recorded on CPOMS. Parents contacted
THREE	Child misses two breaks	Child misses two break times. EG morning break time and some of lunch breaktime Recorded on CPOMS (As above) Parents contacted by class teacher
FOUR	Discussion with SLT	A member of the SLT discusses incident with child and outlines restorative approaches
FIVE	Parents invited to school.	Parents, child, class teacher and a member of the SLT discuss the behavioural difficulties. Actions put in place (ie home/school communication book)
SIX	Behaviour Support Plan initiated LA Inclusion team informed	A BSP will be written and discussed with Parents/Carers and the child. (This may be discussed with outside agencies). If there is a persistent problem the SLT, the SENDCO and class teacher will draw up a Behaviour Support Plan to support the pupil in partnership with parents.

		All staff working with the pupil will be informed of this, including lunchtime supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers.
SEVEN	Temporary Exclusion	Any fixed term exclusion beyond 5 days the LEA and Chair of Governors will be informed and a decision will be made whether to exclude the child for a further period of time. Parents will have the right to appeal.
EIGHT	Permanent Exclusion	

Early Years Foundation Stage

The Early Years Foundation Stage shares the principles, ethos, expectations rules and rewards of the school. However, due to the organisation of the day in the Early Years Foundation Stage the consequences of inappropriate behaviour are different. There are 6 steps of consequences:

1. Behaviour identified
2. Verbal Warning
3. Redirection
4. Time spent with adult
5. Talk to Parents
6. SLT involvement

Although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

Although most incidents will be dealt with by progressing through the stages of the consequence ladder, extreme behaviour or serious incidents may require more than one jump up the consequence ladder and depends entirely on the situation.

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is CEE practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have access to this policy in classes in order that behaviour management is consistent throughout the school.

3.4 Exclusion

Please note that exclusions from school are used as a 'last resort' by the Executive headteacher/ Deputy headteacher.

The **Executive headteacher and Head of school** will follow the Norfolk County Council process for exclusions which can be found here:

<https://www.norfolk.gov.uk/education-and-learning/schools/behaviour-and-attendance/exclusions>

CEE follows the guidance set down by the Department for Education which can be found here:

<https://www.gov.uk/government/publications/school-exclusion>

Where the governing body has upheld a permanent exclusion, parents may appeal against its decision to the local authority.

The decision of the local authority panel is binding on the parties.

If the parent considers that there was maladministration by the appeal panel, he or she may make a complaint to the Local Government Ombudsman or the Secretary of State, depending on what the arrangements are in the local authority (from September 2011 it is expected that complaints can only be made to the Local Government Ombudsman).

Where a reintegration meeting is arranged following a fixed term exclusion the parents' presence is crucial. A parent's failure to attend may be a factor taken into account by a court when considering whether to impose a parenting order, if one is applied for at some future time.

4 De-escalation strategies, Positive Handling and Restrictive Physical Intervention

A number of staff across CEE Trust have been trained in the 'Norfolk Steps' Training programme.

Senior members of staff will receive additional training in the Autumn and Spring Terms 26/27 in order to update staff during future INSET days.

As a result, we recognise and fully understand that not all children choose to behave the way they do 'consciously'. Some children, as a result of their experiences, have developed subconscious behaviours.

With such children, **external** discipline will not always work – in fact it is often unlikely to, and when it does, only results in a short-term change. Our aim as a school with such children is to empower them with **internal** discipline.

In essence, subconscious behaviours are behaviours that choose us. These are based on anxiety, fear, frustration, confusion etc. These can also be medical, habitual, entrenched and learned behaviours.

With such behaviours, it is important to be sure of what happens before, during and after situations, or 'crises'.

