BEHAVIOUR POLICY

Approved: July 2026
To be reviewed: July 2027

Contents

1. Governors' Behaviour Statement
2. Aims of our Behaviour Policy
3. Legislation and statutory requirements
4. Roles and responsibilities
5. Whole school behaviour expectations
6. Positive behaviour approach
7. Recognition- celebrating achievements
8. Supporting co-regulation CPOMS- recording incidents
9. Consequences
10. Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)
11. Supporting a child after a consequence is given
12. Restorative Approaches
13. Level System
14. **Supporting children negatively affected by the behaviour of others**
15. CPOMS – recording incidents
16. Behaviour Policy in the extended day including clubs
17. Suspensions and exclusions (Suspensions)
18. Off-site behaviour
19. Malicious allegations
20. Physical restraint
21. Confiscation
22. Corporal Punishment
23. Terminology
24. Early Years Foundation Stage

Appendix I- Positive behaviour visuals- Colville Code for EYFS
Appendix 2- Our learning powers for EYFS
Appendix 3 The Restorative Conversation
Appendix 4 Scripted intervention to support a conversation for positive behaviour

1. Governors' behaviour statement

Colville and Marlborough Federation Governors' Behaviour Statement
The Colville and Marlborough Federation is committed to maintaining the highest standards of behaviour in every aspect of school life. We know that excellent behaviour underpins strong academic achievement, personal growth and the creation of a calm, safe, inclusive and respectful learning environment.
Our approach is rooted in strong, positive relationships between children, staff, parents, carers, governors and the wider school community. We implement clear and consistent behaviour policies that promote equity, security and inclusivity. These policies apply to everyone within our schools - children, staff, parents, carers, and visitors.
We foster a culture of intrinsic motivation, encouraging learners to learn from their mistakes and take pride in making positive choices. This is guided by our shared core values of kindness, aspiration and perseverance, which shape behaviour expectations and support a nurturing, respectful community.
Every adult in the federation plays a vital role in modelling and promoting positive behaviour through our shared set of practices:

- Consistent, calm adult behaviour
- Attention for conduct - Praise and recognition for good learning and following the school's code
- Clear and consistent routines
- Scripting of difficult interventions
- Restorative follow-up and reflection

These principles are embedded in the Behaviour Code of each school, developed in collaboration with pupils, staff, and governors. They reflect the federation's commitment to a relational approach, high expectations and mutual respect.
Together, we are united in our belief that every pupil deserves a calm, safe and purposeful school in which they are supported to flourish and grow, academically, socially, and emotionally.

2. Aims of our behaviour policy

We believe that all behaviour is communication. It is our role as professionals to best support children so that they can thrive and learn. We aim to ensure the good behaviour of all children through a combination of high levels of both nurture and structure. Our approach is embodied by our aspiration to build a secure and caring environment, which promotes self-regulation mutual respect and self-esteem. Children are treated as individuals and are taught to be kind and respectful.

Our approach includes:

- promoting positive behaviour, self-regulation and respect
- recognising the importance of strong nurturing relationship between staff and children while working alongside parents and carers
- providing a consistent, positive and supportive approach to behaviour management
- supporting children to self-regulate and learn how to take responsibility for their actions
- recognising the specific needs of varying groups of children including those with SEND
- works with our anti-bullying strategy (see anti-bullying policy and flowchart)

As part of our induction and ongoing CPD, we ensure we train all staff on the principles and application of our Behaviour Policy.

3. Legislation and statutory requirements

Behaviour in Schools

4. Roles and responsibilities

The whole school community work together to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.

4.1 The Governing Board

The Governing Board are responsible for reviewing and approving the Governor's Behaviour Statement and for reviewing this policy in conjunction with the Head of School and monitor its effectiveness.

4.2 The Head of School

The Head of School is responsible for reviewing the behaviour policy in conjunction with the governing body and Executive Head and acting on any guidance provided by the governing body on promoting good behaviour at the school.

