



Behaviour Management Policy

The Education Committee is responsible for this policy.

Last Reviewed: November 2025

Contents

Expectations	2
School Rules	3
Involvement of Parents and Guardians	3
Unexplained Absences	4
Involvement of Pupils	4
Promoting Good Behaviour	4
Sanctions	5
Serious Misbehaviour	5
Allegations against staff	6
Removal From Classrooms	6
Misbehaviour Outside of School or Online	7
Use of Reasonable Force	7
Searching	8
Confiscation	9
Electronic Devices	9
Mobile Phones	10
Early Years Behaviour Management Strategy	10
Core Values and Behaviour Goals	10
Promoting Positive Behaviour	10
Behaviour Intervention Strategies	11
Escalation and Support	11
Biting Policy	11
Strategies for Inconsiderate Behaviour	12
Children Under 3	12
Complaints	13
Monitoring and Review	13
Authority	13
Appendices	14
Appendix 1 – Aim High Rules Logo	14

Appendix 2 –Responding to inappropriate behaviour	16
Appendix 3 – Serious sanctions	17
Appendix 4 – Reflection Forms.....	18

The designated member of staff responsible for behaviour in Reception-Year 6 is the Assistant Headteacher, Caryn Ryan. In Nursery and Preschool the Manager, Emma Elstone, is the designated member of staff. Further details about behaviour management within Nursery and Preschool can be found in the Early Years Foundation Stage policy.

Aims

At Highfield Priory ("the School") our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through promoting positive behaviour and offering an extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success. Our teaching staff are committed to delivering teaching in a way that encourage good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Expectations

The School's community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct.

- To ensure an environment where all pupils can learn effectively.
- To provide an atmosphere where self-discipline is encouraged.
- To promote the highest standards of behaviour by all pupils.
- To promote good manners in all areas of school life.
- To generate an atmosphere of mutual respect between pupils and staff.
- To encourage a consistent approach to any sanctions used and develop, within each pupil, knowledge of what is appropriate behaviour within the community and what is not, whilst recognising that some pupils require a more personalised approach.
- To ensure that poor behaviour is dealt with appropriately.
- To encourage a positive relationship with parents/carers and to develop a shared approach involving them in the implementation of school policy.
- To encourage the health, safety and well-being of all pupils and staff.
- To take all reasonable measures to ensure the safety and well-being of all pupils and staff, which includes protection from bullying.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our stance and view on Anti-Bullying is found within this policy and is available on our website. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes the appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to always behave in a manner that reflects the best interests of the whole School community.

School Rules

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set in the attached School Rules Appendix 2.

Copies of the School Rules are attached to this policy and on the School's website and will be regularly reviewed. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine. Staff are kept up-to-date with relevant prevent and safeguarding training to enable this.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

The School has a zero tolerance policy for drugs.

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract The

School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all pupils including in school designated well-being support.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

Involvement of Pupils

The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Research shows that the ethos of a School is enhanced by listening to our pupils and by encouraging constructive suggestions from them. Staff encourage pupil voice through assemblies, form time, Personal, Social and Health Education (PSHEE) lessons, project work, drama activities, story time and the School Council, which meets regularly.

The School will ensure that all new pupils are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

Promoting Good Behaviour

At the School we reward and encourage good behaviour and celebrate achievements from our pupils by sharing awards in whole school assemblies and through our dedicated celebration assembly each half term.

The School selects Monitors in recognition of all-round good behaviour and demonstrating the values of our school. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

A 'Merit Award' is given to a child for excellent manners, extra effort, outstanding behaviour etc. Every week, each class teacher will choose a child to receive a merit certificate or badge. The child's name will then be read out in Assembly where he/she will receive the award and his/her name will be displayed in the Entrance Hall in the following week.

House points can be awarded by any member of staff to a pupil. One House Point is awarded for good work and two House points for excellent work. A maximum of two House Points should be awarded each week for a Homework Diary that has been consistently signed by parents.

House points also reward pupils for non-academic reasons. These may include, but are not limited to: use of good manners, holding doors open for others, taking initiative, engagement in class, strong group work or demonstrating a resilient attitude with a challenging task.

