Behaviour Policy

Version and Date		Action/Notes	Date to be Reviewed
7.0	9/7/26	Approved by the Governors	July 27

Aims

This policy sets out a framework for promoting positive, safe behaviour within our school, based on mutual trust and respect, where effective learning can take place and all pupils can grow in their academic and personal development.

Roles and Responsibilities (see appendix 1**)**

All stakeholders have a shared responsibility for their own behaviour and the behaviour of others. The Home - School Agreement makes the expectations clear for everyone – pupils, staff, parents and governors, from the start. This is explained and completed on admission to the school. Under London Colney Primary School's code of conduct expectations about staff' behaviour is set out.

Statutory Guidance

London Colney Primary School is committed to following statutory guidance from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- DFE Guidelines: Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral units in England, including pupil movement
- Restrictive Interventions, including the use of reasonable force
- Supporting pupils with medical conditions at school

Mission Statement

At London Colney Primary and Nursery School, we are committed to providing a safe, caring and inclusive environment where every child feels valued, respected and able to thrive.

We believe that positive relationships are at the heart of successful learning. Through high expectations, mutual respect and a nurturing approach, we support all children to become confident, responsible and resilient learners.

Our broad and engaging curriculum enables pupils to develop academically, socially and emotionally. We celebrate diversity, encourage ambition and work in partnership with families and the wider community to ensure that every child is supported to achieve their very best

Headteacher's Statement

At London Colney Primary and Nursery School, we believe that every child deserves to feel that they belong.

Belonging is fundamental to children's wellbeing, confidence and success. When children feel safe, valued and connected, they are more able to learn, build positive relationships and develop the skills needed to manage their emotions and behaviour.

We understand that behaviour is a form of communication. Children may communicate their feelings, worries or unmet needs through their behaviour. Therefore, when challenges arise, we seek to understand the reasons behind the behaviour rather than simply focusing on the behaviour itself.

We recognise that every child brings their own experiences, strengths and challenges to school. By working closely with families and external professionals, we strive to understand the whole child and provide the support they need to flourish.

We are committed to fostering a culture of kindness, respect and inclusion. Through nurturing relationships, clear boundaries and consistent expectations, we help children develop the self-regulation and resilience they need to succeed both in school and beyond.

We believe that positive behaviour is learned through strong relationships, high expectations and a shared commitment to our school values.

London Colney Primary & Nursery School is an Emotionally Available School. Everyone is Welcome. Everyone Belongs.

We believe that:

- The quality of relationships (including strengthening feelings of safety and trust) throughout the school community are highly important and need to be supported and nurtured
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- Fundamentally, our pupils are trying their best and want to behave well
- Pupils feel safer and happier when their needs are well understood and addressed by the system of adults around them
- When children feel safe in school, they have the opportunity to develop trusting relationships with adults who are attuned to their needs, and able to offer effective emotional and behavioural support, children will be more equipped to develop the skills they need to regulate themselves
- We believe it is important that staff understand children's social and emotional development to help make sense of behaviour and needs. We want to ensure that staff have access to training, support and knowledge to develop and build their confidence and expertise
- As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours
- Mistakes are part of the learning process, and we recognise that all of our pupils are at different stages developmentally and have different developmental strengths and vulnerabilities. We don't make a judgement about it instead we support and guide our pupils to get it right
- Most of our pupils learn in small, incremental steps over a very long period
- Staff resilience and wellbeing is an important part of supporting our children, so that they can remain emotionally available, attuned and responsive to our children
- It is important to work collectively with our pupils, their parents/carers and other professionals to support our children

At London Colney Primary & Nursery School we want our policies and practice to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self- regulate, build resilience and to manage their behaviour in a positive manner so they can be ready to engage with their learning.

- We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils; some with complex multi-layered needs. Therefore, we believe that it is important that staff know our children's stories and are supported to understand a child's needs
- We believe that behaviours which challenge always happen for a reason; these can be multifactorial and can arise from different triggers which are personal to the individual
- It is imperative that we understand how as care givers we can offer the pupils the emotional security and relationships needed to guide them along their journey in becoming independent, resilient, life-long learners
- Our approach to behaviour is not about responding to all behaviour in the same way. We differentiate our behaviour management based on a child's developmental and relational needs, in the same way that we may need to differentiate our teaching in response to a pupil's learning needs
- In line with our physical intervention policy, pupils who display, or are at risk of displaying behaviours which challenge, may need support which involves both positive support, intervention and some forms of physical

intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm and be the least restrictive option

Staff can support our pupils by:

- Being curious about what children's behaviour may be communicating in the context of their experiences and needs
- Being mindful and reflecting on the quality of our relationships with each other and them
- Thinking proactively about the interventions we put in place to support our children to learn self-regulation skills
- Observing, gathering and analysing information – to ensure our interventions are personalised, well informed and planned according to the needs of each individual