4.3 School Leaders

School leaders must be visible around the school and provide support to staff in managing behaviour.

4.4 Staff

All staff should be aware of the measures outlined in the school's behaviour policy, and be consistent in its application.

4.5 Parents/Carers

Following our Policies and Practices

Our high expectations for behaviour have led Colville to be an outstanding school. We recognise that the success of our behaviour policy is interlinked with the full support of our parent body. By choosing our school, parents/carers are agreeing to our policies and practices.

Parents and Carers are expected to follow the CPS Parent Code of Conduct as well as support their child to adhere to the Colville Code. Working collaboratively will ensure the best outcomes.

5. Whole school behaviour expectations

Our behaviour policy is based on our four core values: *Perseverance, Aspiration, Respect and Kindness*.

5.1 The Colville Code provides everyone with our expectations across the school. It is imbedded in all we do.

The Colville Code

- ✓ We are always kind and friendly, in what we say and do.
- ✓ We try at any task we are given and ask for help when we need it.

✓ We use kind hands and feet.
✓ We move about the school in a composed and safe manner.
✓ We call each other by our proper chosen name.
✓ We are respectful of our school and other people's property.

6. Positive behaviour approach

Positive relationships between staff and children are the foundation of effective behaviour management. All adults endeavour to get to know individual children and let them know that they are valued.
We support all children by:

- investing in developing strong relationships with children
- sharing and reinforcing expectations frequently
- narrating the positive - staff describe the ways in which most children are meeting their expectations
- having clear routines and structures (for example making use of visual timetables and daily reminders)
- regular use of specific feedback and praise
- regular use of class reward systems
- ensuring that learning is engaging and appropriately differentiated
- promoting positive attitudes towards learning and making mistakes (growth mindset)
- developing the emotional literacy of all children through daily routines and PSHE lessons (including school-wide work on the Zones of Regulation)
- helping children to feel emotionally and physically ready for learning by incorporating calming moments, sensory breaks and opportunities for mindfulness in the school day
- responding to the changing needs of individual children

7. Recognition- celebrating achievements

7.1 At Colville we celebrate every child's achievement. We use meaningful praise as our main way of promoting and acknowledging learning, good behaviour and demonstration of our core values whether in class or in the playground.

We recognise children's achievement in a variety of ways.

- Use of a child's work as a positive example
- Praise in class – individually, to groups and within a wider group
- Positive feedback to parents/carers, whether at collection, through an email or phone call
- Learner of the week certificate and recognition
- Class goal – class work towards a shared goal
- Recognition and celebration in assemblies
- Recognition boards in classrooms
- Acknowledgement in the newsletter

7.2 Using positive behaviour management

Developing and investing in positive relationships is key to effective behaviour management. All staff invest in getting to know children well and ensure they know they are valued.

We support all children by

- Developing strong relationships with children in the classroom, in the playground and around the school
- Sharing our high expectations and the Colville Code clearly
- Praise – both public and private, to individuals and groups
- Using banking time when needed to further develop a relationship for a child
- Assembly celebrations
- Opportunities for in school and out of school events

8. Supporting co-regulation

8.1 Children who find self-regulation difficult will need adults to help them regulate strong emotions. The adult can do this by

1.consistently modelling the desired tone and behaviour (i.e. not joining them in their anger)

2. narrating what's happening and what needs to happen. This explicitly shows them how to react and respond appropriately.

3. remaining calm but engaged, continuing to communicate with warmth,

4. ensuring that predictable and consistent boundaries and consequences are in place so that the child learns to recognise the cues.

8.2 Strategies we use when a child is showing inappropriate behaviour

When a child's behaviour does not meet our expectations, adults will remind them of the Colville Code, of their expectations, then support the child to meet them as needed. Adults are encouraged to 'get curious' about a child's behaviour, to be solution-focused wherever possible.

