

Behaviour Regulation Policy Ings Primary School

Policy reviewed and adopted by the Board of Trustees	Summer Term 2025
Version	V1
Date of next review:	Summer Term 2026
Responsible Committee:	Local Governing Body
Monitoring:	Trust Board
Related Policies	Safeguarding Policy Attendance Policy PSHE Policy
Where is this policy published?	School Website

Contents

1 Policy at a glance	2
2 Introduction	3
3 Learning Muscles	4
4 The Ings Way	4
5 Expectations of Adults at Ings	4
6 The School Rules	5
6.1 What the rules mean	5
7 Positive Strategies Used at Ings	6
7.1 Rewards	6
7.2 Positive Phone Calls Home	6
7.3 Dojo Points	6
7.4 Praise Postcards	6
7.5 Special Mention Certificates	6
8 Adverse Childhood Experiences (ACEs)	7
9 Impact of ACES	7
10 Emotional Coaching	8
11 Zones of Regulation	8
12 Steps to Support	10
12.1 A Toolbox of Non-Confrontational Behaviour Management Strategies	10
12.2 Classroom & Playground Steps	10
13 Restorative Follow-Up	12
14 Recording Behaviour Incidents	13
15 Children with Significant Needs	13
16 Logical/Relatable Consequences	14
17 SLT Safe Space	15
18 Catch-Up Club	16
19 Significant Incidents	16
20 Physical Restraint	16
21 Searching Pupils	16
22 Sanctioning Off-Site Behaviour	16
23 Suspension and Exclusion	17
24 Public Sector Equality Duty	17
25 Person Responsible	17

1 Policy at a glance

1.1 Core Principles:

- **Relational Approach:** Focuses on building positive relationships and understanding the underlying causes of challenging behaviour, prioritising emotional well-being and trauma-informed practices;
- **Preventative Approach:** Emphasizes proactive strategies like creating a safe and secure environment, teaching emotional regulation (Zones of Regulation), and providing clear expectations;
- **Restorative Practices:** Prioritizes repairing harm through dialogue and understanding rather than punitive measures;
- **Focus on Learning:** Aims to help children learn from their behaviour and develop self-regulation skills.

1.2 Key Elements:

- **School Rules:** Emphasizes being "Ready, Respectful, and Safe.";
- **Learning Muscles:** Weekly focus on specific social-emotional skills;
- **Expectations for Adults:** Clear guidelines for staff on creating a positive and supportive learning environment;
- **Positive Strategies:** Utilizes rewards, positive phone calls, and recognition to encourage positive behaviour;
- **Addressing Challenging behaviour:**
 - **Steps to Support:** A graduated approach with increasing levels of intervention, starting with redirection and reminders and progressing to more formal steps if necessary.
 - **Restorative Conversations:** Focus on understanding the impact of behaviour and finding solutions.
 - **Logical Consequences:** Emphasises consequences that are related to the behaviour and help the child learn.
- **Addressing Trauma:** Recognizes the impact of Adverse Childhood Experiences (ACEs) on children's behaviour and incorporates trauma-informed practices;
- **Supporting Children with Special Needs:** Provides individualised support plans and considers the specific needs of each child.

1.3 Important Considerations:

- **Emotional Coaching:** Emphasises helping children understand and manage their emotions;
- **Zones of Regulation:** A framework for helping children identify and regulate their emotions;
- **Safe Space:** A designated area for children to reflect on their behaviour and receive support;
- **Catch-Up Club:** Provides opportunities for children to complete missed work;
- **Significant Incidents:** Procedures for addressing serious behaviour issues, including bullying, aggression, and discrimination;
- **Suspension/Exclusion:** Used as a last resort and in accordance with DfE guidance.