Understanding behaviour, identifying needs, and planning ahead

Our children's behaviour and needs should be understood and communicated through a process of curiosity and thoughtful information gathering. The main way in which this is approached and communicated in school is through:

- Meeting with parents/carers and other professionals
- Discussion with the child's previous school
- Undertaking unstructured observations
- By referring to the child's EHCP
- Looking back over minutes from their Annual Reviews
- Gathering information from school systems, such as CPOMS, Pupil Progress Meeting notes

Based on this information, the expectation of staff is that they should have some knowledge/ideas regarding the following:

- Some contextual information to inform an understanding of the child's experiences, their social and emotional needs (including some hypotheses around the potential function of behaviour)
- Any areas of concern regarding wellbeing and behaviour
- What works well for the child
- Clear goals for the child, how this will be achieved, and who will support with this
- Recommended proactive interventions to support the child to feel emotionally secure in school
- Who is the child's trusted adult in school, and how they access support from them

Interventions on offer within school

We encourage access to a range of proactive interventions to address the social and emotional needs of pupils based on their needs. These could include:

- Speech and Language
- Mindfulness
- Drawing and Talking
- Alternative Break and Lunch

Transitions

Consideration should be given to points of transition as these are likely to be points of stress for our children. This includes transitions between settings and day to day transitions (such as transitioning between school and home, and between sessions/activities in school).

The following steps can help:

- Ensuring that information and plans are shared effectively between new settings/staff
- Where a key adult is not going to be available for their assigned child or there are unexpected changes in staffing or routine, efforts are made to communicate this to the child and to support them in managing this separation and change of plan
- If there is an ending in a child's relationship with a key adult, making sure that efforts are made to ensure that the child has a thoughtful and managed 'goodbye'
- Where a pupil is leaving school, school staff will ensure that they have a positive and planned ending

To guide our pupils the following practical strategies can be helpful:

- Use of visual aids
- Time spent with new class and staff
- Visits to establishments including taster days to new schools
- If relevant, attending medical appointments with pupils and parents/carers
- Support for parents/carers to ensure a consistent and collaborative approach – our Staff Team is available to support parents/carers with the process of transitions, with the aim of reducing anxiety and stress for parents/carers so that this feels containing and positive for children

Encouraging a safe and regulating environment for learning

Ensuring that school feels like a welcoming, safe and inclusive space for our children and families.

- We meet and greet all children as they enter school each day, as they come into our classrooms and when we see them around school
- We use friendly and warm faces and body language
- We treat each other with courtesy and respect in our interactions
- We aim to build up relationships with parents/carers based upon feelings of mutual trust, recognising that previous experiences of professionals and education settlings may not always have been positive for them. We welcome parents/carers into school and listen and respond to their concerns and views
- We offer families the option of attending regular events in school including curriculum workshops, open mornings, performances, family support activities

Supporting children to regulate throughout the day

Many of our children will have vulnerabilities that can impact their ability to self-regulate in school without proactive support from the adults around them. The following steps can help:

- Ensuring the child's basic needs are met (have they had food, drink and rest?)
- Use of Zones of regulation
- Regulating activities – e.g. sensory and movement breaks, relaxation exercises, going outdoors, regular physical activity/exercise
- There are safe places for children and staff to go when they need support, calmness or reflection
- There are consistent routines

To foster successful relationships between staff and children:

- We always treat pupils with dignity and respect by communicating carefully and clearly in a way that is accessible to them and their current level of need
- We invest in our relationships with the pupils and have fun together
- We hold appropriate warm but firm and consistent boundaries for all our pupils
- When incidents occur, we consider what might be behind the behaviour
- We do not take insults and rejection personally
- We take the lead on repairing ruptures in relationships between pupils
- We do not leave children alone if a child becomes dysregulated, as this is the time when they need us most
- We hold high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed

To promote positive behaviour and build feelings of self-esteem:

- We recognise and celebrate positive behaviour when we see it. We give specific, descriptive praise when we see positive behaviour
- We hold in mind that our children have different areas of strength and vulnerability so we recognise what is most significant and meaningful to that pupil, no matter how small the achievement may be. What we might expect from one child, may be an achievement for another
- We recognise effort as well as outcome
- We encourage access to meaningful and fun activities, building esteem and self-worth
- We communicate positives with parents/carers to inform them of the behaviour or achievement

Examples of Descriptive Praise

Use of descriptive praise is a feature of the school's language. Descriptive praise supports emotional development and behaviour for learning.

- "I liked that you asked for a break when you needed it"
- "I'm really proud of you for asking for help when you needed it"
- "Thank you for coming back to your work so quickly"

Addressing Behaviour of Concern

Low level disruptive behaviour

Low level disruptive behaviour includes behaviour such as shouting out, name calling, moving about in the classroom without permission, pushing work on the floor, talking over staff/others, distracting others etc.