When the behaviour occurs during direct teaching time, priority will be to avoid disruption to the lesson and engagement of all pupils. A child may need to be removed from the session or class, in the first instance. When this occurs, an adult in the team will always follow up with the child afterwards to discuss potential reasons for their behaviour and decide next steps. (Consequence are decided by the adult.)

In cases of sudden or serious inappropriate/dangerous behaviour, the first priority is the safety of all children; the usual behaviour pathway would not necessarily apply.

8.3 Serious inappropriate behaviour

Where the behaviour is a significant cause for concern, a member of the leadership team will be involved and the parents of all affected children will be contacted. The incident must be recorded on CPOMS.

Appropriate support and/or reparation and consequences must be planned. The AHT for inclusion and/ or a member of the senior leadership team will work with the class teacher to develop and implement a social/emotional regulation plan/individual behaviour plan. The head of school may also impose a fixed-term

suspension, to be decided upon based upon the seriousness of the incident(ces) and at their discretion and in conjunction with another member of the senior leadership team or Executive Head.
Follow up will include supporting any child/class who have been affected by this behaviour.

8.4 Unsafe or dangerous behaviour

Where a child's behaviour becomes unsafe to themselves or others it will be necessary for the teacher to call for support from another member of staff. The aim is to calm down the child and resolve the situation, allowing all pupils to continue with the lesson and keep the child/children safe. If there is a risk that the behaviour may result in any children being unsafe then the child will be removed if this can be done safely. If this is not possible, then the other children will leave the classroom/playground/hall etc. whilst a senior member of staff remains with the child who is struggling with their behaviour.
Where a child has caused a significant breach of health and safety, they will be automatically removed from the class safely by a member of staff using positive handling guidelines. Any incidents of positive handling must be recorded on CPOMS as a Positive Handling Incident and parents/carers will be contacted.
The AHT for inclusion and/ or a member of the senior leadership team will work with the class teacher to develop and implement a social/emotional regulation plan/individual behaviour plan. The head of school may also impose a fixed-term suspension, to be decided upon based upon the seriousness of the incident(ces) and at their discretion, and in conjunction with another member of the senior leadership team or Executive Head. Parents will be notified immediately when the decision has been made to suspend or exclude.
Follow up will include supporting any child/class who have been affected by this behaviour.

9. Consequences

9.1 Teaching self-discipline and self-regulation are a core part of our behaviour policy. We recognise that children will need a clear consequence if they do not follow the Colville Code. These should be proportionate and paired with supportive strategies to work towards prevention of further incidents. The consequence should support learning to do better.

For children consequences help them to

- recognise the effect of their actions and behaviour on others
- learn to take responsibility for their behaviour
- reengage with their learning

Whole classes should not be given a consequence as a result of a few.

9.2 If an **investigation** is needed to understand what has happened, this will be made clear to the child/ children involved. Depending on the outcome, a consequence may then be given in line with our policy. Our staff can meet with children to find out more without a parent present. This is necessary in our daily practice in order to move ahead with any investigation or meeting. When establishing the facts in relation to a suspension or permanent exclusion decision the

Head of School will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head of School should accept that something happened if it is more likely that it happened than that it did not happen. If age appropriate, the Head of School will also take the pupil's views into account.

9.3 We use a **graduated system** that supports children to make the right choices. Depending on the level a child is at, consequences may include the following.

- A verbal reprimand
- Repeating unsatisfactory work until it meets the required standard
- Time out in class or in another class or another safe space
- Missing part of a break time or lunch-time
- Task-orientated if fitting – tidy up the classroom, playground, wipe off graffiti
- Loss of privileges -the loss of a responsibility like prefect role
- In more serious circumstances, we may use detention after school (planned with parental consent), fixed-term suspension or permanent exclusion.

