

# Behaviour Policy

**Our vision:** Templars, a place where everyone belongs. A place where everyone is proud to belong. A school where everyone is welcomed, feels safe and strives to achieve their full potential.


**Our mission:** Every child, Every day, Every chance.

**Our values:** Care, Respect and Honesty.

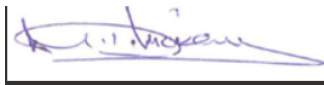
## Document Control

<u>Item</u>	<u>Detail</u>
Policy Author	Helen Benarous/Headteacher
Policy Owner	Headteacher
Approval	Governing Board
Date Ratified	Summer 2024
Review Cycle	Annual
Next Review Due	July 2026 (or sooner if statutory guidance)

## Signatures

<u>Role</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Headteacher	Helen Benarous		19.8.25

Chair of Governors Martin Vickery



## Distribution

- Available on the school website
- Available from the school office on request
- Shared with staff on Sharepoint

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### **1.1 Rationale**

It is our ambition to create high standards of behaviour so that pupils are protected from disruption and are able to learn in a calm, safe, and supportive environment that brings out the best in every one of them. We believe that children learn best when they feel safe, calm, happy and are able to self-regulate their emotions. We believe that good relationships between students and staff are the most important factor in good behaviour management and we expect staff to prioritise creating and maintaining these relationships with all children. We use consistent rules, sanctions, and rewards in line with school values and therefore expect these values to be evident at all times.

## 1.2 Values and Rules

<b>CARE</b>	<b>RESPECT</b>	<b>HONESTY</b>
<b>Be Caring</b>	<b>Be Respectful</b>	<b>Be Honest</b>
<b>Help others and do our best work (including for our environment)</b>	<b>Have a good opinion of others' character and ideas</b>	<b>Tell the truth and take responsibility for our actions</b>
Look for opportunities to help others	Follow the instructions of an adult, first time	Tell the truth first time, even if it's hard
Give the teacher 100% of your attention	Follow instructions without answering back	Use 'I wish I hadn't ...' rather than a false denial
Work hard on tasks given	Talk kindly to other pupils	Accept responsibility if you make a mistake and are restoring
Keep our school and community clean and tidy	Tidy your workspace, your drawer and your classroom	Do the right thing, even when no one is looking
Take care of our own and school property		


Our staff will demonstrate and be advocates for our school values in their everyday demeanor, exemplifying our values in everything that they do. Staff will reward children by praising good behaviour ensuring children understand what they have done well.

### 1.3 Purpose of the Behaviour Policy:

- Promote high levels of pro-social behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Ensuring equality and fair treatment for all
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Provide a consistent approach in responding to good behaviour
- Provide a consistent approach in responding to unacceptable behaviour
- Ensure that behaviour does not inhibit or prevent the learning or well-being of pupils or staff
- Encouraging positive relationships with parents
- Developing positive relationships between staff and pupils to enable early intervention

### 2.1 Underlying Principles of the Behaviour Policy:

- Trusting relationships between staff and pupils are key to good behaviour
- All behaviour is a way of communicating; staff will seek to understand what a child is trying to communicate and address it

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- Appropriate behaviour is taught through a Pupil Behaviour Curriculum, during Learning to Learn Weeks and assemblies so that children know and understand what good behaviour looks like and what is expected at Templars Primary School
  - We share the same expectations for all children but recognise children may need different support within a consistent approach
  - Good behaviour will be recognised; inappropriate behaviour will incur immediate consequences
  - We work closely with parents to support our Behaviour Policy, and we will share it with them
  - When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
  - Staff will work closely with the Senior Leadership Team, Lead Behaviour Professional and the SENDCo to ensure that pupils at risk receive specialist support when necessary
  - This Behaviour Policy has been written with due regard to up-to-date research and in consultation with pupils, parents/carers, governors and school staff, including teachers, learning assistants and lunch time supervisors
  - Staff are properly trained to implement this policy

### 3.1 Roles and responsibilities

**The governing board** has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture of care, respect and honesty

**The headteacher** is responsible for:


- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH (Social, Emotional, Mental Health) related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Ensuring the day-to-day implementation of this policy by staff members.
- Ensuring staff have the appropriate training of the Behaviour Policy including the Stages of Response
- Ensuring relevant staff have the appropriate physical intervention training and all physical intervention logs are monitored.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**The mental health lead** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with Coventry's SEMH Pathway.