The following can be helpful:

- Increasing structure and supervision for the child
- A reminder of class expectations - using positive statements (what we want to see them doing) e.g. "In this school, we use gentle hands" "In this school we look after belongings" "In this classroom, we put our hands up"
- Saying what you want to happen and not using too much language "I need you to stop", "This needs to stop now" "I need you to…"
- Consider what might need to be put in place to meet regulation and relational needs (e.g. a change of scenery, movement, proximity to trusted adult)
- Using specific descriptive praise when we see them taking steps to self-regulate (or seek help) or when making a positive choice – we can never do too much of this.
- Holding boundaries and use of clear and consistent logical responses to behaviour.

Holding Boundaries

Clear boundaries are important in helping all our children and staff feel safe. Children need to know that the adults around them will respond appropriately and will stop them from hurting others or from being hurt. It is important that we hold boundaries both firmly and consistently with high warmth. Staff are expected to be firm, clear and calm when communicating boundaries in the classroom, setting limits, and stating clearly when these have been transgressed by a pupil, including what action you are going to take.

Unacceptable Behaviours
Appendix 2 provides examples of what constitutes unacceptable behaviours

Possible Consequences and Sanctions to Unacceptable Behaviours
Appendix 3 outlines consequences and sanctions to unacceptable behaviours.

Bullying, Racial and Equality Incidents
These incidents are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalisation must refer to London Colney Primary School AntiBullying and Anti-Racism statement. Incidents should be reported to the Senior Leadership Team, recorded on CPOMS and followed up immediately. Monitoring will be conducted by the Senior Leadership Team and will feature as an agenda item on the termly Governing Body meeting.

Pupil Support
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding
We recognise that changes in behaviour may be an indicator that a pupil needs help or protection. Schools will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school would follow the London Colney Primary School Safeguarding and Child Protection Policy and Procedures.

Use of Reasonable Force and Restrictive Interventions

At London Colney Primary School we prioritise de-escalation and positive behaviour support. However, we acknowledge that there are rare circumstances where the use of reasonable force is necessary to ensure the safety of pupils and staff. In such instances, we adhere strictly to the **Education and Inspections Act 2006** and the latest **DfE statutory guidance**: Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)

Section 93 of the Education and Inspections Act 2006 affirms the lawful right for a member of staff to use reasonable force; "School staff may 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 (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise."

Incidents of reasonable force must also:

- 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 on CPOMS or Abor and reported to parents

Mandatory Recording Requirements (Use of Force)

London Colney Primary School's Safeguarding lead will ensure that a formal procedure is in place to record every **significant incident** where force is used.

- **Timing:** All incidents must be recorded in writing as soon as practicable. Staff involved must endeavour to complete the record **no later than the end of the same school day**.
- **Legal Scope:** This duty applies even if the use of restrictive interventions is already agreed upon within a pupil's **Behaviour Support Plan (BSP)** or **EHCP**.
- **Content:** Every record must include the pupil's specific needs (including SEN status code), the triggers involved, the specific type and degree of force used, and the justification for why the intervention was necessary.

Managing and Recording Isolation (Seclusion) The guidance outlines strict statutory governance for seclusion (keeping a pupil confined away from others and preventing them from leaving):

- **Purpose:** It must be a **safety-only** and **non-disciplinary** measure. It must never be used as a sanction or to enforce compliance.
- **Supervision:** Seclusion requires continuous supervision at all times to monitor wellbeing; intermittent checks are unlawful.
- **Recording:** As with force, incidents of seclusion must be recorded internally on the same day.

Mandatory Reporting to Parents and Carers (See appendix 5 and 6 for example letters)

The school has a statutory duty to report each significant use of force or seclusion to the pupil's parents or carers.

- **Notification:** Parents must be informed of any significant use of force or seclusion as soon as practicable, ideally on the same day.
- **Written Communication:** While an initial phone call is often best practice for immediate communication, the school **must** provide the details of the incident in writing (e.g., via email or the school's designated parent communication portal). A report of the incident made to parents should include the following details as stated below for use of force and seclusion.
- **Statutory Exceptions:** Notification may be withheld only if the pupil is aged 20 or over, or if the school has reasonable grounds to believe that reporting to a specific parent would result in **serious harm** to the pupil. In such cases, the local authority will be notified.

Post-Incident Support

Following any intervention, the school will provide immediate support. This includes medical assessment for injuries and an evaluation of any "adverse impacts" on the pupil's well-being. A follow-up discussion will be offered to parents to review de-escalation strategies and update support plans.

Statutory Requirement: Significant Incident Record (Use of Force)

All of the information in the table below must be completed and recorded on the school system - Arbor or CPOMS by the staff member(s) involved in the intervention and submitted to the Headteacher/SLT by the end of the school day.