We have an understanding of the 'Roots and Fruits' background to these behaviours. Some examples from the Norfolk Steps Training materials are:

Roots and Fruits



Behaviours

Feelings

Experiences



Behaviours

Feelings

Experiences

Violent Rude Vandalism Dismissive
 Bullying Refusal Walking out
 Screaming No effort Destruction
 Personal remarks Running off
 Attacks
 Helpless Hopeless Failure Depression
 Victimised Apathy Angry Sad Hung
 Irrelevant Uninspired Useless Pain
 Failure Abuse Loss Neglect Family
 Life experience Exclusion Bereavement



Behaviours

Feelings

Experiences

Committed Enthusiastic Participating
 Dedicated Producing work Polite
 Involved Leadership Appreciative
 Successful Inspiring Listening
 Communicating
 Involved Valued Respected Included
 Relevant Inspired Interested Safe
 Happy Supported Optimistic Excited
 Success Inclusion Support Consistency
 Boundaries Respect Positive relationships
 Forgiveness Engaging curriculum
 Inspiring adults



4.1 Before a crisis develops

With such behaviours, children are more likely to exert behaviours that could result in harm to themselves, other children, or property. As such, we at CEE will use de-escalation strategies with such children in order to prevent that from happening.

The sequence for such behaviours will be:

Positive Phrasing: 'Come join us for a story'

Limited Choice: 'Would you like to sit on the chair or bean bag for the story?'

Disempowering the behaviour: 'You can listen to the story from there!'

Consequence: 'I will talk to you about that after the lesson, and we'll discuss what the consequence will be for you.'

We will avoid negative phrasing such 'don't be silly' or 'get in here now'. We will also be mindful of our body language in such situations.

Escalating body language includes being inside of an outstretched arm, too close, toe to toe, eye to eye, blocking the path, aggressive gestures, or being over bearing.

De-escalating body language includes being outside of an outstretched arm, sideways stance, leaving an open door, relaxed hands, managing height.

When staff see a child about to have a critical situation, they will use a de-escalation script that is as follows:

- **David (Name)**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

With children who are known to the school to require such intervention on a regular basis they will have a Behaviour Support Plan (See Appendix)

4.2 During a crisis

Section 93 of the Education and Inspections Act 2006 - Harm prevented

This enables staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Causing personal injury or damage to property
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise.

All photos are from the Norfolk Steps Training Materials

a. De-escalation stance

- Outside personal space

- Sideways position
- Open hands
- Soft knees
- Feet shoulder width apart
- Repeat de-escalation script

De-escalation Stance



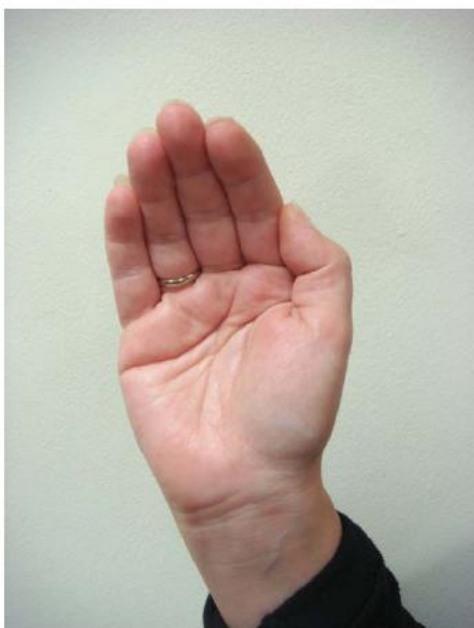
- Soft knees, ready to respond
- Hands low to de-escalate

b. Guiding and Escorting

Closed Mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed Mitten



Supportive Hug

- Hip in, head away
- Side to side stance
- Closed mittens
- Hand on each shoulder
- Use 'de-escalation script'

Supportive Hug



Supportive Arm

- Hip in, head away
- Closed mitten
- One hand on shoulder
- One hand cupped around arm between elbow and shoulder

Supportive Arm



4.3 After a Crisis

After such a crisis, children will be given the opportunity to reflect on their behaviour, repair any damage and restore any relationships.

A restorative approach uses the conflict to reveal feelings and needs and through discussion ensures conflict is less likely to happen again.

More simply, it involves asking

- What happened?
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make different choices next time?
- It is not just about 'saying' sorry.

Restorative questions might include

- What would you like to happen next?
- How can we move forward?
- How are you going to be friends again?
- If everything was going to be alright again, what do we need to do?
- How can you put this right?
- What would your dream solution be?
- If it was your job to make this better what would you suggest?
- How can we all make it OK for you to go back to class?
- What do you think "....." might need?

Time is also given for the child to reflect upon what has happened.

As such, children will still have a consequence to their behaviour, but through the reflect, repair, restore technique they will identify that themselves, and thus contribute to improving their *internal* discipline.