**The SENCO** is responsible for:

- Collaborating with the governing board, headteacher, behaviour mentors, pastoral team and the mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.



- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a SEND pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff** are responsible for:

- Delivering the pupil behaviour curriculum.
- Applying the behaviour policy in a consistent manner.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, relevant teams and, where appropriate, the pupils themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Having clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school.
- Using praise, sanctions and rewards consistently and fairly.

**All members of staff, including teaching and support staff** are responsible for:

- Adhering to and applying this policy in a consistent manner.
- Recording and reporting behaviour concerns.
- Supporting pupils in adhering to this policy.
- Using physical interventions in line with safer handling training and reporting any occasions where physical interventions are used.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of pro-social behaviour.
- Being aware of and acting upon the signs of behavioural difficulties by alerting relevant teams.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant teams up to date with any changes in behaviour; SENCo, SLT, Mental Health First Aider, Phase Behaviour Mentors, Pastoral Manager, Attendance Lead.
- Ensuring the policy is applied to discipline pupils even when they are not in school or in the charge of a member of staff.

**Pupils** are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents** are responsible for:

- Supporting their child in adhering to the school rules. Informing the school of any changes in circumstances which may affect their child's behaviour.

## 4.1 How we Promote Positive Behaviour

All staff are expected to promote and encourage our pupils to develop our core values, follow the school rules and succeed in school by building a classroom culture where pupils work hard, model strong character, are polite and attentive, and strive to do their best. Teachers will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

The staff at Templars Primary School make the following commitments to their pupils:

- We will aim to manage behaviour using positive reinforcement rather than negative comments
- We will adopt a warm strict approach to behaviour management as detailed in our Stages of Response
- We will catch children doing the right thing and show our approval promptly
- We will be 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)
- We will teach the pupil Behaviour Curriculum during Learning to Learn weeks and as necessary across the year
- We will be consistent, persistent and insistent with classroom routines: **STAR sitting; Terrific Transitions; Wonderful Walking; Lovely Listening; Lovely Lining Up; Delightful Dinners; Peaceful Playtimes and Marvellous Manners**
- We will encourage pupils to develop their character through our **Community Champions programme**

## 4.2 Identifying and Responding to Positive (Pro-Social) behaviours

Staff recognise, praise and reward behaviour which is positive, helpful and values social acceptance

Examples of Pro-Social behaviour	Staff response to the behaviour
<b>Behaviours that benefit self</b> • Be the best that you can Be • Good listening • Managing & looking after their own resources – book bag, water bottle, stationery • Exhibiting the Templars Way • Being able to self-regulate – or ask for help when they need it.	<b>Thumbs Up</b> <b>Saying thank you</b> <b>Private praise that is specific</b> referring to our values, school rules and our Templars Way <b>Templars Tokens</b> <b>Personal messages to parent on Studybugs</b> <b>Certificates and Stickers</b>
<b>Behaviours that benefit another child</b> • Helping another child • Sharing resources •	<b>As above</b>