9.4 Playground consequences we may use

- Time out, to calm down
- Time to chat, to problem-solve before re-joining game/play
- The child is removed from situation and redirected elsewhere
- A teacher is called to assist if needed
- The child may not be able to join in that game the following day because of their behaviour
- Additional support or shorter playtimes might be put in place until the issue is resolved if there is a repeated problem.

10. Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

10.1 It is our duty to consistently and fairly promote high standards of behaviour for all children and provide additional support where needed to ensure children can achieve and learn as well as possible. We will not assume that because a pupil has SEND, it must have affected their behaviour in a particular incident. We will review the facts of the situation. If a child's SEND has contributed to the misbehaviour, we will decide the right next steps as well as whether reasonable adjustments need to be made to a consequence

10.2 We will seek to understand a child's root cause for being dysregulated when planning a sustainable behaviour strategy. Sometimes a child may also need a targeted approach. Parents/Carers will be informed of these steps. After a review with the class team, the targeted intervention may include one of the below.

- Friendship Group led by an adult during a playtime
- Amended timetable to accommodate a different style/ time period of playtime
- Limit time in the playground in larger groups by providing an inside playtime with another child
- Nurture Group
- Buddy system in class

- Mentor – an adult will meet regularly with the child offering pastoral support Daily/Weekly contact with teacher and the parent /carer

These decisions will be made by the leadership team in collaboration with the inclusion lead and the class team. Should any specific changes be implemented, this will be discussed and communicated with the child, parents and appropriate teachers.

11. Supporting a child after a consequence is given

11.1 Following a consequence, it is important that a child understands how they can improve their choices next time. Most often time will be made to discuss the incident with the child. At times this conversation may be more appropriate before a consequence. If needed, plans will be put in place.
If a child has been given a consequence that requires time out of the room, the class team will endeavour to ensure they are made to feel welcome when they return to class.

11.2 Individual **'Plans for Success'** are set up for those children who struggle to follow the Colville Code consistently. The class teacher writes the plan with the pupil to create a set of achievable targets so that we meet a child's individual needs. We believe that these plans for success work best when the school and home work together. In some cases, and with parental consent, these plans may be developed in conjunction with external agencies and/or the Educational Psychologist Service. These will be reviewed after 5 weeks.

11.3 Consequences are lawful under these conditions

Teachers can give consequences to pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue a consequence any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a child's misbehaviour occurs outside of school.
Section 91 of the Education and Inspections Act 2006
This act states that a sanction will be lawful if it satisfies the following three conditions:
a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the head of school has decided should not do so) or an unpaid member of staff authorised by the head of school
b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

12. Restorative Approaches

12.1 Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community. Children are given the opportunity to resolve issues and repair relationships as needed after an incident. This is either with each other or with an adult.

12.2 Restoring relationships through conversation and apologies are key to helping everyone move on from an incident. Sometimes, trust has also been lost and needs to be re-established. A restorative conversation is a way to mend this. *Not every incident requires a restorative conversation meeting.* However, most will require an apology and support in 'restoring' a positive relationship. Adults will guide children through this process.

12.3 A restorative conversation involves asking a child or a group questions that promote reflective thinking, allowing others the opportunity to listen and empathise. The goal is for the pupils to come to realisations themselves about why they behaved in the way they did and the consequences of it. It uses the power of communication to build understanding and empathy between the different people involved, so respect and consideration drive positive behaviour.

The restorative conversation takes place after the incident, once everyone involved is calm. This may be on the day or after the incident on another day. The adult's role is empathetic listening: to listen to everyone's experience and check understanding.

The process is based on key questions:

- What happened?
- How were you feeling and what were you needing?
- What were you thinking?
- Who else has been affected and what might they be feeling?
- How can you prevent this from happening next time?

See appendix 1 for this process.

13. Level System

13.1 A child's behaviour is supported through a graduated response as detailed in the behaviour chart. These levels are used to set out consequences in a transparent way for children and parents. These levels are designed to depersonalise behaviour management by communicating clearly to all children the consequences that may follow poor choices.