1.4 This policy outlines a comprehensive approach to behaviour management that prioritizes the social-emotional well-being of all children and aims to create a positive and supportive learning environment.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

- 2.1 Ings Primary is an Attachment Aware and trauma-informed school which means that our behaviour policy is based on evidence-based approaches that are found to work with all children including those with Social, Emotional or Mental Health (SEMH) needs. Our policy is based on a relational approach which strives to develop positive and trusting relationships. Positive relationships together with clear and consistent boundaries help children to feel safe and secure.
- 2.2 At Ings, we believe that good behaviour occurs when children feel they are in a stable and secure environment and when their learning is pitched at the correct level. We take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be treated with **kindness and compassion** no matter how challenging their behaviour is. We actively teach children how to make the right choices and how to build relationships with others. We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that behaviours are driven by emotions and that children need help in learning how to identify and manage their emotions.
- 2.3 The relational approach is based on the belief that children need consequences that teach, rather than punish. Logical consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others.
- 2.4 We recognise that understanding our emotions is a key aspect of managing behaviour. The aim of our Attachment Aware Behaviour Regulation Policy is to bring our whole school community together to adhere to some basic key principles and practices:
- To provide a safe, comfortable and caring environment where optimum learning takes place;
 - To provide a clear guide for children, staff and parents/carers of expected levels of behaviour;
 - To provide a consistent and calm approach;
 - All adults take responsibility for behaviour and follow-up personally;
 - Adults use consistent language to promote positive behaviour;
 - To use restorative approaches instead of punishments;
 - We acknowledge that different children have different SEMH needs and we support them accordingly.

3 Learning Muscles

Our Learning Muscles are referred to throughout school and we launch a different muscle each week. We celebrate children who have displayed the weekly muscle around school in our Special Mention assembly on a Monday.



4 The Ings Way

- Consistent, calm adult behaviour;
- First attention for best conduct;
- Relentless routines;
- Scripted Interventions;
- Restorative Follow-Ups.

5 Expectations of Adults at Ings

- Meet and Greet at the classroom door;
- Refer to 'Ready, Respectful and Safe';
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all learners;
- Use visible recognition (through recognition boards);
- Be calm, give 'Take up time' when going through Steps-Prevent before consequences;
- Follow up every time, retain ownership;
- Never ignore or walk past learners who are not following rules;
- Use PIP and RIP (Praise in public, reprimand in private) where possible

6 The School Rules

There are three school rules which all children are expected to adhere to. They are displayed prominently in every area of the school and reinforced positively at every opportunity. Children are taught what each of these rules mean and how they can follow them in school.



6.1 What the rules mean

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Come to school on time; ● Look at and listen to the person talking; ● Follow instructions the first time; ● Start work straight away; ● Wear the correct uniform; ● Line up promptly; ● Come to school with the correct equipment; ● Show READY straight away when asked. 	<ul style="list-style-type: none"> ● Greet adults politely when we arrive each morning; ● Thank the adults that we work with at the end of the day when we leave; ● Pick up after ourselves and others; ● Do things for others because it feels good; ● Work hard in lessons; ● Notice when others have done something for me; ● Hold doors open; ● Win gracefully; ● Respecting other people's opinions; ● Hands up; ● Look after school property; ● Using good table manners; ● Using the correct 'voice'; ● Kind words. 	<ul style="list-style-type: none"> ● Move calmly around the school and outside; ● Use play equipment properly; ● Kind hands and feet; ● Tell an adult if something is wrong; ● Staying in the correct space; ● Use technology responsibly; ● Wash hands regularly; ● Catch and bin coughs and sneezes; ● Sitting correctly on your chair; ● Telling adults about any dangers; ● Following online safety rules.

7 Positive Strategies Used at Ings

7.1 Rewards

- Class Dojo points;
- Special mention certificates;
- Postcards Home;
- Positive phone calls home;
- Golden Table;
- Hot Chocolate with the Head.

7.2 Positive Phone Calls Home

Adults should try and make one phone call weekly to a parent to give a positive message of what their child has been doing well.

7.3 Dojo Points

Dojo points are awarded to pupils who follow our school rules and also demonstrate our Learning Muscles. Dojo points are individual to each pupil and are cumulative. Certificates are awarded at the milestones of 250, 500, 750 and 1000 points.

7.4 Praise Postcards

Praise Postcards should be given out to children who consistently behave in an exemplary manner or who do something that really impresses the staff. Praise Postcards can be given for: quality of work, effort put into work, exemplary behaviour, demonstrating the school's values, etc. The idea behind the Praise Postcard is that they raise the bar in terms of what we expect of our children - they should not be awarded for mediocrity.