<p>Good listening • Giving reminders of golden rules • Being a good role-model • Being polite and using good manners • Inspiring &amp; engaging others with interests in learning • Teaching another child a skill • Inviting another child to play • Looking after others' belongings</p>	<p><b>Adjust learning environment to facilitate further</b></p> <p><b>Each half-term, the year group in each phase with the most Templars Tokens gains a privilege, chosen by the class.</b></p>
<p><b>Behaviours that benefit the class</b></p> <ul style="list-style-type: none"> <li>• Good listening, putting hands up</li> <li>• Choose it, use it, put it away – looking after resources</li> <li>• Contributing to class discussions</li> <li>• Turn-taking</li> <li>• Respecting personal space</li> <li>• Being able to self-regulate</li> </ul>	<p><b>As above</b></p> <p><b>Collaborative Goal</b> – filling class tube with Templars Tokens</p> <p><b>Modelling using the Think-In resources</b></p> <p><b>Circle times</b> to promote/teach pro-social behaviours</p>
<p><b>Behaviours that benefit the school</b></p> <ul style="list-style-type: none"> <li>• Respecting property</li> <li>• Looking after school grounds</li> <li>• Being able to self-regulate</li> <li>• Being an ambassador for the school</li> <li>• Confidence to have a voice and express an opinion/idea</li> <li>• Working hard to move forward with learning</li> <li>• Having a positive attitude towards school and learning</li> </ul>	<p><b>Praise for all referring to school values, Templars Way and learning behaviours</b></p>
<p><b>Behaviours that benefit the community</b></p> <ul style="list-style-type: none"> <li>• Respecting the environment</li> <li>• Growing into being a good citizen – celebrating diversity, respecting different viewpoints and beliefs.</li> <li>• Helping others – supporting charities</li> <li>• Being aspirational</li> </ul>	<p><b>Share success in assembly and community newsletters</b></p>

### 4.3 Playtimes and Lunchtimes

Playleaders interact fully with the children and are actively engaged in encouraging pro-social behaviour through the OPAL Play principles. They monitor behaviour on the playground and in the hall and report any concerns about behaviour to the class teacher or Headteacher if relevant. The supervising staff abide by the school's values and rules and follow the procedures set out under the Un-Social and Anti-social behaviour sections when behaviour is causing concern.

### 4.4 EYFS

Young children benefit from a warm and empathetic but rule-based environment which have positive relationships as the driver.

The primary method of ensuring good behaviour should be through the emphasis of the positive so staff should not just “distract” children from interfering with other children or just tell them to stop.

There is evidence that clear discipline and behaviour policies that prioritise talking through conflicts characterises effective behaviour management in early years settings.

All staff are expected to use individual and whole class rewards and praise (see below).

It is important that children's behaviour is addressed consistently and systematically across EYFS, so all classes are expected to follow this policy and include the following in their classrooms.

Age-appropriate language and explanations will be used to explain behaviour expectations and to ensure children understand the rules and values, in order to be able to abide by them.

#### **4.5 EYFS Praise/rewards**

Proximal praise: EYFS stickers linked with Templars Values

- We care
- We respect
- We are honest
- We help others
- We look after our environment
- We do our best work
- We use kind words and actions
- We tell the truth

Templars Tokens and Certificates will be handed out to individuals showing the behaviours above.

Whole class rewards using visual prompt e.g., sticker chart and Templars Token tube.

Timely rewards for filling a Templars Token tube or Sticker chart e.g., a dough disco once completed.

#### **5.1 How we Reduce Negative Behaviour**


When a student engages in a behaviour that is not in line with our values, we will respond in one of two ways dependent on the nature of the conduct:

##### **5.2 Relational Conflict**

If the behaviour has damaged a relationship, staff may use their discretion to manage the behaviour through a restorative conversation. This should result in a natural, proportional consequence to discourage this behaviour in the future - and help the student understand the impact of their actions on the people around them.

##### **5.3 Anti-Social Behaviour**

Staff recognise and respond to anti-social behaviour which is defined as behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour like this is likely to cause injury, harassment, alarm or distress. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Staff will implement protective and educational consequences following anti-social behaviour:



**5.4 Protective consequences:** Removal of a freedom to manage harm e.g. staying in at lunchtime to keep others safe.

**5.5 Educational consequences:** The learning, rehearsing or teaching of pro-social behaviours so the freedom can be returned e.g. staying in at lunchtime with a teacher and small group to learn how to take turns.