13.2 Children are given the opportunity to change their behaviour with an initial verbal reminder then warning for low level behaviour. This is the Yellow Level. As soon as they have shown they are following the Colville Code, they are told they are back in the green level.

13.3 If a child continues to not follow the Colville Code they are now at the orange level, and will be given a consequence as detailed on the chart.

Some behaviours are not appropriate to a graduated approach. This will mean a child is now in the red or purple level and will be given a consequence as detailed on the chart. Parents/Carers will be informed when their child is at the red or purple level.

13.4 The chart is to be followed before a child is sent to a member of the leadership team unless the behaviour is defined as red or purple or further support is needed to help with the other areas.

We do not publically display children's names on the chart in the classroom.

The behaviour listed below is not exhaustive or definitive but provides guidance.

CLASSROOM CHART

Gold Level This level is for in class	
Green Level	**Celebrations**
✓ Keeping the Colville Code	Positive Praise Learner of the week Special mention to other adults including parents
Yellow Level	**A reminder and then a warning is given**
• Not keeping the Colville Code • Disturbing your learning and that of others	Opportunity given to improve behaviour
Orange Level	**Consequences may include:**
• Continuing behaviour in the yellow Level • Continually interrupting by talking and making noises • Choosing not to complete your work • Not using the equipment appropriately or safely	• Time out in the classroom • Make up work not completed (part of playtime may be used)
Red Level	**Consequences may include:**
• Repeatedly refusing to do as asked • Unkind gestures and words, including searing at others • Physically hitting another person on purpose • Name calling	• Time out in another class • Partial loss of playtime • Loss of a privilege • Extended time out if a child has already had time out in another class (decided with SLT)
Purple Level *	**Consequences are decided with the SLT and may include:**
• Fighting • Bullying – defined after an investigation • Discriminatory language or actions including racist or homophobic	• Miss the rest of playtime and on the next school day • Extended time out in another class • Miss a class outing or event • Suspension or exclusion from school

PLAYGROUND CHART

Green Level	**Celebrations**
✓ Keeping the Colville Code ✓ Sharing space and equipment ✓ Encouraging and inviting others to join in games	✓ Positive Praise ✓ Special mention to other adults including parents
Yellow Level	**A reminder and then a warning is given**
• Not sharing space or equipment • Not allowing others to join in games • Not keeping personal body space • Playing roughly	Opportunity given to improve behaviour
Orange Level	**Consequences may include:**
• Continuing behaviour in the yellow Level • Deliberately excluding other • Refusing to play fairly	• Time out in the classroom • Make up work not completed (part of playtime may be used)

• Not using the equipment appropriately or safely	
Red Level	**Consequences may include:**
• Repeatedly refusing to do as asked • Acting unsafely in the playground • Unkind gestures and words including searing at others • Name calling • Physically hitting another person on purpose	• Extended time out from playtime • Ban from the game
Purple Level *	**Consequences are decided with the SLT and may include:**
• Actions continue to be unsafe in the playground • Fighting or deliberately hurting others • Bullying – defined after an investigation • Discriminatory language or actions including racist or homophobic	• Miss the rest of playtime and on the next school day • Extended time out in another class • Miss a class outing or event • Suspension or exclusion from school

*A decision is made regarding the appropriate consequence, following an investigation by the class team or senior leaders (SLT).
Leadership decide on the appropriate consequence at the purple level. Members of the team will discuss the consequence to be given beforehand.
Some behaviours like playing with the fire alarm may mean automatic internal time out for a full day.

14 Supporting children negatively affected by the behaviour of others

All children deserve to feel safe in school. If a child has been hurt, physically or emotionally, by the inappropriate or serious behaviour of another child, then staff are expected to take proactive steps to comfort and protect the child from further harm. The level of support needed will depend on the incident, whether the child was the victim or a witness, the child's needs and the family's needs.