Each year group receives a reward for their work as a responsible monitor at the end of each term.

- Year 6 - a special lunch
- Year 5 - a cookie and milkshake
- The best monitor each week is announced in assembly and the winner receives a merit

To promote the School's "Aim High" school rules, a pupil from Reception/KS1 and a pupil from KS2 will be selected by the staff each week to receive a "Highfield High 5". These certificates celebrate pupils who have made a particular effort to follow or promote the "Aim High" rules: be ready, be respectful, be caring, be inclusive, be safe.

Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules (Appendix 2) at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

Staff should ensure any sanctions are fair, reasonable, and proportionate. Sanctions will be reviewed regularly but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

As outlined in the flowchart in Appendix 2, all behavioural incidents should be recorded on CPOMS. The Assistant Headteacher should be alerted to all incidents. This will allow school to monitor and track incidents, to find patterns in behaviour and respond to behaviour on an individual and a whole school level.

Serious Misbehaviour

The School's Discipline, Exclusions and Required Removal Policy is a separate policy and available on request. All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);

- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection and Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection and Safeguarding Policy and Discipline, Exclusions and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Removal From Classrooms

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Ensuring the safety and conducive learning environment for all students is paramount in any educational setting. At times, there may arise a necessity to temporarily remove certain children from the classroom, not only to safeguard their own well-being but also to promote the overall benefit of their peers. This step could be prompted by a variety of factors such as disruptive

behavior, emotional distress, or the presence of a potential hazard. By doing so, our staff can address the unique needs of these children, provide them with appropriate support and interventions, and simultaneously allow the rest of the class to engage in focused learning. This approach underscores the commitment to both individualised care and collective growth within the classroom community.

Misbehaviour Outside of School or Online

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Policy.

Use of Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School (CPOMS).

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Searching

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or

authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search (CPOMS).

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

Mobile Phones

Pupil use of mobile phones...

Early Years Behaviour Management Strategy

At Highfield Priory, we are dedicated to promoting a safe, nurturing environment where every child feels valued, respected, and secure. We aim to help children develop a strong sense of right and wrong by teaching appropriate behaviour and discouraging inappropriate actions in a supportive, developmentally appropriate manner.

We believe that behaviour is part of a child's developmental journey. Through consistent guidance, role modelling, and partnership with parents and carers, we strive to empower children to build confidence, self-esteem, and positive relationships.

Our Approach to Behaviour

We understand that learning to regulate emotions and behave appropriately in a group setting is a gradual process. This policy outlines our principles and strategies for supporting children as they develop socially and emotionally.

Core Values and Behaviour Goals

We aim to promote the following four core characteristics that underpin positive behaviour:

- Confidence
- Communication
- Co-operation
- Curiosity

Children may exhibit challenging behaviours as a response to emotions such as anxiety, frustration, or tiredness. Our approach focuses on:

- Modelling kind and considerate behaviour.
- Providing engaging activities that support social and emotional development (a prime area in the Early Years Foundation Stage).
- Using role play, stories, and visual aids to help children express and manage emotions.

Promoting Positive Behaviour

To encourage positive behaviour, we focus on:

- Modelling appropriate conduct by being positive role models.
- Consistency in enforcing boundaries and expectations.
- Positive reinforcement through praise and recognition.
- Encouraging self-regulation and problem-solving.
- Using positive body language and engaging at the child's level.
- Offering choices and opportunities for behavioural improvement.

We recognise that misbehaviour is often a result of unmet emotional needs or developmental limitations, not deliberate disobedience.

Behaviour Intervention Strategies

When inappropriate behaviour occurs, staff will:

1. Intervene immediately and assess the situation, remove children where required.
2. Engage with all children involved, using a calm, respectful tone and age-appropriate language.
3. Discuss feelings and support children in recognising how their actions affect others.
4. Redirect younger children using distraction or alternative activities.
5. Avoid punitive language such as "naughty" or "bad". Instead, we separate the behaviour from the child.

Staff will **not**:

- Shout, intimidate, or use physical punishment.
- Withhold food or treats.

