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RAF BENSON COMMUNITY PRIMARY SCHOOL

POLICY DOCUMENT

Behaviour Policy

Including use of Restrictive Force

Signed: ***S Fawdry***	Date: April 2026
Headteacher	
Policy has been adopted/reviewed by Governing Body:	
Signed: ***R Irwin***	Date: April 2026
Chair of Governors/ Chair of Committee	

Introduction

At RAF Benson Community Primary School we believe that all children have the right to an education that offers them the best opportunities to work hard, be happy and make good progress. We aim to develop positive behaviour in our pupils and good relationships between all members of the school community, as we believe that good behaviour and strong relationships are essential for creating a positive environment for learning.

This policy outlines our expectations for behaviour in all school activities including break and lunchtimes, school trips and at our after-school clubs to ensure children are learning in a safe environment. The governing body, staff, parents and children seek to maintain an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for poor choices should they arise and the support the school will offer to pupils to allow them to meet these behaviour expectations. Our staff understand that challenging behaviour is often a method of communication and through the implementation of this policy we aim to help all children make the right choice whilst in school. We support the rights of all children regardless of gender, race, religion, disability or special educational need to learn and achieve and to feel happy and safe.

Aims and Principles

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following are the underlying principles we wish to nurture throughout our school:

- Treat all members of the school community with consideration, dignity and respect.
- Value other people and be polite, co-operative and friendly.
- Keep each other safe and work hard with a sense of purpose.
- Appreciate the school environment and respect the property of others.
- Care for each other and respect the culture and beliefs of others.

It is very important that rewards and sanctions experienced by our children are consistent and fair at all times.

Each class will have displayed class rules, which are drawn up at the beginning of each academic year by the children and adults in school. The content will enhance the principles above.

The whole school will be reminded of our ‘Code of Conduct’ at the start of each year and copies of these are displayed around school.

Behaviour Expectations

All children are encouraged to follow our school Code of Conduct and to live our school values, which includes

- Be caring and considerate towards others
- Be respectful to everyone
- Demonstrate good manners
- Work hard, to the best of their ability, in lessons
- Work cooperatively with others

- Listen to adults and follow instructions
- Behave sensibly when moving around school
- Respect equipment and resources
- Take care of the school environment

We promote the British Values alongside our school values of Kindness, Responsibility and Resilience, which we believe are important aspects of a child's education. We encourage children to demonstrate these values and support them in becoming upstanding members of the community and we expect all adults including staff, parents and visitors to the school site to model this positive behaviour.

Pupils will be supported to meet these behaviour expectations through:

- Respectful relationships between staff and pupils
- Positive reinforcement: praise, spotting positive behaviours, positive language, use of choices and
- consequences
- Growth Mindset lessons and displays in each class
- Class rules and reward systems as appropriate
- School Council
- Jigsaw PHSE curriculum
- Rules for specific school activities e.g. Forest School
- Personalised support from staff for pupils with additional behaviour needs

Role of Staff

All adults at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

At the beginning of the school year, all children will be reminded of (or introduced to, in the case of new starters) the Behaviour Policy and our school Code of Conduct. This will be regularly revisited alongside our school values to ensure all children are inducted into the behaviour culture at RAF Benson Community Primary School.

It is the responsibility of **all** adults to implement the school Behaviour Policy consistently throughout the school, and the responsibility of the Headteacher to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher, staff and governors to ensure the health, safety and welfare of all children and adults in the school.

The Headteacher supports the staff by implementing the policy and by setting the standards of behaviour. The Headteacher ensures all reported serious incidents of misbehaviour (Behaviour Report sheets), and other significant incidents are logged on CPOMs and this is reported to governors regularly. The Headteacher also has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

For repeated or extremely serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

As adults we should aim to:

- create a positive environment with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

All staff are responsible for supporting each other in dealing with behaviour around the school; however, teachers have the responsibility of dealing with the behaviour of the children in their class at all levels. This is reinforced by other adults that they have supporting them with their class.