We respond using a consistent system of consequences. Between each consequence, the child will be given “take-up time” to think about their actions and improve their behaviour.

## 5.6 Stages of Response - Templars Primary School

	Behaviour Choices	Sanctions
<b>Stage 1</b> Class Teacher Behaviour Team	Disrupting the class, shouting out, talking, making noises to attract attention, not settling to work, walking around classroom, fiddling with equipment, distracting others, not living out 'Templars Values'.	<b>Warning</b> -Remind of expected behaviour <b>Yellow Card</b> -Visual with positive choice <b>10 Minute Reset</b> * - In corner of class, in phase, another class or outside classroom. Restorative conversation with class teacher. <b>10 Minute Loss</b> *- lost play, lunch or after school with class teacher. Restorative conversation with class teacher.
<b>Stage 2</b> Behaviour Team Mrs Rollings	Persistent Stage 1 behaviour And/or Rudeness to staff, leaving the classroom without permission, ignoring instructions, answering back, indirect swearing (under breath), minor vandalism (scratching tables/writing on tables/others books), minor or misuse of ICT, physical contact without intent (rough play).	<b>10 Minute Loss</b> *- lost play, lunch or after school with class teacher. Restorative conversation with class teacher. <b>Silent Reflection</b> - Period of time in Silent Reflection. Time set by Behaviour Team, restorative conversation held by adult on duty <b>Internal Suspension</b> – In designated area. Restorative conversation with adult on duty. with member of SLT
<b>Stage 3</b> Mrs Rollings SLT	Persistent Stage 1 and 2 behaviours And/or Not engaging with restorative work, dangerous behaviour (throwing objects etc), bullying (inc. cyber), vandalism, theft, abusive language, racist/discriminatory comments, intentionally hurting staff, violence towards other pupils (hitting, spitting, biting), child on child abuse.	<b>Internal Suspension</b> -In designated area with member of SLT. Restorative conversation with adult on duty. Discussion amongst team; repeated internal suspensions may result in a behaviour plan.
<b>Stage 4</b> Headteacher Governors	Persistent Stage 2 and 3 behaviours And/or Significant event in community, possession of prohibited items, significant harm to adults or children.	<b>External Suspension</b> Increasing scale from 1/2 a day. Loss of privileges trips/clubs/visits until further notice. Behaviour plan to be discussed. Reintegration with parents / carers. On return to school.
<b>Stage 5</b> Headteacher Governors	Persistent stage 3 and 4 behaviours. 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.	<b>Permanent Exclusion</b>

Please note a child can enter any stage depending on their behaviour, they do not need to work through each stage.

## 5.7 Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or so historic we believed they would not re-occur.

Staff will consider the safety of the child and danger to others and make a dynamic risk assessment of the situation. The safety of everyone is paramount. This may include alerting others, such as school staff, external support or emergency services to help with risk management. Initially, accountability lies with the member of staff dealing with the situation. However, depending on the severity of the situation, accountability will move through the hierarchy of class teacher, SLT, Headteacher, Governors. Staff will record behaviour on the school CPOMs system. A de-brief will be held, and consideration will be given to whether the policy needs to be reviewed and amended in light of the behaviour.

## 5.8 Approach to Physical Intervention

Therapeutic behaviour management strategies are used and are set out in the tables in the appendix to respond to difficult and dangerous behaviour. However, there may be justification where physical intervention is necessary in order to manage risks. Staff trained in Safer Solutions have the legal right to intervene however they will only intervene when de-escalation strategies have been exhausted and risks are still high for the safety of either the child who is behaving in a difficult or dangerous way or to others around them. In exceptional circumstances staff may need to use reasonable force when managing difficult or dangerous behaviour. (See Appendix 3 Guidance for Teachers and Teaching Assistants on Behaviour Management and the Use of Reasonable Force)

Children may access the Think in Room to support emotional regulation and de-escalation. This space is used as part of our safer handling approach to help a child regain control in a calm, low-stimulation environment.