Instead, we use **reflective or calming time** to help children regain composure in a supportive way.

Escalation and Support

If challenging behaviour persists despite consistent strategies:

- Staff will work closely with parents/carers to ensure consistency.
- Outside support (e.g. SENCo, Health Visitor) may be recommended.
- Incidents will be recorded, and ABC (Antecedent, Behaviour, Consequence) analysis will be used to identify triggers and patterns.
- Reception Children only may require intervention & support from Miss Ryan / Mr Duke.

Biting Policy

Biting is a common but distressing behaviour in early childhood. We handle incidents with sensitivity and aim to support both the child who bites and the child who is bitten.

Why Children Bite

Biting may occur due to:

- Exploration or sensory stimulation.
- Teething discomfort.
- Cause-and-effect curiosity.
- Attention-seeking.

- Imitation of peers.
- Frustration, anxiety, or stress.
- Lack of language skills to express emotions.

Response and Prevention

We use the **“Who, What, When, Where”** method to understand each incident:

- Who was involved?
- What happened before and after?
- When did it happen?
- Where did it take place?

Prevention Strategies:

- Provide teething toys or sensory items if required
- Closely monitor high-risk situations (e.g. sharing toys).
- Reinforce positive behaviour with attention and praise.
- Encourage emotional expression using language, visuals, and play.
- Create calm, predictable environments to reduce stress.

Involving Parents and Carers

Working in partnership with families is essential. We ask parents to:

- Share relevant changes in the child’s home life.
- Reinforce behaviour expectations at home.
- Collaborate with staff and support agreed strategies.

We promise to:

- Communicate daily about your child’s behaviour and progress.
- Be consistent, non-judgmental, and supportive.
- Offer guidance and external support when needed.

Strategies for Inconsiderate Behaviour

All staff, students, and volunteers are expected to use **positive guidance** strategies:

- Help children identify and express feelings.
- Acknowledge positive behaviours like sharing and kindness.
- Avoid giving attention only in response to negative behaviour.
- Support children in problem-solving conflicts.
- Never isolate or punish children physically or emotionally.

Where necessary, physical restraint is used **only** to prevent injury or serious damage and is documented thoroughly, with parents informed the same day.

Children Under 3

We use developmentally appropriate strategies for very young children. We understand that tantrums, biting, and other behaviours may arise from:

- Separation anxiety
- Difficulty regulating emotions

- Disrupted routines

Support is provided through:

- Consistent attachment with a key person
- Gentle, patient responses
- Focus on emotional support and co-regulation

Complaints

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School [or boarding house] which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Audit and Compliance Committee, Education Committee, Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Marketing Committee and Safeguarding Committee.

Appendices

Appendix 1 – Aim High Rules Logo

**Be ready**

- Pupils will be focused and organised for lessons.
- Pupils will have the correct uniform for school.

Be respectful

- Pupils will be helpful and polite.
- Pupils will be positive and understanding towards others.

Be caring

- Pupils will take care of others and the environment.
- Pupils will be kind to one another.