Teachers may need to consult with the SENDCo, Behaviour Support Officer or Pastoral Support Officer when help is needed for higher-level behaviours and the writing and implementing of behaviour plans. This responsibility does not lie with the Senior Leadership Team; however, they are available to assist when appropriate. The Headteacher will be the last in the line to deal with behaviour, signifying the severity of the incident.

Class teachers have the discretion to ask children to repay learning time at break times and at lunchtimes for not meeting lesson expectations or completing learning tasks. This may be in addition to sanctions for disrupting learning for others.

Support for staff

Staff will be supported by:

- Identifying sources of stress in relation to behaviour management in a caring environment
- Opportunities to debrief with colleagues or SLT when dealing with challenging behaviour, or after significant incidents either informally, or using reflective spaces
- Peer support meetings to discuss needs of particular children causing concern
- Supervision sessions, either in a group or individual basis
- More frequent meetings including with other professionals

- Received CPD on behaviour management

Role of Parents

The school likes to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The Behaviour Policy is publicised in writing to parents, staff and pupils annually as well as being visible on the school website. Parents are also introduced to or

reminded of our Behaviour Policy and Code of Conduct during a 'Welcome Back' meeting at the beginning of each school year. We do expect parents to read this policy and support these expectations at home. We also expect parents to support the school with their child's learning and to co-operate with the school, as set out in the home–school agreement. We like to have a supportive dialogue between home and school, and we inform parents if we have concerns about their child's welfare or behaviour.

If school has to use reasonable sanctions to deal with a child's poor choice, it is essential that parents support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. Should they have further concerns after speaking to the teacher, parents should make an appointment to speak with the Headteacher. If these discussions cannot resolve the problem, a formal complaint should be raised as per the Complaints Policy.

Role of Governors

The Governing Body has the responsibility of supporting the school in setting the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy; however, Governors may give advice to the Headteacher about particularly severe disciplinary issues. The Headteacher must take this into account when making decisions about matters of serious behaviour.

The Governors will follow the school Complaints Policy in cases of complaint.

Classroom Management to Support Positive Behaviour for Learning

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play

in co-operation with others. Positive feedback should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Each class has a recognition board (taken from Paul Dix's book – When Adults Change) where children's names are placed on the board when they have met the criteria for a set period of time as determined by the class teacher. When all names are on the board, there is a low-key class celebration (e.g. 2 minutes extra play) and then the board is refreshed to start again.

The criteria for each recognition board session will be clearly explained and visible to the children.

Rewarding Behaviour

We believe that having a policy that centres around praise and focusing on those children who consistently meet and exceed our expectations has the greatest impact on behaviour around school.

It is very important to note that the vast majority of children in school will be meeting or exceeding our expectations with regard to behaviour and this should not be ignored.

Children who make consistent good choices in class and around school are rewarded for their efforts. The following are examples of some of the rewards given in school:

- Stickers from the class teacher or Headteacher
- Reward time in class
- Phone call home to parents
- Letter home for good work
- House points
- Star of the Week award

Procedures for Dealing with Poor Choice Behaviour

Very often, the display of poor choice behaviour is the child communicating something that they are unable to verbalise. This should always be at the forefront of the mind of all adults when dealing with incidents.

Incidents should be dealt with in a calm manner, without the need for shouting. Adults should pass the incident on to another adult if they feel unable to deal with the behaviour or the behaviour involves a child belonging to them. However, escalation to the Headteacher should be the last option unless the Headteacher deems it necessary to support at that time.

Children have the opportunity to improve their behaviour and are given advice or helped before any action is taken by the teacher.

Should children make poor choices by behaving unacceptably during learning time or during a play time, the following steps are taken:

1. If a child makes a poor choice, they will be given the opportunity to explain why they chose to behave in that way and a reminder of how to behave. At this point, staff should recognise the

role models in the class who are behaving in a way that is expected and give a first warning to the child making the poor choice.

2. If the child continues to make poor choices, a second warning is given that they will be removed from the class if their behaviour continues. Again, staff recognise those meeting and exceeding behaviour expectations.