## 5.9 Suspensions and Permanent Exclusions

Where a pupil's behaviour presents a serious concern, the Headteacher may consider a suspension or permanent exclusion. These measures will only be used as a last resort, once other appropriate strategies have been exhausted, or where the pupil's behaviour warrants immediate removal from school.

The decision to suspend or permanently exclude a pupil from Templars Primary School can only be taken by the Headteacher. When establishing the facts in relation to a suspension or exclusion, the Headteacher will apply the civil standard of proof, namely that on the balance of probabilities it is more likely than not that the event occurred.

**A suspension may be used in response to a serious breach, or persistent breaches, of the school's behaviour policy.** The length of a suspension will be proportionate and reasonable.

### **A decision to permanently exclude a pupil will only be taken where:**

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

Parents/carers will be notified in writing without delay of the reason for the suspension or exclusion, the length of suspension (if applicable), and their right to make representations to the governing board. For suspensions totalling more than five school days within a term, or for all permanent exclusions, the school will notify the local authority in line with statutory requirements.

The governing board will review permanent exclusions and any suspension that triggers a governing board review under statutory thresholds. Parents have the right to attend a governing board meeting, make representations, and be accompanied by a friend or representative.

All suspensions and exclusions will be managed in accordance with the **Department for Education statutory guidance on Suspensions and Permanent Exclusions (2023)**.

### **6.1 Continued Challenging Behaviour**

Occasionally children will show more challenging behaviour. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. At this stage, Stage 3, parents will be requested to meet with class teacher, AHT for the phase and Pastoral Manager. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of suspension and exclusion. A personalised approach will be discussed, and expectations will be clarified, including support from parents. Actions implemented at this stage may be:

- Supervised collection and drop-off
- Behaviour contract
- Implementation of graduated daily target sheet and analysis
- Use of timer to measure disengagement from Learning and after school Lost Learning Time
- Team around the child meeting including SENCo, Lead Behaviour Professional, Mental Health Lead, Pastoral Care
- Referral to external support
- Structured timetable for lunchtimes
- RAG rated hierarchy of behaviour shared with all staff to ensure consistent behaviour management
- Daily contact with parents

## 6.2 Supporting Pupils with Additional Needs

We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. In doing so, Templars endorses the Primary Pathway for children with Social, Emotional and/or Mental Health (SEMH) needs which has been designed by Coventry City Council to secure an equality of entitlement for any child of primary school age experiencing SEMH difficulties. It sets out the roles, responsibilities and accountabilities of schools and specialist services within Coventry city; with the intention of ensuring that children receive the right support, at the right time, to enable them to achieve positive outcomes. The pathway forms part of Coventry’s SEND Local Offer. It draws together the work of services and professionals from across Coventry city, to secure a robust assessment, identification and intervention response. The Pathway endorses the Mental Health and Behaviour in Schools, DfE advice for school staff updated 2018 as an exemplar of best practice. It complements the offer from NHS Mental Health Services and embraces the Dimensions Health and Well-Being Tool.

We support pupils through assessments, written behaviour plans and specific programmes of support – Templars Risk Reduction Plans (TRRP) - based on their individual needs. These may be contributed to by parents and external professionals who support our school and may include work with the Pastoral and Behavioural Support Team on friendships; alternative provisions at breaks or lunches or using TAs for individual support within class. Where pupils have high levels of sustained need, this process may result in an application for an EHCP, that provides for the child’s needs on a long-term basis. To ensure equality of opportunity, the strategies in a pupil’s support plan may take priority over the rewards and sanctions contained within this policy.

A Templars Risk Reduction Plan will always be considered in the event of an external suspension.