Data Category	Statutory Requirement & Details
Pupil & Staff Names	Full name of the pupil and all staff members directly involved in the intervention.
Pupil Needs & SEN Status	Relevant needs/circumstances (e.g., SEMH, Autism) and **SEN status code** (e.g., E, K).
Logistics	**Date:** **Time:** **Location:** **Approximate Duration:**
Lead-up & Triggers	A brief account of what led to the incident and any identified or potential triggers.
Preventative Measures	Details of specific **de-escalation or preventative strategies** used before force was applied.

The Intervention	**Type of Force:** • Open guiding / escorting hold - walk and talk • Single embrace/adapted embrace • Figure of four hold • Standing double embrace hold • Seated hold • Other (please specify): _____ **Degree of Force:** **Low-level force:** Light physical contact or gentle guidance with minimal physical effort; the pupil offers little or no resistance. **Medium-level force:** Sustained or deliberate contact requiring moderate physical effort to manage movement, usually when the pupil actively resists. **High-level force:** Significant and sustained contact requiring considerable effort in response to ongoing resistance. This is a last resort and must be reduced as quickly as safely possible.
	Degrees of Restriction: Records should also state if the restriction was **Minimum** (freedom of movement retained), **Moderate** (significant impairment of movement), or **Rigorous** (movement substantially or fully controlled, carrying the highest welfare risk).
Justification	Brief account of **why** the use of force was assessed as necessary in this specific instance.
Injuries Sustained	Details of any physical injuries to the pupil, staff, or others.
Post-Incident Support	Details of any **medical treatment** provided or notes on other adverse impacts observed.
Reporting to Parents	**Time/Date Notified:** **Method:** (e.g., Phone/Email/ Must include a written form) **Staff Member who reported:**

Statutory Requirement: Significant Incident Record (Seclusion)

All of the information below must be completed and recorded on the school system - Arbor or CPOMS by the staff member(s) involved in the intervention and submitted to the Headteacher/SLT by the end of the school day.

The Decision & Justification

- **Specific Risk Identified:** Clearly state the immediate danger (e.g., "Pupil was swinging a chair at head-height toward others").
- **Last Resort Evidence:** List at least 2–3 de-escalation techniques attempted before seclusion was used (e.g., verbal redirection, change of staff, offering a "quiet space" voluntarily).
- **Non-Disciplinary Confirmation:** A written statement confirming the move was for safety and **not** as a punishment or to enforce a school rule.

The Intervention Details

- **Names of Staff:** Include the lead staff member and any witnesses.
- **Time Log:** Precise "Start" and "End" times.
- **Location:** Name of the specific room or area used.
- **Force Used:** If physical force was required to move the pupil to the area, please complete the information required for use of force as stated above.

Continuous Supervision Log

- **Staff Presence:** Name of the staff member providing **continuous** (not intermittent) supervision.
- **Observation Notes:** Brief notes on the pupil's behaviour every 2–5 minutes (e.g., "14:05: Pupil shouting, pacing; 14:10: Pupil sitting on floor, breathing slowing").
- **Dynamic Assessment:** Evidence that staff were constantly assessing if the risk had passed and if the pupil could be released.

Post-Incident & Safeguarding

- **Injury Audit:** A formal check for injuries to the pupil, staff, or others. Note "No injuries observed" if applicable.
- **First Aid/Medical:** Record of any medical treatment provided.
- **Pupil Voice:** A record of the pupil's account of the incident (once they were calm enough to speak).
- **Parental Notification:** Time the parent was called and the name of the person who spoke to them.

Governance & Review

- **SLT Sign-off:** The record must be reviewed by a member of the Senior Leadership Team or the Headteacher.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. 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.

Exclusion and Suspension

Only the Headteacher may exclude or suspend a pupil as a response to serious acts of inappropriate behaviour, following the School suspensions and permanent exclusions - GOV.UK

Harmful Sexual Behaviour (Child on Child Sexual Harassment /Sexual Violence)
We assume that sexual harassment, online sexual abuse and sexual violence are happening in our community, and potentially our schools, even when there are no specific reports.

These behaviours are totally unacceptable. To address them, London Colney School has put in place a "whole school culture" through the way they have developed their leadership, curriculum, pupil behaviour and attitudes, personal development and pastoral support.

Our description, recording and response to harmful sexual behaviours are duplicated in the London Colney Primary School Safeguarding and Child Protection Policy and Procedures, in line with KCSIE 2025.

The aims of the school include a focus on high standards of learning and personal development through the values of Respect, Ambition, Curiosity, Equality, Empathy & Kindness supporting personal development, social responsibility and a sense of self-worth. This includes promoting a safe, supportive and well-ordered environment where pupils are happy and confident as they aspire to achieve.