3. If the child persists, they will be sent, with an adult, to a member of SLT with work or, if they are outside, be sent to the First Aid station on the quiet area, for a period of 10 minutes to prevent further disrupted learning for their class or poor choice behaviour outside.

   Should a child, despite support from adults, refuse to complete their work during learning time, the following will take place:

   - The child will have an opportunity to complete the work at an agreed time with the teacher.
   - If the child refuses to complete the work at the agreed time, this work will be sent home and will need to be returned the following day. Teaching staff will call ahead to speak to the parent in this instance

   We do expect parental support with this procedure and class teachers will speak to the Headteacher if further support is required.

4. Continual refusal to comply, disrupting learning for other pupils, purposely throwing items/hitting a person (calculated activity), physical aggression against a pupil or adult or any other unacceptable extreme behaviour will result in an internal suspension and a removal from the class (minimum of 1 hour or maximum of 1 full day) and a discussion with the Behaviour Support Officer, Pastoral Support Officer or a member of SLT. A Behaviour Report will be sent home to parents and the incident will be logged on CPOMs. The class teacher will speak with parents at the end of the day and the child will be put on a Behaviour Report Card for 1 week.

   NB: Children who show high level behaviours such as violence towards adults and other children, unsafe or defiant and disruptive behaviour that stops learning for the rest of the class and serious verbal abuse to a child or adult may go straight to this level.

5. Four episodes of high level extreme behaviours listed above in point 4 within a 2-week period or less or frequent, unprovoked acts of violence to children or adults and abusive language in any form may, if deemed appropriate, result in a fixed period external suspension. The Headteacher will make the final decision on an external suspension and the school will contact parents to notify them of the action being taken. Each pupil in this situation will be looked at on a case-by-case basis in accordance with the Suspension and Exclusion Policy.

   If a child is suspended, a letter will be issued to parents and presented when they collect their child. In cases where children have an assigned social worker, they will also be notified. Work will be provided by the class teacher and a substantial amount will be given to the parents to ensure that child has enough to do whilst working at home. We expect this work to be completed during this time, and the work will be marked by the class teacher on return from the suspension.

Following a fixed term suspension there will be a 'Welcome Back' reintegration meeting at the beginning of the day of the child's return. The child will then return to the beginning of the procedure. If the child returns in a non-compliant mood and shows no effort to return to class, parents will be asked to return at a later point to try again.

Any deviations to these steps will only be in the event of written guidance on a specific child's Individual Behaviour Plan (IBP). It may be necessary to set up regular feedback meetings with parents to share successes or minor issues.

Should it be deemed necessary to have external support, this will be co-ordinated with the School SEND/Pastoral team and the Headteacher. Where we are uncertain of the cause of the behaviour, the SENDCo will organise a meeting to complete a Strengths and Needs form. This will then trigger support from external agencies if appropriate.

There may be times during trips or school assemblies where the process for dealing with poor choice behaviour may differ due to logistical reasons. Should parents have any questions or concerns, they are to speak to the class teacher in the first instance.

The following are examples of poor choice behaviours that will not be tolerated at our school (this is not an exhaustive list):

- Physical assault against another child
- Sexual violence or harassment
- Physical assault against an adult
- Intimidation of other children
- Prolonged verbal abuse against an adult
- Persistent Bullying
- Racial abuse
- Damage or theft of property
- Persistent disruptive behaviour which impacts on the learning of the class and/or the efficient running of the school (e.g. continually making noises, running away and hiding).This behaviour may require the support from a number of school adults
- Consistent refusal take up offer of calming strategies or follow adult instructions

After making a poor choice that may result in the removal of the child from the classroom, they will be given an opportunity to reflect on the behaviour that led to that consequence and discuss with an adult, strategies that could be used to support and improve their behaviour in the future.

Four micro-scripts to use

What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own teachers when we were students. This is why, in moments of stress, you find yourself saying ridiculous phrases like 'Why am I waiting?' and 'Would you do that at home?' Here are some key phrases.

‘I’ve noticed.....’