7.5 Special Mention Certificates

Special Mention Certificates are handed out in the Special Mention Assembly each Monday. Teachers must choose a child from each class who has demonstrated the learning muscle that week. In the assembly, the child will come to the front of the hall and the class teacher explains to the school the reasons that he/she chose the child. Teachers must complete the list sent by Mrs Farr with the name of the child and the reason

for the award in case of absence.

8 Adverse Childhood Experiences (ACEs)

- 8.1 ACEs are traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children looked after (CLA), children on the edge of the care system, and previously looked after, traditional behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner. Opportunities to build resilience, a pupil's emotional literacy and positive restorative conversations are constructive steps to build a connection with traumatised pupils.
- 8.2 Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity.” (Young Minds, 2018).
- 8.3 ACEs can affect a child's learning and behaviour in the classroom. **Children with three or more ACEs are 5x more likely to have attendance issues, 6x times more likely to have behaviour problems, and 3x times more likely to experience academic failure.**

9 Impact of ACES

- 9.1 Just like attachment, experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children. Some of the effects of ACEs on our physical and mental health are:
- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence;
 - An increase in the risk of mental health problems, such as anxiety, depression, and post- traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs;
 - The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.
- 9.2 Some of the other things exposure to ACEs can impact, are:
- The ability to recognise and manage different emotions;
 - The capacity to make and keep healthy friendships and other relationships;
 - The ability to manage behaviour in school;
 - Difficulties coping with emotions safely without causing harm to self or others.
- 9.3 An ACE (or many ACEs compounded) can trigger a survival-mode response, causing a child's stress levels to physically escalate and diminish their ability to utilise adaptive strategies in the face of challenge or unknown.
- 9.4 In the classroom, this may look like a child exhibiting clingy or isolating behaviour, passive/quiet behaviour, frequent somatic symptoms like tummy aches, headaches, or fevers, regressive behaviours like bedwetting or baby talk, aggressive and/or mean behaviours, or “fight or flight” after a teacher gives a direction.

10 Emotional Coaching

Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them. Adults tune into the child's emotion and give them guidance on how to cope with the feelings and what to do. This approach provides opportunities for learning and reflection and, over time, leads to improved internal self-regulation. Adults have been trained in using PACE.

PACE is a therapeutic approach developed by Clinical Psychologist Dan Hughes, which outlines four key principles for adults to use when supporting children and young people who have experienced trauma. PACE focuses on the whole child rather than just their behaviour.

P **LAYFULNESS**
'I can enjoy'
Being playful creates a fun, positive and calm atmosphere when communicating with a child.

A **CCEPTANCE**
'I can open'
Accepting a child as a person without judgement, shows a child you can see beyond their behaviour.

C **URIOSITY**
'I can make links'
Being open to discovering why a child is behaving the way they are, will help with developing a better understanding.

E **MPATHY**
'My feelings are valid'
Put yourself in a child's situation and try to show them that their experiences are important to you.

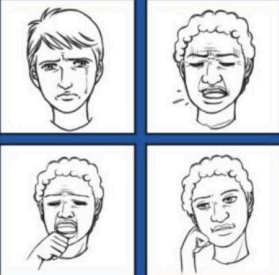


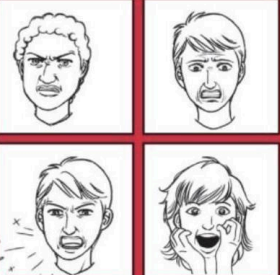
Our training at bMindful is designed to support key adults' communications and interactions with children which offers them a sense of safety and security. To find out more information on how you can apply the principles of PACE to your practice get in contact with our team at bMindful.

11 Zones of Regulation

- 11.1 All children are taught how to identify and manage a range of emotions through the Zones of Regulation programme. The Zones of Regulation teaches regulation by categorising all the different ways we feel and states of alertness into four concrete-coloured zones.
- 11.2 The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.
- 11.3 The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- 11.4 The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- 11.5 The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

11.6 At Ings, all children are taught about the different zones through PSHE lessons and assemblies. Visuals to support children to identify their emotional state are displayed in each classroom. The zones are revisited every term and children and adults regularly model to children how to use the zones to describe and regulate their behaviour and emotions.