The school's curriculum is seen as the totality of every planned and unplanned experience or interaction that pupils encounter within our school. It informs every aspect of their practice and culture from academic content to the personal development of characteristics and virtues. It includes the aim to improve the life chances of all pupils by ensuring each child becomes a confident individual with a body of knowledge, enabled to live a safe, healthy and fulfilling life.

London Colney School's Relationships and Sex Education/Personal, Social, Health and Economic (RSE/PSHE) programmes aims to give pupils the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21st century.
The curriculum covers key areas which will support pupils to make informed choices now and, in the future, including health, on/off line safety, well-being and relationships.

A focus on effective pastoral support is also included in our provision for keeping pupils safe. Here, staff are alert to factors that increase a child's vulnerability, or potential vulnerability, such as mental ill-health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example girls and LGBT pupils).

Response to Reports of Sexual Harassment/Violence by Pupils Appendix 4
Following a report of sexual violence and/or sexual harassment London Colney School's procedures are outlined in Appendix 4.

Pupil Transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Recording Incidents
Significant behaviour incidents are recorded onto CPOMS, where they are used to log, monitor, evaluate and support improvements to behaviour. Monitoring will be conducted by the Senior Leadership Team and will feature as an agenda item on the termly Governing Body meetings.

Individual Schools
As an additional appendix to this policy, London Colney School's "Behaviour Guidelines," describes how positive behaviour is promoted in the school setting.

This policy should be read in conjunction with the London Colney Primary School on:

- Safeguarding and Child Protection
- Anti-Bullying and Anti-Racism

This policy will be reviewed on an annual basis by the Governing Body.

Appendix 1: Roles and Responsibilities

All stakeholders have a shared responsibility for their own behaviour and the behaviour of others. Under the London Colney Primary School code of conduct expectations about behaviour for staff, pupils and parents are set out below. It should be noted that for some SEND pupils these expectations may not be appropriate, and this will be recognised in their individual behaviour plans to support exceptional needs.

ROLES AND RESPONSIBILITIES	Staff	Pupil	Parent
Actively promote positive behaviour and respect	✓	✓	✓
Support the school's Behaviour Policy	✓	✓	✓
Actively follow and promote school values at all times	✓	✓	
Act as examples of desirable behaviour	✓	✓	✓
Monitor the welfare of the pupils, recording incidents /causes for concern	✓		
Deal with incidents fairly and consistently, using restorative techniques	✓		
Celebrate success when achieved	✓	✓	✓
Encourage and build healthy, positive and supportive relationships between all members of the community	✓	✓	✓
Provide opportunities for pupils to assume positions of responsibility and leadership	✓		
Treat everyone in the school community with kindness and respect	✓	✓	✓
Strive for success in all areas of school life	✓	✓	
Take responsibility for their own behaviour and an active role in resolving issues		✓	
Tell adults if they (or others) are upset or have a problem		✓	
Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school		✓	
Take care of school property, personal possessions and those of others		✓	

Ensure their child's regular attendance and punctuality			✓
Inform the school of any circumstances which may affect their children's well-being, behaviour or ability to maintain relationships			✓
Attend meetings to discuss issues regarding their children			✓
Show courtesy and respect to all members of the school community	✓	✓	✓
Act as a good role model to their child			✓

Appendix 2: Examples of Unacceptable Behaviours

Level 1 (Class Log)	**Level 2 (CPOMS)**	**Level 3 (CPOMS)**
	Persistent Level 1 behaviour	Persistent Level 2 behaviour
Disregarding school values		
Pushing in or not taking turn		
Interrupting	***Or any of the behaviours below***	***Or any of the behaviours below***
Talking when an adult is speaking		
Attention seeking	Arguing with staff	Unwanted physical contact
Spoiling others' games	Frequent disruption to lessons	Inappropriate touching
Deliberate work avoidance	Rudeness	Inappropriate sexualised behaviour, including misogynistic language
Bringing sweets, chewing gum or inappropriate items to school	Swearing at pupils	Intimidation or tormenting (including mental, physical or via the internet)
Calling out/making inappropriate noises in lessons	Aggressive "play"	Persistent disruption to lessons
Running inside school	Persistent lying	Verbal abuse of staff or pupils
Deliberately making unkind comments about others	Refusal to follow instructions/ deliberate defiance or disobedience	Swearing at staff
Arguing with pupils	Defacement e.g. scribbling on desk or others' work	Fighting
Stopping the learning of other pupils	Kicking, hitting, punching, biting, pushing, etc	Blatant dishonesty and refusal to accept responsibility
Disrespectful attitude	Retaliation	Dangerous defiance or refusal to follow instructions
Using swear words and gestures	Leaving class without permission	Graffiti/vandalism wilful destruction of the school environment or property
Play fighting		Violent physical attack or causing bodily harm towards pupils or staff
Dishonesty		Serious physical retaliation