Removes the judgement from behaviour interventions. ‘I’ve noticed that you are late/crawled under the table/are finding it difficult to follow instructions’. There is no blame attached, there is nothing for the learner to defend against.

‘I need you to....’

Assertive and direct. Using ‘I need you to...’ allows you to give instructions that are not based on choice. Often introducing ‘choice’ in the moment is not helpful, ‘You can choose to do this now or at break time’ will tempt many learners to go for the latter and that is not the outcome you really wanted.

‘**You are better than that...’**

Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well, it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

‘I care about you’

Lets the pupil know that you believe in them and want good outcomes for them.

Special Educational Needs and Behaviour

All pupils are entitled to an education and our school recognises that some pupils will need reasonable adjustments to their school day. The school will endeavour to meet the provision set out on a child’s behaviour plan or EHCP and make reasonable adjustments for that child. However, it is important that all health and safety measures are adhered to. Therefore, if there are persistent incidents where the safety and well-being of children and staff are compromised, or the learning of the other children unreasonably disrupted, then the school will contact the parents and take advice from outside agencies including the County SEN Team. In these cases alternative provision for part of the week, or an alternative school placement may need to be found for that child.

Banned Items

At RAF Benson Primary School we do not permit mobile phones or smart watches to be brought in or used by children on the school premises. This is for safety reasons as they have access to the internet, messaging sites and cameras on these devices.

Any items that may be used as a weapon or could cause injury or distress to another child are also not permitted on site. If we suspect a child may have such an item in their possession the school will complete a legal search.

Recording and Monitoring Behaviour

The Headteacher monitors the effectiveness of this policy on a regular basis, and reports to the

Governing Body at Full Governing Body Meetings via the Headteacher's report on the effectiveness of the policy and the number of exclusions in that term.

Poor choice behaviour is noted in the following ways:

1. Online Management System (CPOMs)
2. Behaviour Report Letter

These logs are also used to record 'bullying type' behaviours, which could illustrate any pattern of behaviour, by children. This is monitored by SLT.

Behaviour Report letters are completed for the more serious incidents. These are scanned onto CPOMs and the return from home is filed in the pupil's file.

The Senior Leadership Team and the Pastoral Team periodically monitor CPOMs behaviour reports for frequency of poor choices, linked children and areas poor choices take place.

The Headteacher keeps a record of any child who is excluded for a fixed-term period, or who is permanently excluded in line with the exclusion policy.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Use of Restrictive Force

This section of the Behaviour Policy outlines the school's approach to the restrictive use of force, in accordance with the Department for Education (DfE) guidance 'Use of reasonable force in schools'. The school is committed to the safety, dignity and wellbeing of all children and staff.

Restrictive physical intervention will only be used where absolutely necessary and as a last resort to prevent harm, injury or serious disruption.

Legal Framework and DfE Guidance
This policy is informed by and reflects the following statutory guidance and legislation:

- Use of reasonable force in schools (DfE)
- Behaviour in Schools: Advice for headteachers and school staff (DfE)
- Keeping Children Safe in Education (DfE)
- Education and Inspections Act 2006

DfE guidance confirms that school staff have a legal power to use reasonable force to prevent a pupil from committing an offence, injuring themselves or others, damaging property, or prejudicing the maintenance of good order and discipline.

Definition of Restrictive Use of Force
Restrictive use of force refers to physical intervention by a member of staff to control or restrain a child's movement where there is an immediate risk to safety. This does not include appropriate physical contact such as guiding a pupil, offering reassurance, or providing physical support in accordance with SEND, care or medical needs.

Circumstances Where Restrictive Force May Be Used

- In line with DfE guidance, reasonable force may be used to:
- Prevent a pupil from causing physical harm to themselves or others
- Prevent serious damage to property
- Prevent behaviour that poses a significant risk to safety or good order

Restrictive force will never be used as a punishment, to enforce compliance, or in response to verbal defiance alone.