14.1 When supporting the child/children, staff should bear in mind the following process:

- If the adult is a witness, calmly challenge what has been said/ stop the harmful behaviour immediately. Tell the child/children that this is against the Colville Code, our school expectations and explain why
- If being informed about an incident, listen carefully to information from all children involved to assess what has happened.
- Ask further questions and investigate more by talking to other children and adults as deemed necessary. Be as certain as possible about the facts.
- Facilitate an apology or restorative conversation. Decide on a consequence for the child(ren) who has/have caused harm.
- Offer practical and or emotional support to the child(ren) affected and add this to the CPOMS record of the event.
- Communicate with parents what has happened and what action is being taken to prevent a recurrence of the incident. (The parent who is the main contact will be called. If we are unable to reach them, we will then call the next contact. The other parent will only be contacted if we are asked to do so specifically in writing.)
- Consider if the family need further support as a result of the incident. Plan support together with a key member of staff.
- Link any CPOMS records of incidents to all children involved or affected so that clear tracking can take place.
- Check in with the child periodically to ensure they are coping afterwards and if further support is needed.
- Contact the families of any close witnesses to a serious behaviour incident.
- Plan support if needed for children who witnessed the incident if agreed by the family.

14.2 We take incidences of physical aggression and violence very seriously. Children who have intentionally hurt others may need to be separated from their peers either temporarily or on a planned basis to protect other children whilst an action plan is made to prevent a recurrence of such behaviour. If decided by the leadership team members, a child may have a suspension as a consequence for violent behaviour.

15 CPOMS – recording incidents

School adults are responsible for recording incidents on CPOMs which include details of the incident/investigation and the actions taken. Any incident in the orange level or above must be recorded. Patterns of dysregulated behaviour are reviewed by the assistant head teacher for that phase and inclusion team. Repeated time out of class may also be the trigger for an Individual 'Plan for Success' and/or for a referral to the

Educational Psychologist or Behaviour Intervention Team (OAT). Parents are always informed for individual referrals.

16 Behaviour Policy in the extended day including clubs

All children are expected to follow the Colville Code while at school. A child choosing not to do so after reminders, warnings and a supervised time out, may not be able to stay in EDC (Extended Day Care). It is a service we wish to offer to all families. However, due to the design of mixed ages and adult ratio, it may not be suitable for every child. The decision regarding a break in service or a permanent withdrawal of service will be made members of the Leadership Team after an investigation into the incidents leading to this point.

The following may lead to a break in service or a permanent withdrawal of the service/clubs.

- Repeatedly using racist or homophobic language or actions
- Use of other any other discriminatory language or actions
- Deliberately hurting another child or adult
- Behaviour that is deemed unsafe to the child or an adult
- Repeatedly not following instructions that mean adults are unable to give their attention to the whole group. This means that the safety and enjoyment for others has been impacted. This is monitored. If it is consistent (more than 3 times) the family will be asked to make other arrangements for after school while a plan is enacted to reintegrate the pupil. The plan will be designed by the AHT for Inclusion with EDC staff. If the plan does not succeed in reintegrating the pupil a decision to permanently withdraw the service offer for the child will be made.

17 Suspensions and exclusions (Suspensions)

17.1 Colville adheres to the Local Authority guidance and DFE Guidance.

The Executive Head Teacher is legally responsible, following investigation and guidance from the Head of School, for the suspension of pupils and for gathering and preparing all exclusion documentation. When needed, this is done with support and guidance from the bi-borough inclusion team. Parent/Carers will be notified verbally and this will be followed up in writing with the terms of the suspension. This letter will include guidance for parents on how to appeal should they wish.

Factors which would determine an external suspension for children during school hours and after school care/clubs:

- We are unable to co-regulate a child to a point where they are safe or the safety of others is at risk.

- If a child has significantly hurt another child or an adult leaving a visible mark. All relevant facts and evidence will have been examined, as well as the child and other involved heard.