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

12 Steps to Support

Before moving to the **STEPS TO SUPPORT**, adults should use the toolbox of non-confrontational strategies to get children on task. Using positive language and praise should be the focus.

12.1 A Toolbox of Non-Confrontational Behaviour Management Strategies

Strategy	How it works
Use praise	Use praise - it is your most powerful tool! When giving out worksheets, if a child says "Thank you," say "Thank you for using such lovely manners." See how many children will then start saying thank you. Praise the behaviours that you want to see. Make the praise explicitly linked to the behaviour that you see. When students are praised, their brains release dopamine - they will want to do it again and again. Make sure that your praise is sincere - children will see straight through false praise.
Giving positive direction	Change instruction language to make it positive. Instead of "Stop speaking when I'm speaking," change it to "Face the front, silent voice, thanks." "Stop running" becomes "Walk quietly on the left, thanks."
Focus on students who are making good choices	Always look for and praise the children who are making the right choices and use specific praise with them. This does not mean that we ignore negative behaviours - keep an eye on them and praise the child when they start making the right choices.
Think about how best to praise individual children	Most children will thrive on public praise. Some might prefer a more subtle approach like: a nod, a smile, a thumbs up.
Expect compliance and act as if you will receive it.	Act with complete confidence that your instructions will be followed. Walking around the class is a good way of displaying confidence (you are sending the message that this is your territory). This is a non-confrontational approach and you should use "thank you" rather than "please". Once you have given the instruction with a "thanks", break eye-contact and move away and praise someone who is following the instruction - this gives the message that you expect the instructions to be followed.

12.2 Classroom & Playground Steps

Step	Action
1) Redirection/Reminder	Non-Verbal cue Gentle reminder of 'Ready, respectful and safe' Praise the behaviours you want to see
2) Positive reminder (RIP)	Making the child aware of their behaviour (in private where possible) clearly outlining the behaviour that is not wanted. Script 'Stop, think...make the right choice' '...is not ready/respectful/safe, please make the right choice.'
3) Warning (RIP) –Final opportunity to	Making the child aware of their behaviour (in private where possible) clearly outlining the behaviour that is not wanted and the consequences if they continue. Remind of good previous conduct to prove they can make good choices.

engage.	<p>Script (Use 30 sec scripted intervention)</p> <p>'I have noticed that you are continuing to...'</p> <p>'At Ings we... (refer to Ready, Respectful, Safe)</p> <p>'Because of this you need to...'</p> <p>'Yesterday/last week I remember when...'</p>
4) Calm area in classroom	<p>If behaviour continues, direct child to calm area within classroom for 5-10mins. Have Zone of Regulation resources available for the child to use for communication purposes and to enable them to regulate.</p> <p>On the playground, encourage children to use the bench as a calm area for reflection.</p>
5) Partner Classroom	<p>If child is still not calm or refusing to use calm area, direct to a partner classroom for regulation. (Zone of Regulation resources to be available in all calm spaces.)</p> <p>On the playground, the child should walk/stand with a member of staff for reflection.</p> <p>If a child refuses to leave, seek support from SLT if needed. A restorative should be held when calm and parents/carers informed.</p>
6) SLT/Pastoral support/Headteacher	<p>If the child is still not calm or the behaviour was any of the following:</p> <ul style="list-style-type: none"> ● Use of swearing/threatening/sexualised language/racism/bullying ● Intentionally through anger or as a result of heightened anxiety/stress uses inappropriate physical response hurting another pupil ● Throwing object to hurt someone <p>Refer directly to Tina Walton or a member of SLT/Headteacher</p>
7) Restorative conversation to repair.	<p>This must happen if steps 4 onwards have been used.</p> <p>Use visuals/script to aid 5 step conversation (Below)</p> <p>What happened?</p> <p>Who has been affected?</p> <p>What zone where/are you in?</p> <p>What needs to happen to put it right?</p> <p>Next time I could...</p> <p>This should be recorded on CPOMS. When 2 or more restorative conversations have been conducted in a week, class teacher to inform parents. If more than 5 held in a half term period seek advice from SLT who can arrange to meet with parents.</p>
8) Consequence (Related/Respectful/Reasonable/Helpful)	<p>If a consequence is needed due to steps 5 and 6 being used, ensure that this is related to the behaviour where possible. This could be picking up any mess/items thrown, writing a letter/card of apology etc.</p> <p>If a child does any of the actions in step 6 or repeatedly is using steps 2-5 they can be sent at lunch or break to SLT 'Safe Space'. This must be logged on the 'Safe Space' register.</p>
SLT (SLT Safe Space/Catch up club)	<p>If a child has not completed their work, they should be sent to 'Catch up Club' with SLT at the next break/lunchtime to complete the missed work. This must be logged on the 'Catch up Club register'</p>