### **6.3 Templars Risk Reduction Plan (TRRP)**

Staff will follow the Stages of response to manage the risks of anti-social behaviour. If anti-social behaviours are regularly repeated by a child, a Templars Risk Reduction Plan, may be put in place to support staff in managing risks and support the child in changing their behaviour. This will advise staff on how to predict and prevent anti-social behaviours, use appropriate strategies to calm and regulate the child, helping them to recognise better pro-social ways to deal with uncomfortable situations. The Templars Risk Reduction Plan will be reviewed every 6 weeks as a minimum, and if behaviours continue further support from external agencies will be sought and plan adapted as necessary.

## **7 Managing malicious allegations**

If a student makes an allegation against a member of staff that - after investigation - is determined to be false and malicious, we will consider whether disciplinary action is required against the student. This will be proportional, based on the individual case and take into account the needs and feelings of all parties involved and in line with the actions and consequences noted in the 'behaviour table'.

## **8. Child on Child Abuse**

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people will be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

## **9. Youth Produced Sexual Imagery (Sexting)**

'Sexting' refers to any sharing of youth-produced sexual imagery between children.

This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a child under the age of 18.
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a child under the age of 18 or an adult.
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

Templars Primary School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. (See also: Online Safety Policy and Acceptable Use Policy). Any incidents or suspected incidents of 'sexting' must be reported to the DSL without delay.

The DSL will report any incidents of 'sexting' to MASH and/or Police the police and will decide upon the other appropriate courses of action.

This could include.

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018).
- Sanctions in accordance with the Behaviour Policy.
- Support for young people involved to prevent reoccurrence.

Staff will not view images or videos on pupil devices and will refer all reports to DSL.

Confiscated devices will be stored securely and passed to the relevant agencies. We will work with parents as necessary if their child is involved in 'sexting'.

## **10. Prohibited items, searching pupils and confiscation**

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. The list of prohibited items below was created using the DfE's 'Searching, screening and confiscation' guidance. • Knives or weapons. • Alcohol. • Illegal drugs. • Stolen items. • Tobacco and cigarette papers. • 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 any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves.

To search for any items not listed above, staff will require the consent of the pupil being searched.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the Safer Handling Guidance.

## **11. Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner and misbehaviour outside of school premises will be sanctioned as is reasonable.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously. Non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be dealt with in accordance with the Complaints Procedures Policy.

Conduct outside the school premises, including online conduct might include,:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to

sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Any sanctions necessary, will be in line the Behaviour Policy and or the Anti-Bullying Policy.

## **12. Communication with parents**

Good communication is vital in helping us build trust and understanding with families in supporting children with their behaviour and attitudes. We ask that parents support the school in the implementation of this policy and make their children aware of appropriate behaviour in all situations, encouraging independence and self-discipline. Working closely with parents helps us understand children better, so that we can put consistent strategies in place, which support the child to make modifications to being more pro-social.

- Positive pro-social behaviour is shared with parents.
- Any anti-social behaviour that has been logged on CPOMs will be communicated with parents.
- Communication can be made by telephone or face-to-face at the end of the school day, appropriate to the nature of the incident being reported and the relationship with the family. This allows an opportunity for parents to ask questions. If necessary, emails or communication books can be used to record behaviour if the parent is in agreement and supports the child in a positive therapeutic way.
- Careful consideration will be given to how the incident is described, what consequences have been put in place and what follow-up will be put in place.

### **13.1 Legal framework**

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 • Equality Act 2010 • Education and Inspections Act 2006 • Health Act 2006 • Voyeurism (Offences) Act 2019 • The School Information (England) Regulations 2008 • DfE (2016) 'Behaviour and discipline in schools' • DfE (2021) 'Keeping children safe in education 2024' • DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges' • DfE (2018) 'Mental health and behaviour in schools' • DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' • DfE (2013) 'Use of reasonable force' • DfE (2018) 'Searching, screening and confiscation'

### **13.2 Related policies**

This policy operates in conjunction with the following school policies:

- Safeguarding Policy • Special Educational Needs and Disabilities (SEND) Policy • • Complaints Procedures Policy • Exclusion Policy • Child Protection and Safeguarding Policy • Anti-bullying Policy