Lack of co-operation		Leaving school without permission
Being careless with school equipment		Spitting at a child or adult
Spitting on the ground		Racial, social, cultural, homophobic, religious or misogynistic verbal abuse
Teasing, name calling		Stealing
		Possession/use of weapons, drugs, alcohol, cigarettes or other inappropriate materials
		Putting themselves or others at risk of harm
		Bullying or extortion
		Inappropriate use of social media
		Bringing the school into disrepute, before, during or after school

Appendix 3: Possible Consequences and Sanctions to Unacceptable Behaviours, *taking into account the context and specific circumstances of each incident and child.*

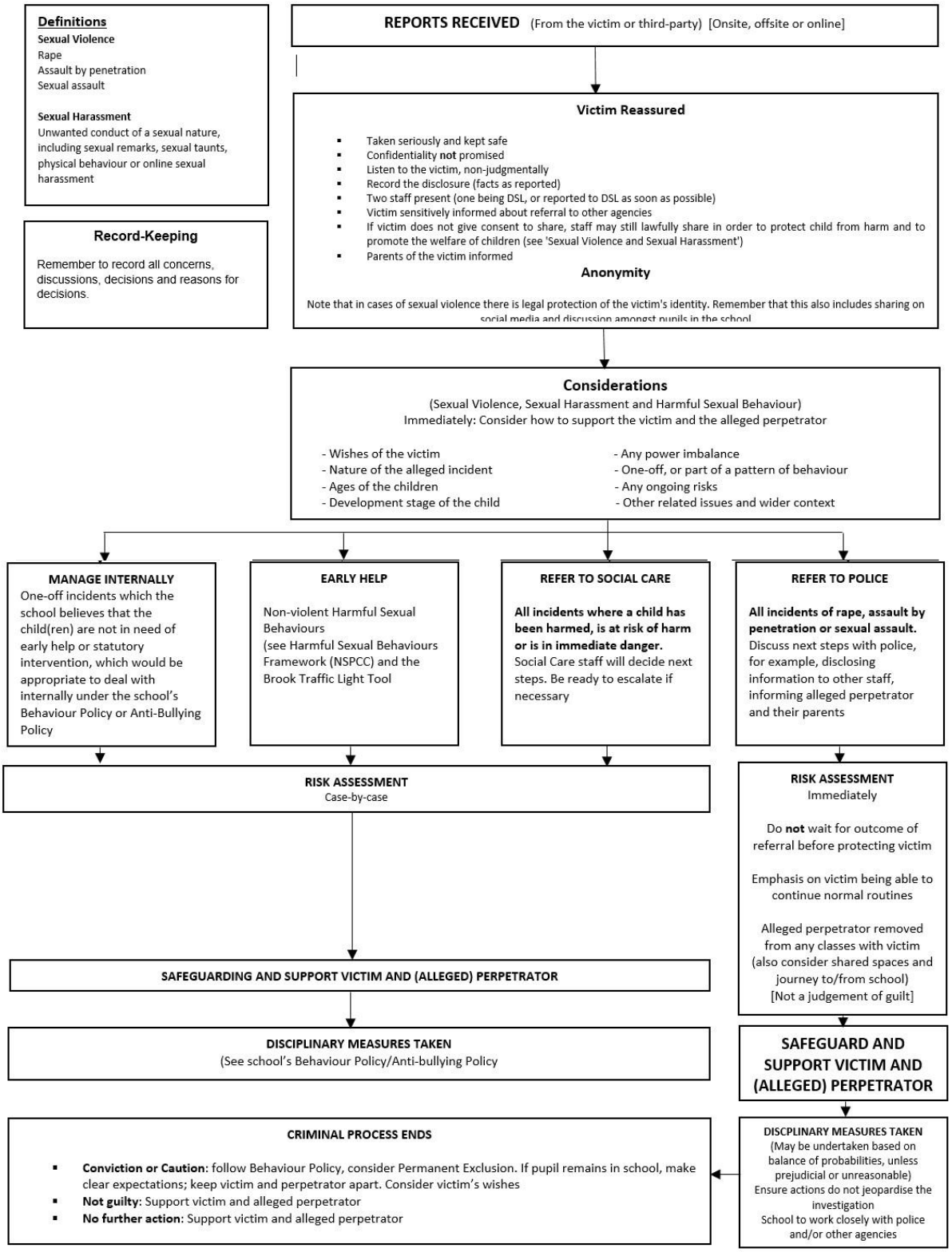
Level 1	Level 2	Level 3
1. Responding in a low level manner, focused on maintaining relationships and reminders of school values/class charter * 2. Reminder of the school values 3. 'PIP' & 'RIP' Praising in Public, Reprimanding in Private 4. Strategic ignoring of low-level inappropriate behaviour 5. Social stories 6. 'Time Out' with a timer/clock – adjusting length of time according to age/stage 7. Verbal apology 8. Finishing work at break time or at home 9. Positive re-direction, highlighting the good example of others	1. Incident recorded on CPOMS 2. Written apology 3. Exclusion from after school activities, e.g. Football Club 4. Being spoken to about the consequences of their behaviour by a senior member of staff 5. Parents contacted and a meeting held with the child in attendance 6. Regular Home – School communication 7. Re-location to another class for a specified period, with work 8. Parents informed in writing (copy kept on file) 9. Loss of break time 10. Regular monitoring of pupil's work or behaviour and parents kept informed	1. Being spoken to by a member of the Senior Leadership Team and parents together 2. Behaviour contract between pupil, parent and teacher with specific targets and time scale 3. Headteacher's letter sent to parents (copy kept on file) 4. Regular monitoring of work or behaviour by Headteacher 5. Community service 6. Suspension (this can include lunchtime suspensions) 7. In-school exclusion – child supervised by SLT 8. Permanent change of class 9. Support requested from outside agencies e.g. SWERLL, Educational Psychologists