13 Restorative Follow-Up

If any adult has had to deal with a behaviour incident, they should have a restorative follow-up discussion with the children involved. The focus of these follow-ups is to educate the children about how they can improve their behaviour in school. The children should gain an understanding of: who has been affected by their behaviour, what they can do to 'put things right' and a strategy to do things differently next time the situation arises.

broke something	scribbled on something	hurt an adult	hurt a child	was unsafe
took my clothes off	<h1 style="font-size: 4em;">?</h1> <h2 style="font-size: 2em;">What happened?</h2>			wasn't respectful
swore at someone				wasn't ready
didn't listen to instructions	threw something	ran off	tore my work	something different
me	a friend	a teacher	an MDS	my class
my mum	<h2 style="font-size: 2em;">Who has been affected?</h2>			other children
my dad				group
my family	people in the community	animals	my carer	someone else

What zone were you in?

What zone are you in now?

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control



14 Recording Behaviour Incidents

All significant behaviour incidents are to be logged on CPOMS. SLT review all behaviour incidents on a regular basis to ensure that all incidents are properly resolved. If a child is involved in a number of incidents in a single term a meeting will be arranged with their parents to discuss their behaviour.

15 Children with Significant Needs

15.1 Some children may find it difficult to follow the school rules and be disruptive in class or in the playground. Class teachers should keep parents informed about their concerns and the actions that are being taken. If concerns persist, staff should raise this with a member of SLT. If a child's behaviour is causing a concern; a behaviour support plan with agreed targets and strategies will be created and shared with parents. If

behaviour is dangerous, a risk assessment will be completed and shared with staff and parents along with a positive handling plan if necessary.

- 15.2 If needs persist or behaviour is dangerous or highly disruptive, concerns should be discussed with the SENCO and the child may be added to the SEND Register. Outside agency support (such as Steps to Success) may be requested if appropriate.

16 Logical/Relatable Consequences

16.1 High standards of behaviour are necessary and expected in order for children to feel safe and to learn. At Ings, we understand that children need to be taught how to behave in the same way they are taught other skills. We do not punish children for their behaviour or their emotions but we do teach them how to behave in a more appropriate way. We understand that this is not a quick fix and that it can take time for children to learn and embed new behaviours. Logical consequences help children to develop understanding of cause and effect.

Logical consequences may include:

- Temporarily moving the child to a different seat/calm area where they are more able to focus on their learning;
- Temporarily moving the child to an alternative learning space e.g. a partner classroom or corridor;
- Informing parents so that they can talk through the issue with the child;
- Making up time for lost learning (Catch Up Club);
- Reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of a verbal or written apology or an action, e.g. build a Lego model, make a card;
- Providing an alternative space 'Safe Space' for children to go to at lunchtimes if they are unable to follow the school rules on the playground.

16.2 The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence. Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.

16.3 Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred. Consequences will never involve taking away a previously earned privilege or any intervention time. Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.

16.4 A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties. If the context is repeatedly problematic (e.g. assembly, playtime,


music lessons), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time/supervision/ or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child. Logical consequences will be:

- Related - consequence must be related to the behaviour;
- Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved;
- Reasonable - the consequence is reasonable from the child’s point of view as well as the adult’s;
- Helpful —it helps rather than hurts.