17.2 What we hope to achieve for a SEND child by using suspension:

- An opportunity to review the strategies and supports in place and adapt practices and provision

- An opportunity for the child to reflect on their behaviour with support from a parent
- To reduce the impact on the rest of the class during that period and allow support to be given to them if affected by a child's behaviour

17. 3 Permanent exclusions

A Governors' Discipline Panel, made up of three governors, will be convened when a pupil has been excluded in excess of fifteen days in any one term or has been permanently excluded.

18 Off-site behaviour

Teachers have the authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Consequences may be applied where a pupil has not followed the Colville Code off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school while wearing school uniform

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

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

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

19 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil or their parent who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy, Whistleblowing Policy, Staff Handbook and Complaints Policy for more information on responding to allegations of abuse against staff or other pupils.

20 Physical restraint

Members of staff have the 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 at the school or among pupils. (https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

Incidents of physical restraint must:
- Only be implemented in line with the Safe Handling Policy
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

21 Confiscation

21.1 Any prohibited items found in pupil's possession will be confiscated. These items will not be returned to pupils but to parents/carers.

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

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

21.2 Possession of any prohibited items in school. These are:
- Smart phones are not permitted at school
- Year 6 may bring a 'brick' phone to school in the summer term to leave in the office
- Food items that include sweets/chewing gum
- Knives or weapons
- Drugs including medicine i.e. paracetamol
- Stolen items
- Cigarettes including vapes
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
-

22 Corporal Punishment

It is a criminal offence to use any degree of physical contact to punish a child, or which is primarily intended to cause pain, injury or humiliation.

If an adult uses any form of corporal punishment the school will refer to the Local Authority Designated Officer and follow the school's policy for Child Protection and Safeguarding.

23 Terminology

Unsafe behaviours are: (this list is not exhaustive)

- Violence to others or themselves
- Putting themselves in an unsafe position eg. climbing at height, trying to escape the school, repeatedly pulling on electrical wires, pulling over heavy equipment, trying to smash glass, running away and hiding.
- Putting others in an unsafe position eg, repeatedly throwing objects at an adult or child.
- Destruction of school property

CPOMS: Recording tool used to record and monitor behaviour and safeguarding. Factual language used only. The logs are shared with a new school as advised by the DfE.

Loss of Partial Playtime: Sometimes a child will miss some of their morning playtime or lunchtime if they are in the red or purple zone. Loss of playtime is always supervised by an adult.

Time out: When in class, a child is asked to sit at the cool down table that is set up in an area of the classroom. This gives a child space away from others and time to be reflective. If out of class, they will be asked to sit at the cool down table/space in another classroom or room. 'Time out' provides the child with an opportunity to cool down and reflect. The child is asked to sit alone in an appropriate place in their class. The time given is matched appropriately to a child's age
In some circumstances, a child may be asked to have a second time out within the same session.

Extended Time Out: Extended time out is when a child is sent to learn in another classroom with work set by their class teacher. This may be for a lesson, half-day, full day or longer. The time is set by a member of the Leadership Group.

After School Detention: We reserve the right to use this consequence to enforce the Colville Code if deemed necessary. On such occasions, parents will be informed that the consequence is to be used. The detention will be for no more than fifteen minutes.

Suspension: Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspension as a consequence where it is warranted. However, permanent exclusion should only be used as a last resort, 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.
https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

24 Early Years Foundation Stage

24.1 We believe that everyone has a right to feel safe, respected and valued. We recognise that learning self-regulation and socially appropriate behaviour is a developmental process. Through modelling positive behaviour at all times and managing challenging behaviour appropriately, we can provide for the needs of all children as well as ensuring the safety and wellbeing of everyone.

24.2 When children start their journey with us, we teach them the expectations for behaviour. This is an ongoing process throughout the year. We promote the 'Colville Code' and our 'Learning Powers' in the EYFS and use visual reminders to remind children of the expectations. In the EYFS we know that children are learning how to behave appropriately. Many of the things that they do are normal for their stage of development and it is our responsibility and their parents/carers to help them learn when something is harmful to themselves or others and to make positive choices in their behaviour.