4.4 Where a Restrictive intervention has been used

When a member of staff is required to use a restrictive intervention such as a Closed Mitten Escort, the member of staff will be required to complete this on the CPOMS incident report and to report this to parents/ carers on the same day as the incident. Please refer to later section within this policy.

Definitions:

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

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

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm (**Closed mittens**)
- Staff physically breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others (**Supportive Arm or Hug**)

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others (**Supportive Arm or Hug**)
- Removing a pupil's crutches

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. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave.

For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

Appropriate physical contact with pupils

Our schools do not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand

- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present

Factors including, but not limited to:

- The pupil's age
- Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
- Whether any alternative strategies that don't involve physical contact can be used

Seclusion – more specific detail

As defined above, 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. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

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.

Seclusion 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 [add examples of where pupils might be secluded, e.g. a wellbeing room]
- 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.

Any incident involving the use of seclusion will be recorded on CPOMS and reported to parents.

Recording and reporting incidents

Staff must record incidents in writing via CPOMS, as soon as possible after the event, and should endeavour to do this on the same day.

Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

This must include at least the following information:

- The names of the pupil and staff members directly involved

- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation. **This must be clear, factual and avoiding any personal opinion.**
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support

The **expectation** is that a copy of this report will be provided to parents on the same day. For example, a copy of the report will be provided via Class Dojo or via email (cut and pasted from the CPOMs report)

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

5. Screening and Searching

The school follows the guidance outlined in *Screening, Searching and Confiscation: Advice for Head Teachers Staff and Governing Bodies* (DfE, 2011). The Head teacher authorises any member of the schools' teaching staff to perform searches, and may authorise other members of staff if appropriate.

Monitoring and Review

The Executive Headteacher will report to governors on behaviour incidents as part of his termly report to Governors. The policy will be evaluated annually.

Review due: August 2026

Reviewed: August 2026 by MG

Governors reviewed: 9th October 2025

Signed.....M. Gamble (Executive Headteacher)

Signed H. Meek (Chair of Teaching and Learning Committee)

Date..... Due Autumn term 26

APPENDIX A



Behaviour Support Plan – CEE

Child's Name	
Year	
Issue Date	
No. of Plans	

What is going well at school (also to be completed during a reintegration meeting)	
School view	•
Child's view	
Parents view	

Potential Risks	•
Potential triggers	•
Potential harm to child and to others	•

Zone	Behaviours displayed	Actions
	1. Responding to instruction positively. 2. Responding to regular routine positively. 3. Carrying out task. 4. Sitting in place at desk. 5. Working with peers cooperatively. 6. Child following a visual timetable	1.
	1. Calling out inappropriately. 2. Calling out at peers or adults. 3. Refusing to talk to peers or adults. 4. Refusing to engage in tasks. 5. Falling to the floor when starting to become upset.	1.
	1. Throwing objects / moving desks. 2. Shouting / screaming. 3. Pushing or hitting peers and adults. 4. Kicking equipment / building.	1.
	De-escalation/ after trigger point	•

General points of practice

Before School

Breaktimes

Lunchtimes

Signed..... (Pupil / Parent) Date.....

Signed..... (Class Teacher) Date.....

Signed..... (Head Teacher) Date.....

Appendix B Reflection Form

The diagram is a flowchart for a reflection form. It starts with a box labeled 'who... where... when' with icons of a clock, a question mark, and a person. An arrow points to a box labeled 'what happened first?' with a list icon. A thought bubble with a person icon and the text 'how did you/they feel?' is connected to this box. An arrow points to a box labeled 'what happened next?' with a flowchart icon. Another thought bubble with a person icon and the text 'how did you/they feel?' is connected to this box. An arrow points to a large box labeled 'main problem' with a question mark icon. A thought bubble with a person icon and the text 'how did you/they feel?' is connected to this box. From the 'main problem' box, two arrows point to boxes labeled 'then what happened?' and 'what did happen in the end'. A dotted arrow also points from 'then what happened?' to a final box labeled 'what could happen'.

who... where... when

what happened first?

what happened next?

main problem

then what happened?

what did happen in the end

what could happen

how did you/they feel?

how did you/they feel?

how did you/they feel?

how did you/they feel?

how did you/they feel?