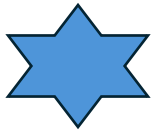
## Appendix 1

### Behaviour Contract

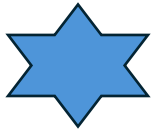
This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

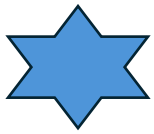
My goals



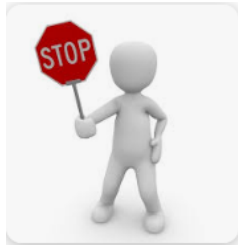
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



To prevent my challenging behaviour, I can:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



When I demonstrate challenging behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



These are the consequences if I don't meet my goals:

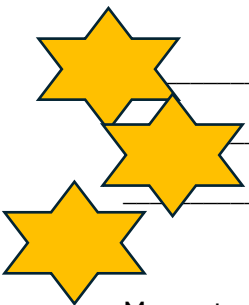
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



These are the rewards if I meet my goals:



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My contract will be reviewed on:

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

## Appendix 2

### Templars Risk Reduction Plan (TRIP) for

#### RISK REDUCTION PLAN

Pupil Name: XX

Date of Plan: 4/7/25

Year Group: 5

Reviewed on:

#### Areas of Concern (Triggers & Risks)

Known Triggers	Potential Risks
Transitions between activities	Physical aggression (e.g., hitting, kicking)
Unstructured times (e.g., play/lunch)	Verbal outbursts or swearing
Unexpected changes to routine	Leaving class or running off
Peer conflict or perceived unfairness	Throwing objects or damaging property
High-demand tasks or academic frustration	Emotional shutdown or refusal to engage

#### Pupil Strengths/Likes

- Enjoys practical tasks and 1:1 time with adults
- Responds well to praise and visual rewards
- Can self-regulate when given time and space
- Loves football- favourite team Liverpool

#### Key Adults & Safe Spaces

- Key Adults: \_\_\_\_\_ / \_\_\_\_\_
- Safe Space: \_\_\_\_\_
- Preferred Regulation Tools: \_\_\_\_\_
- Agreed De-escalation Script: "I can see you're feeling \_\_\_\_\_. Let's go to \_\_\_\_\_ so we can feel better."

#### Risk Reduction Strategies

Proactive (Daily Supports)	Active (During Dysregulation)	Post-Incident (Repair & Reflection)
Predictable routine with visual timetable	Use agreed calming space (e.g., sensory room or quiet area)	Reflective conversation with key adult when calm
Pre-warnings for transitions or changes	Use minimal language and non-confrontational tone	Restore relationships with peers or staff as appropriate
Regular check-ins with trusted adult (TA, mentor)	Offer choices and reassurance	Review incident using visual aid (emotion chart, comic strip)
Provide sensory tools or movement breaks	Reduce demands temporarily	Update staff log and consider adaptations to plan
Seating plan to reduce peer conflict	Ensure staff ratio is sufficient during risky times	Celebrate improvements and acknowledge effort

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#### Pupil Voice

What would you like people to know about you?

Favourite food?

Favourite team?

Favourite thing to watch?

#### Communication & Review

- Parents/Carers Contacted: Yes / No
- Home-School Communication Tool: (e.g., daily sheet, Class Dojo)
- Review Frequency: Weekly / Fortnightly / Monthly

Behaviour Lead Signature: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Parent/Carer: \_\_\_\_\_

Pupil Signature: \_\_\_\_\_

## Appendix 3- **Guidance for Teachers and Teaching Assistants on Behaviour Management and the Use of Reasonable Force**

### **1. Introduction**

Our school is committed to providing a safe and respectful learning environment for all students and staff. We believe that good behaviour is essential to achieving this goal and that consistent, clear expectations are key to managing behaviour effectively. This policy outlines our approach to behaviour management, including the guidance on the use of reasonable force, in accordance with the Department for Education (DfE), Special Educational Needs (SEN) guidance, and the Human Rights Act 1998.