Be inclusive

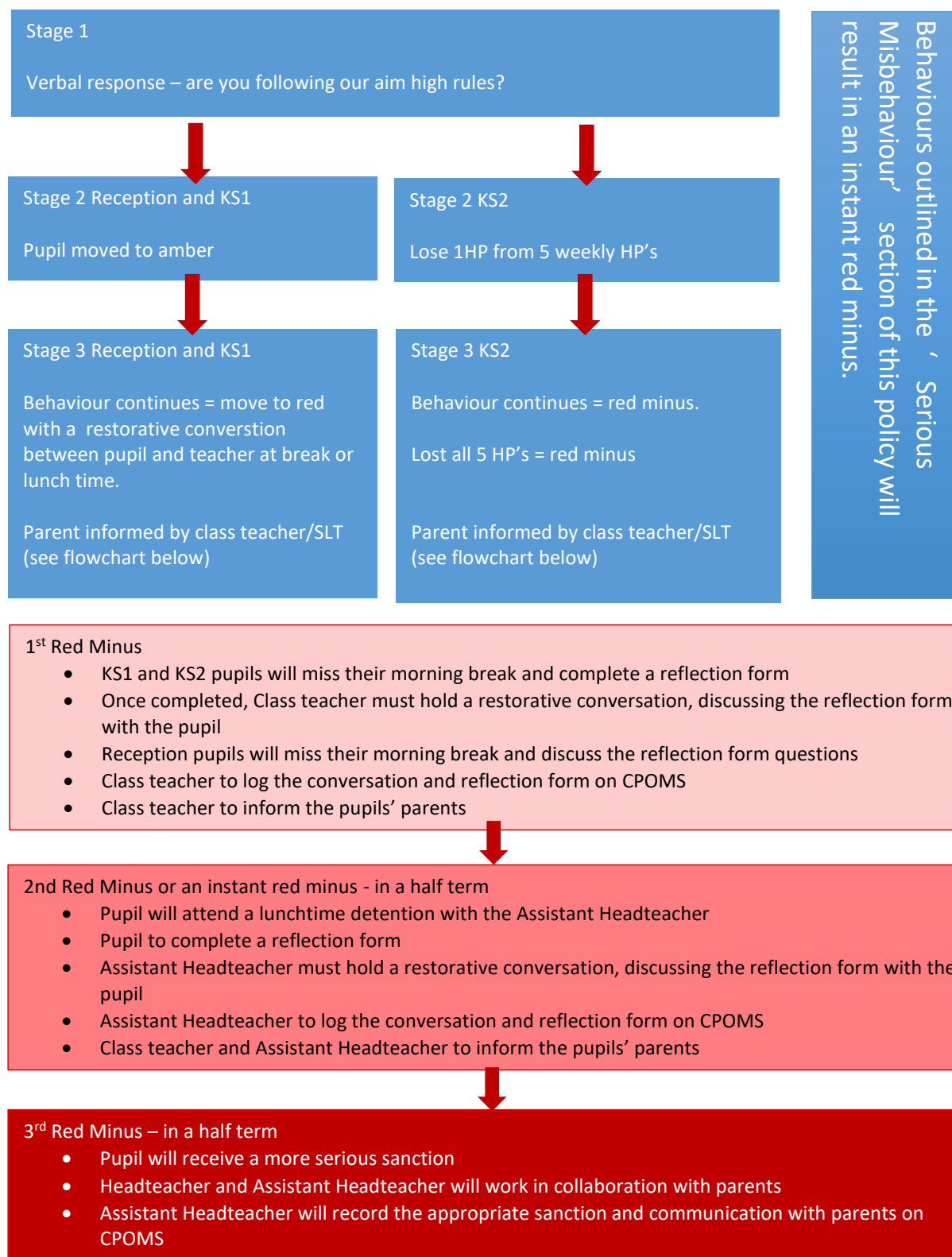
- Pupils will support and encourage one another.
- Pupils will embrace our school community and culture.

Be safe

- Pupils will walk calmly and sensibly around school.
- Pupils will keep themselves and others safe on the playground.