10. Being spoken to about the consequences of their behaviour by a member of staff 11. Parents informed verbally (could be by telephone or at hometime) 12. Re-positioning within the group/classroom 13. Distraction free work area in the classroom 14. Removed from a game at break/ lunchtime for a set period 15. Talking through and resolving incidents, recording when appropriate	11. Senior staff investigating and recording behaviour 12. Restorative meeting held 13. Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, Class targets) 14. Arranging for pupils to work on a 1:1, group or classroom basis e.g. with TA 15. Personalised behaviour or reward charts for individuals after discussion with SLT ▪ Home/School Book ▪ Behaviour Contract	10. Permanent Exclusion **Responses to any incidents associated with sexual violence/harassment will follow Appendix 4**

* Positive talk such as:

- Positive phrasing e.g. - “Stand next to me”, “Put the toy on the table”, “Walk beside me”
- Wondering aloud e.g. - “I wonder if you’re feeling.”, “I can see that you’re…”
- Limited choice e.g. - “Put the pen on the table or in the box”, “When we are inside, Lego or drawing”, “Talk to me here or in outside”
- Disempowering the behaviour e.g. - “You can listen from there”, “Come and find me when you come back”, “Come down in your own time”
- Use of a de-escalation script e.g. – I can see that you’re angry... Let’s just stop and wait for a minute before we say anything…
- Use the person’s name
- Acknowledge their right to their feelings e.g. - “I can see something is wrong”, “What’s made you angry…” ● Tell them why you are there e.g. – “I am here to help”, “I am here to keep you safe’’
- Offer help e.g. - “Talk to me and I will listen”
- Offer a “get-out” (positive phrasing) e.g. - “Come with me and....”

Appendix 4: Response to Reports of Sexual Harassment/Violence by Pupils



1. Responding to a Report: process and risk assessment London
Colney School will:

- Decide on a case-by-case basis
- This will be underpinned by the principle of a zero-tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

The DSL (or a deputy) will take the lead, supported by other agencies as required.

2. Risk and Needs Assessment

Where there's been a report of **sexual violence,** the DSL (or a deputy) will make an immediate risk assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other pupils at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of **sexual harassment**, the need for a risk assessment will be considered on a case-bycase basis. Risk assessments will be recorded and kept under review.

The DSL (or a deputy) will engage with children's social care and specialist services as required:

- Where there's been a report of sexual violence, risk assessments will likely need input from social workers or sexual violence specialists within our local multi-agency safeguarding team (MAST)
- Any MAST assessments will be used to inform the school's approach and update risk assessment accordingly

3. Managing and/or Escalating the Report

The School will be aware of, and respond appropriately to, all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

DSLs (or a deputy) will decide how to manage the report, including when to inform the alleged perpetrator(s). This depends on a number of important considerations, including:

- The wishes of the victim and how they want to proceed – we will balance these against our responsibility to protect other pupils
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages and developmental stages of the pupils involved
- Any power imbalance between pupils. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

4. Options to Manage the Report

There are four likely scenarios for the next steps:

1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required.

2. **Early help**, as outlined in chapter 1 of Working Together to Safeguard Children, where statutory interventions aren't required.
3. **Referrals to children's social care***, where a child has been harmed, is at risk of harm, or is in immediate danger.
4. **Report to the police**** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail.

***** Where scenarios involve working with children's social care, schools won't wait for the outcome of an investigation before protecting the victim and other pupils – DSLs (or a deputy) will work closely with pupils' social care to make sure the school's actions don't jeopardise a statutory investigation. There will be immediate consideration for safeguarding the victim, alleged perpetrator(s) and all other pupils.