Principles Governing Use of Force
Any use of restrictive force will be:

- Necessary – used only when other strategies have failed or are inappropriate
- Proportionate – the minimum level of force required
- Reasonable – taking account of the pupil's age, needs and understanding
- Time-limited – used only for as long as is necessary to restore safety

Staff must always attempt to de-escalate situations using recognised behaviour support strategies before physical intervention is considered.

Planned and Unplanned Interventions
Most uses of restrictive force are unplanned and arise in response to an immediate and unforeseen risk. Where behaviour presents a foreseeable and ongoing risk, a planned approach may be agreed through an individual risk assessment or Behaviour Support Plan.

Planned interventions will:

- Be based on appropriate professional advice
- Be shared with relevant staff
- Be reviewed regularly and at least termly

Staff Authorisation, Training and Support
All school staff are legally permitted to use reasonable force; however:

- Only staff with appropriate training will carry out planned or higher-risk interventions
- Staff must act within their level of competence and confidence
- Supply staff and volunteers will only use restrictive force in exceptional emergencies

Following any incident involving physical intervention, staff will be supported through debriefing and supervision as required.

Pupils with SEND or Additional Needs
The school recognises that some pupils, including those with SEND or SEMH needs, may require additional support to regulate their behaviour.

Where appropriate:

- Reasonable adjustments will be made
- Individual risk assessments and behaviour plans will be implemented
- The pupil's communication, sensory and developmental needs will be taken into account

The school is committed to reducing the need for restrictive intervention through early identification, support and positive behaviour strategies.

Recording, Reporting and Timescales
In accordance with DfE guidance:

- All incidents involving restrictive use of force will be recorded on the same day or within 24 hours
- Incidents will be reviewed by a member of the senior leadership team within 48 hours
- Parents or carers will be informed as soon as reasonably practicable and normally within one school day

Records will include the date, time and location of the incident, details of those involved, de-escalation strategies used, the nature and duration of the intervention, and any follow-up actions.

Monitoring, Review and Governance
Senior leaders will monitor incidents recorded on CPOMs involving restrictive force on a regular basis to identify patterns, training needs and opportunities to reduce future incidents. Information will be shared with governors as part of safeguarding and behaviour monitoring.

Safeguarding and Complaints
Any use of restrictive force is subject to the school's safeguarding and complaints procedures. Allegations of inappropriate use of force will be investigated promptly and in line with DfE guidance and safeguarding procedures.

Commitment to Positive Behaviour Support
The school places a strong emphasis on positive behaviour management, restorative practice and emotional regulation. Restrictive physical intervention is exceptional and not part of routine behaviour management.

RAF Benson Community Primary School

Our School Code of Conduct

At RAF Benson Community Primary School we….

keep each other safe.
We know and follow safety rules.
We walk sensibly and carefully in the school building.
We play safely in the playground.

respect those who help us.
We make good choices and are role models for others.
We speak to everyone pleasantly with respect We learn from our mistakes and use our growth mindsets.

are polite, kind and helpful.
We are friendly and welcoming to all children and adults.
We say please and thank you and use manners at all times.
We offer to help when we can see someone needs it.

care about each other.
We say 'well done' when someone tries hard.
We celebrate the achievement of others
We work and play happily together.

respect our school environment
We look after our school and the equipment we use
We look after things which belong to others.
We look after things we own.

'Per conatum ad astra'
Through endeavour to the stars

RAF Benson Community Primary School

Procedure for Poor Choices

POOR CHOICE

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Reminder of our expectations and consequences and given first warning

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POOR CHOICE

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Second warning that continued poor choice behaviour will result in time out of the classroom/playground

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POOR CHOICE

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10 minutes Time Out – sent to PSO/SLT or to the quiet area on the playground – Log this behaviour on Arbor and CPOMS

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POOR CHOICE

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Continued disruptive behaviours or physical/extreme behaviour results in Internal suspension and recorded as appropriate on Arbor and CPOMS

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POOR CHOICE

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Defiance or other continued extreme unacceptable behaviour may result in Fixed-Term Suspension – Parents to be contacted and recorded as appropriate on Arbor and CPOMS

Bel