Appendix 2 –Responding to inappropriate behaviour

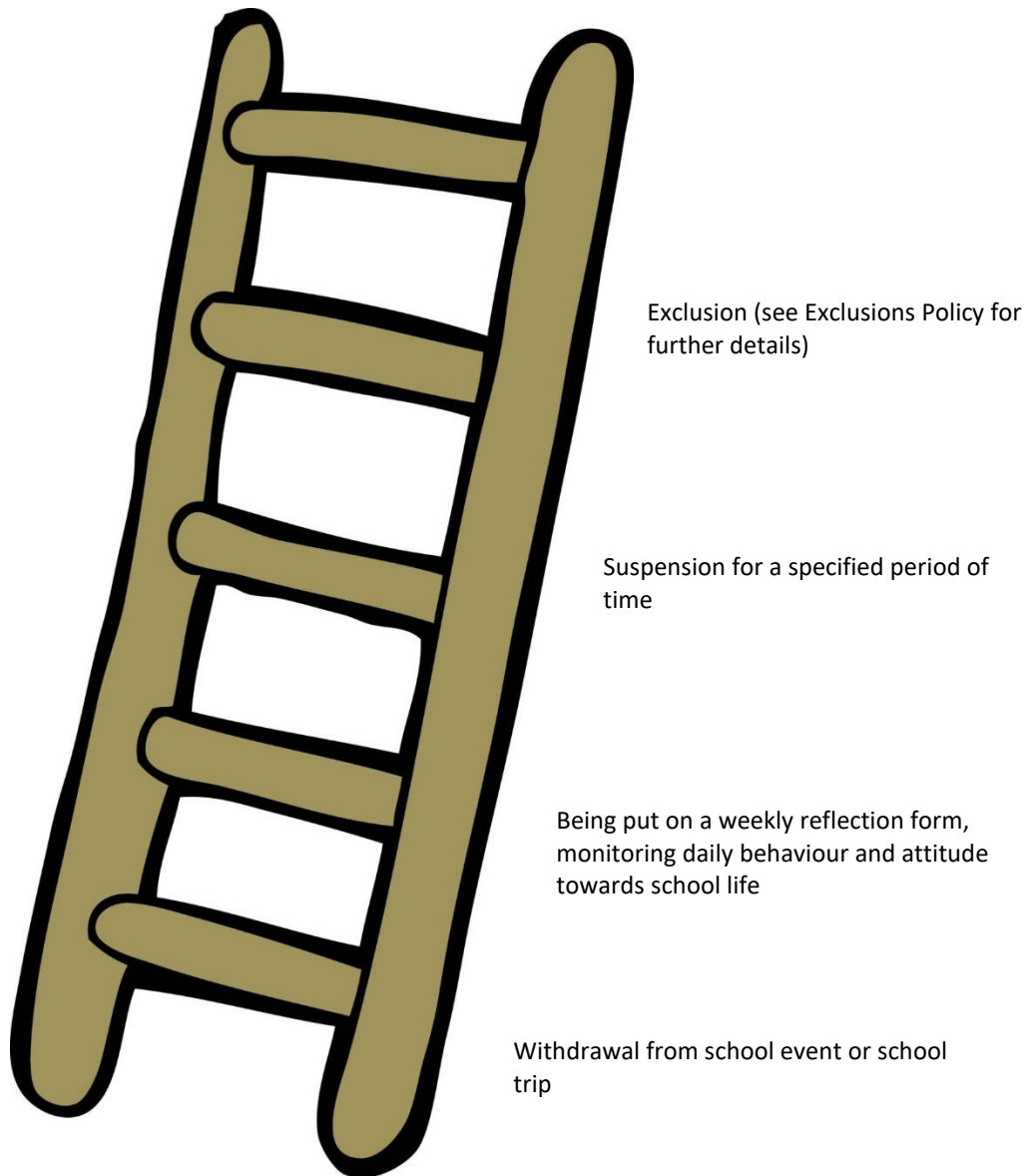
Every case will be investigated and dealt with in accordance to individual circumstances.



Appendix 3 – Serious sanctions

The following ladder of sanctions is to be used by the Headteacher and Assistant Headteacher in collaboration with parents when a pupil has received their 3rd red minus in a half term.

The sanctions increase in severity. It is for the Headteacher and Assistant Headteacher to determine the severity of the incident and appropriate sanction.



Appendix 4 – Reflection Forms

Reception and Key Stage 1 Reflection Form

Name: _____

How were you feeling when you got a red card? Why?



Which Aim High school rule did you not follow?

- Be ready
- Be respectful
- Be caring
- Be inclusive
- Be safe



What will you do differently next time?

How can I make this better?

- Apologise to _____
- Clean up _____
- Help _____
- Complete my _____ work
- Other _____

Which Aim High school rule or rules did you not follow?

- Be ready
- Be respectful
- Be caring
- Be inclusive
- Be safe



What has led to your red minus? Describe what happened, how you felt and the reason for your actions.

How do you think other pupils felt? Why?

How do you think your teacher felt? Why?

What will you do differently next time? Why?

How can I make this better?

- Apologise to _____
- Clean up _____
- Help _____
- Complete my _____ work
- Other _____