Where a report is going to be made to children's social care and/or the police, the school will speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

****** Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

5. Report Responses will be Recorded and Reviewed Regularly

All concerns, discussions and decisions made will be recorded, along with the reasons behind them, in writing. Decisions and actions taken will be reflected upon and relevant policies updated with lessons learnt.

The School will look out for potential patterns of concerning, problematic or inappropriate behaviour, deciding how to handle any such patterns, considering whether there are wider issues at play relating to the school's culture.

6. Supporting the Pupils Involved:

The Victim

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

London Colney Primary School will reassure victims that they will be taken seriously and that they will be supported and kept safe. The school will keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after school activities.

How schools support the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

- Schools will be aware that:
- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'

The Alleged Perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other pupils) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

The School will consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other pupils

- Any unmet needs that the alleged perpetrator(s) may have
- Following the possible responses outlined in Appendix 2

Unsubstantiated, Unfounded, False or Malicious Reports
DSLs will consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

If the school finds that the report is deliberately invented or malicious, they follow up with reference to Appendix 2.

Appendix 5: **Example Template letter to Parents (Use of Force)**

Dear [Parent name],

I am writing to inform you that on [date], at approximately [time], a restrictive/physical intervention was used involving [child's name) for (give approximate duration)].

The incident occurred in [location]. At the time, [brief factual description of events leading up to the intervention – e.g. "there was an immediate risk of harm to others as [child's name] was attempting to hit/kick/run into…"].

In line with our Behaviour Policy and our duty of care, staff intervened to prevent harm. The intervention used was:

Type of intervention (PRICE approach):
[ ] Open guiding / escorting hold - walk and talk
[ ] Single embrace/adapted embrace
[ ] Figure of four hold
[ ] Standing double embrace hold
[ ] Seated hold
[ ] Other (please specify): _____

The intervention was applied for approximately [duration] and ceased as soon as it was safe to do so. Throughout the incident, staff aimed to use the minimum force necessary and to maintain your child's safety and dignity. In this instance it was necessary to use low/medium/High (delete as appropriate) level of force.

Following the incident:

- [Child's name] was supported to regulate and return to learning.
- A restorative conversation took place.
- Any first aid given / injury noted – if applicable.
- The incident has been recorded in accordance with school policy.

We are committed to working proactively to reduce the likelihood of such incidents occurring. As part of our review, we will:
[ ] Review current support strategies
[ ] Update risk assessment / well being plan
[ ] Arrange a meeting to discuss additional support
[ ] Other: _____

If you would like to discuss this incident further, please contact the school office to arrange a conversation with [class teacher / Achievement Leader / SENCo / senior leader].

Thank you for your continued support.

Yours sincerely,

[Name]

Appendix 6: Parental Notification of Restrictive Intervention (Seclusion)

Dear [Parent/Carer Name],

I am writing to formally follow up on our [phone call/conversation] earlier today regarding an incident involving **[Pupil Name]** that required the use of seclusion (confinement in a supervised room).

As per our school policy and Department for Education (DfE) guidance, we only use this measure when it is strictly necessary to prevent an immediate risk of significant harm.

Incident Details

Date of Incident: [Date] **Time Commenced:** [Time] **Time Concluded:** [Time]
Total Duration: [Number] minutes

Justification for Seclusion

The decision to move to a supervised, private space was made to ensure the **immediate safety** of [Pupil Name] and/or others. Specifically:

[Briefly describe the safety risk—e.g., "The pupil was in a state of extreme distress and was at risk of injuring themselves/others in the main classroom."]

Please note: This measure was not used as a disciplinary sanction or to enforce compliance with instructions, but as a safety intervention.

Supervision and Wellbeing

In line with statutory requirements, [Pupil Name] was under **continuous, sight-and-sound supervision** by [Staff Name/Role] for the entire duration of the intervention. At no point was the pupil left unattended.

Following the incident, [Pupil Name] was:

- Checked by a first-aider (if applicable): [Yes/No]
- Offered a drink and a period of quiet reflection.
- Assessed as being [calm/stable/ready to reintegrate] before returning to their usual routine.

De-escalation Attempts

Prior to the use of seclusion, staff attempted the following "last resort" strategies to manage the situation:

[e.g., Verbal reassurance and redirection]
[e.g., Offer of a planned 'cool-down' break]
[e.g., Removal of triggers/other pupils from the area]

Next Steps and Review

We would like to invite you to a meeting on **[Date/Time]** to review this incident. The purpose of this meeting is to:

1. Discuss the triggers for this behaviour.
2. Update [Pupil Name]'s **Positive Handling Plan (PHP)** or **Individual Behaviour Plan** if appropriate.
3. Ensure we have the right support in place to prevent a recurrence.

If you have any immediate questions regarding this record, please contact [Name of Lead/DSL] at [Phone Number/Email].

Yours sincerely,

[Name] [Job Title/Headteacher]