### **2. Aims and Objectives**

- To create an environment where good behaviour and discipline are promoted.
- To ensure staff are equipped with the knowledge and skills to manage challenging behaviour.
- To outline clearly the use of reasonable force in line with legal frameworks and our commitment to safeguarding all students, particularly those with additional needs.

### **3. Behaviour Management**

All staff are expected to:

- Set high expectations for behaviour and consistently reinforce school rules.
- Use positive behaviour management strategies, focusing on praise and reward to encourage compliance.
- Recognise and be sensitive to the needs of pupils with SEN or additional behavioural challenges.

### **4. The Use of Reasonable Force**

Definition: Reasonable force is defined as using no more force than necessary to prevent a student from harming themselves, others, or causing significant damage to property. The Department for Education (DfE) makes clear that “members of staff have a power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.”

When Reasonable Force May Be Used

Reasonable force may be used in the following situations:

- To remove disruptive children from the classroom when they have refused to follow an instruction to leave.
- To prevent a pupil from attacking another person or to stop a fight.
- To restrain a pupil at risk of harming themselves through physical outbursts.
- To prevent a child from running away if leaving the premises would put them at risk of harm.

### **Guidance on Using Reasonable Force**

- Any use of force must be reasonable, proportionate, and necessary. Staff should always use the minimum amount of force required.
- Where possible, staff should avoid acting alone and should summon assistance from colleagues.
- Staff must consider the needs and vulnerabilities of children with SEN or disabilities, who may require different approaches as outlined in their individual education plans (IEPs).
- The use of reasonable force must also comply with the Human Rights Act 1998, which requires that any interference with a person's rights must be lawful, necessary, and proportionate.

### **5. SEN Considerations**

Staff should be particularly mindful of the Equality Act 2010, which protects pupils from discrimination. Reasonable adjustments must be made to accommodate SEN pupils' needs. For example, de-escalation techniques and the involvement of SEN specialists are recommended to manage behaviour safely and appropriately.


### **6. Safer-Handling Training**

Our school is committed to ensuring staff are well-trained in behaviour management and the use of reasonable force. We partner with Safer Handling to deliver training that meets the requirements of the DfE, SEN guidance, and the Human Rights Act. All staff must complete initial training and regular retraining. We assess the need for refresher courses based on a "risk vs cost" approach to ensure that our staff are well-prepared and that risks are effectively managed. Online materials supplied with Safer-handling training ensure that staff are aware of their legal powers and responsibilities.

### **7. Recording and Reporting Incidents**

- All incidents involving the use of force must be reported immediately and recorded in the school's incident log.
- Parents or carers should be informed about any use of force on their child on the same day or as soon as is practicable.
- Reports should detail the nature of the incident, the force used, and the rationale behind the action.

### **8. Relevant Legislation and Case Law**



Staff should be aware that this policy is informed by the following key pieces of legislation and guidance:

- Education Act 1996: Governs the use of force in schools.
- Education and Inspections Act 2006, Section 93: Outlines the legal powers for the use of force.
- Equality Act 2010: Protects pupils with SEN from discrimination and requires reasonable adjustments to be made.
- Human Rights Act 1998: Requires that actions taken by public authorities, including schools, must be proportionate, necessary, and lawful.
- DfE’s “Use of Reasonable Force in Schools” (latest version available online at [www.gov.uk](http://www.gov.uk)).

### **9. Monitoring and Review**

This policy will be reviewed annually in consultation with Safer-handling to ensure alignment with current best practices and legal requirements.

### **10. Supporting Documents**

- Use of Reasonable Force in Schools – DfE Guidance
- Equality Act 2010
- Human Rights Act 1998
- Safer-handling online training materials and school-specific protocols.

This policy ensures our commitment to maintaining a safe learning environment while respecting the rights and needs of all students.