24.3 Our practitioners do this by:

- Acknowledging positive behaviours
- Reinforcing the Colville Code and Our Learning Powers
- Using clear and consistent boundaries
- Explaining the consequences of behaviour
- Involving children in problem solving by using conflict resolution steps
- Sharing information with parents/carers about their child's behaviour
- Provide strategies to support turn taking
- Communicating and modelling positive behaviours
- Recognising and encouraging feelings
- Creating environments that minimise conflict
- Provide planned opportunities to discuss behaviour

24.4 We know that some children are sometimes overwhelmed by their emotions and can behave in ways that are particularly challenging. We realise that in these circumstances, the child needs support to calm down and feel safe. Wherever possible the child will be supported by an adult with whom they have a close and trusting relationship.

1. Regulate: Approach the child calmly and with an open mind

-Help the child calm down through movement
-Breathing
-Use a safe space

2. Relate: Get down to their level, connect with the child to let them know that they are understood and safe

-Acknowledge their feelings "I can see you are feeling sad"

3. Reason: Be aware that the child might need a significant amount of time before they are ready to engage in rational conversation about their behaviour.

-When the child is calm, consider together what went wrong and what to do next
-Allow each child to speak
-Be clear about the behaviour that might not be acceptable
-Discuss solutions together (i.e. tidying any mess, apologising to someone)

24.5 Challenging behaviours can require practitioners to intervene when behaviours are persistently disruptive or difficult to manage. Some examples of challenging behaviour include; biting, scratching, hitting others, throwing resources, kicking etc. Some behaviours may require further intervention.

- Remove a child from a situation
- Seek support from other colleagues or leadership group
- Contact the parent/carer and request for the child to be taken home
- Meeting with the leadership team and parents/carers to identify ways forward

24.6 Incidents are managed on an individual basis and in a non-judgmental and appropriate way. We will work with the parents and carers to share strategies for consistency at home and school. We may involve the AHT for Inclusion to set up an individual provision map (IPM) with specific targets related to behaviour. Some of the time we may need to liaise with other professionals or agencies to access further support.

Appendix I- Positive behaviour visuals- Colville Code

Appendix 2- Our learning powers

Appendix 3 The Restorative Conversation

1) What happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard.

- Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um'… to demonstrate active listening)
- Ask questions if necessary
- Check if you understand properly (do you mean…?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.
- If what the pupil is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'are you saying that this happened?'

2) How were you feeling and what were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. A Feelings and needs card can be really helpful for this. –

- Suggest feelings and needs if necessary
- Respond with empathetic body language and facial expressions.

3) What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity to for the listener to model empathy which de-escalates any existing conflict and lays the ground work for encouraging the pupil to empathise with others in the next question.

- Listen
- Ask questions
- Check understanding

4) Who else has been affected? What do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

- Listen
- Use the needs and feelings card
- Ask questions
- Make suggestions if necessary

5) What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people needs. If there doesn't seem to be an easy solution, for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for

themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another

- Listen
- Ask questions
- Check understanding
- Summarise

6) How can the damage be repaired?

Give the responsibility to the pupil to correct their behaviour. The process of apologising, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again. It gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.

Appendix 4
Scripted intervention to support a conversation for positive behaviour

30 Second Script

'I noticed you… (having trouble getting started/struggling to get going/wandering around the classroom).

'It was the rule about… (lining up/staying on task) that you broke.'

'You have chosen to… (move to the timeout table/catch up with your work at break time).'

'Do you remember last week when you… (arrived on time everyday/worked so well with your talk partner during science)?'

'*That* is who I need to see today…'

Thank you for listening. (Then give the child some 'take up' time.)

Ignore secondary behaviour.