16.5 After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

17 SLT Safe Space

If a child carried out any actions listed in step 6 (see table above) they will have to attend ‘SLT Safe Space’. Safe Space is overseen by a member of SLT and is held outside the leadership office every day at morning break and lunchtime. There is a Safe Space and Catch-up Club register on the Google Drive and children’s attendance in Safe Space is monitored daily. If a child attends Safe Space on three occasions in a single half term, their parents will be contacted. When children attend Safe Space they will complete an age appropriate Reflection Sheet (this will be in the place of a restorative conversation). The child’s parent/carer will be emailed by the school office informing them that they have attended Safe Space and the child’s Reflection Sheet will be sent home at the end of the day.

 Ings Primary School <small>Sometimes we don't make the right choices. When this happens it is good for us to reflect on our behaviour and to think about how we can improve. As you fill in this sheet, think about what choice you made and how you can avoid making this choice in the future.</small>	
Name:	Class: Date:
Which school rule were you not following?	<input type="checkbox"/> Ready <input type="checkbox"/> Respectful <input type="checkbox"/> Safe
What did I do?	
Who has been affected by my actions?	
How was I feeling?	
How do I feel now?	
What needs to happen to put it right?	
Next time I could...	

18 Catch-Up Club

If children refuse to complete their learning in class, their teacher can add them to the Catch-up Club register (on Google Drive). The child's teacher will bring them to the Leadership office at lunch with the work that they didn't complete and they will remain in the office until they have completed their work.

19 Significant Incidents

19.1 This policy recognises that all children and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradict this, will result in the automatic involvement of a senior leader. Parents will be informed and invited to meet with staff to discuss next steps, including consequences and plans to support their child to prevent further occurrences of this behaviour. Significant behaviour incidents may include:

- Physical aggression towards staff;
- Serious or repeated aggression towards another child;
- Fighting;
- Bullying;
- Racism or homophobia;
- Vandalism/damage to property

19.2 Incidents such as these should immediately be reported to a member of SLT who will decide on next steps. Parents will be informed on the same day. Significant incidents will be logged as a Behaviour Incident on CPOMS. Children who frequently display such behaviours may be offered support from our Nurture Team. This support may include ELSA sessions, 1:1 or group work or a place in a nurture/social group. If children are involved in a significant incident they may be suspended or permanently excluded (see Exclusion Policy). Children may also be referred to an outside agency. Where there are concerns that the child may be at risk of permanent exclusion, advice will be sought from the Local Authority.

20 Physical Restraint

Very occasionally a member of staff may need to physically intervene in order to prevent somebody being hurt or property being damaged. All instances of physical restraint must be logged on CPOMS. Positive handling plans for children who need them are updated termly by the DSL and SENDCO.

21 Searching Pupils

The Headteacher, and staff authorised by her, have a statutory power to search pupils or their possessions, without consent, however, where possible obtain parental consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters or matches, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil). Confiscation School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

22 Sanctioning Off-Site Behaviour

The sanctioning of off-site misbehaviour is rare. The Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour even when they are not at school or in the charge of a member of staff, "to such extent as is reasonable." Schools can sanction off-site behaviour in the following circumstances (this is not an exhaustive list):

- **On school-organised or school-related activities:** This includes school trips, sports events, etc.
- **Travelling to or from school:** Behaviour on the journey to or from school.
- **Wearing school uniform or being otherwise identifiable as a pupil:** If the behaviour brings the school into disrepute.
- **Any misbehaviour, at any time, that:**
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.
 - Is related to bullying (including cyberbullying).

Reasonableness and Proportionality: Any punishment imposed must be:

- Made by a paid member of school staff or an authorised staff member.
- Made on school premises or while the pupil is under the charge of a staff member.
- Reasonable in all the circumstances, taking into account the pupil's age, any special educational needs (SEN), or disability.
- Not in breach of any other legislation (e.g., Equality Act 2010).

23 Suspension and Exclusion

For the vast majority of pupils, suspensions and exclusions will never be required as other strategies should be used effectively. However, if all other options have been exhausted then suspension and exclusion may be used as a last resort to ensure safety and to ensure pupils are protected and able to learn in a safe, calm and supported atmosphere. In these very rare situations, Ings Primary School will follow the DfE guidance 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England - September 2022'

24 Public Sector Equality Duty

24.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and;
- foster good relations across all characteristics

24.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

24.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Ings Primary School adheres to these statutory regulations.

25 Person Responsible

Updated Summer 2025

Headteacher

To be reviewed Summer Term 26