



Poulton-le-Sands C.E. Primary School

Behaviour & Wellbeing Policy



School Vision

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

Vision

At Poulton-le-Sands Church of England Primary School, we are committed to creating a positive, inclusive and respectful learning environment where every child can flourish. This commitment is rooted in our Christian vision. We believe that positive behaviour is central to children's learning, wellbeing, relationships and future success. At Poulton, we see our school as a sanctuary—a place where everyone is valued, respected and cared for. We believe that every child has the right to learn, every teacher has the right to teach, and everyone has the right to feel safe and be safe.

Our approach to behaviour is rooted in Christian values of Compassion, Thankfulness, Friendship, Forgiveness, Hope, Peace and Trust. We actively encourage empathy, understanding and restoration when difficulties arise. We recognise that children are still learning how to regulate emotions, manage conflict, respond to challenges and repair relationships. Behaviour is therefore understood, not simply as compliance with rules, but as part of a child's social, emotional, moral and spiritual development. This reflects the teachings of Jesus: "*So in everything, do to others what you would have them do to you*" (Matthew 7:12) and "*Love your neighbour as yourself*" (Matthew 22:39). Through these values, we support children in building positive relationships and making thoughtful choices.

We are also a trauma-informed school. We recognise that behaviour is a form of communication and that children may respond differently according to their experiences, needs and circumstances. We seek to respond with consistency, warmth, high expectations and appropriate support, while maintaining clear boundaries that protect the wellbeing and safety of the whole school community.

Aims of the Policy

The aims of this policy are to:

- Promote positive behaviour, kindness, respect and consideration for others;
- Maintain high standards of behaviour that support a safe, inclusive and productive learning environment;
- Develop self-discipline, responsibility, resilience and respect for adults, peers, property and school expectations;
- Teach children the routines, behaviours and social skills they need in order to learn successfully and participate in school life;
- Prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- Promote emotional literacy, restorative practice and the ability to repair relationships when harm has occurred;
- Ensure that behaviour is addressed consistently, fairly and proportionately;
- Ensure that all children, including those with SEND, SEMH needs, trauma experiences or vulnerabilities, are supported appropriately and not unfairly disadvantaged;
- Make clear the distinction between low-level misbehaviour, repeated misbehaviour and serious misbehaviour;
- Set out a clear framework for rewards, consequences, support, recording, safeguarding and communication with families;
- Ensure that exclusions are used only when necessary, proportionate and lawful, and only after all appropriate support and interventions have been considered, unless a serious one-off incident warrants otherwise;
- Prepare pupils for life beyond school by developing the social, emotional and behavioural habits needed to become responsible, respectful and considerate members of society.

Linked Policies and Statutory Framework

This policy should be read alongside the following school policies and procedures:

- Safeguarding/Child Protection Policy
- Safeguarding Curriculum
- Anti-Bullying Policy
- Behaviour Curriculum
- SEND Policy
- Attendance Policy
- Teaching and Learning Policy
- Online Safety Policy
- RSE Policy
- Positive Handling/Reasonable Force Policy
- Complaints Policy

This policy is informed by relevant statutory guidance, including but not limited to:

- [DfE Behaviour in Schools](#)
- [DfE Suspension and Permanent Exclusion Guidance](#)
- [DfE Searching, Screening and Confiscation Guidance](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010](#)
- [Children Act 1989](#)
- [Children Act 2004](#)
- [Use of Reasonable Force Guidance](#)

Core Principles

At Poulton-le-Sands, we believe that:

- Behaviour is a skill that must be **taught, modelled, practiced and reinforced**;
- Positive relationships and clear routines are the foundation of successful behaviour;
- All adults are responsible for promoting a calm, respectful and safe school culture;
- Children are more likely to repeat behaviours that are recognised, valued and explicitly taught;
- Consequences are sometimes necessary, but they should sit alongside support, reflection and, where appropriate, restoration;
- Behaviour can be influenced by unmet need, trauma, anxiety, SEND, communication differences, family circumstances or emotional dysregulation;
- Sanctions must be fair, proportionate and, where necessary, adapted to reflect individual needs and legal duties under the Equality Act 2010;
- Serious behaviour, unsafe behaviour, child-on-child abuse and discriminatory behaviour must always be addressed robustly and never ignored;
- Exclusion is a last resort, except where a single serious incident requires it for the safety and wellbeing of others to maintain good order and discipline.

Roles and Responsibilities

All adults have a responsibility to promote high standards of behaviour and create a safe, positive learning environment.

The Governing Board is responsible for:

- Ensuring that the school has a behaviour policy that complies with statutory requirements;
- Reviewing the effectiveness of the policy and holding leaders to account

- for its implementation;
- Ensuring that behaviour systems are lawful, fair and inclusive;
- Monitoring behaviour, suspensions, exclusions, bullying, safeguarding-related behaviour incidents and the use of physical intervention;
- Considering patterns and trends, including whether particular groups of pupils are disproportionately affected by sanctions or exclusions;
- Ensuring that the policy reflects the school's vision and values and is reviewed regularly.

Headteacher

The Headteacher is responsible for:

- The day-to-day implementation of this policy;
- Establishing and maintaining a safe, calm and purposeful school environment;
- Ensuring that staff are trained and supported to manage behaviour effectively and consistently;
- Determining and authorising behaviour systems, sanctions and behaviour pathways;
- Ensuring appropriate use of CPOMS and safeguarding procedures;
- Making decisions regarding suspension and permanent exclusion;
- Authorising searches where required and ensuring procedures are lawful;
- Ensuring that behaviour systems make reasonable adjustments for pupils with SEND or other vulnerabilities;
- Reporting relevant behaviour information to governors.

Senior Leadership Team

SLT, including those with responsibility for behaviour, safeguarding and wellbeing, will:

- Support staff in implementing this policy consistently;
- Provide advice and intervention where behaviour is repeated, serious or linked to wider safeguarding or wellbeing concerns;
- Oversee Individual Behaviour Plans, risk assessments and reintegration support;
- Monitor CPOMS entries and identify patterns or emerging concerns;
- Liaise with parents, external agencies and support services where appropriate;
- Support restorative work, pastoral intervention and staff debriefing following serious incidents.

Teachers and Support Staff

All staff are responsible for:

- Establishing positive relationships with pupils and maintaining high expectations;
- Teaching and reinforcing the school's behaviour curriculum and routines;

- Follow the school's Behaviour Pathway (Appendix 1)
- Recognising and celebrating positive behaviour;
- Responding to misbehaviour promptly, calmly, fairly and consistently;
- Using de-escalation, restorative conversations and professional judgement;
- Making reasonable adjustments for pupils whose behaviour may be affected by SEND, SEMH needs, trauma or other vulnerabilities;
- Recording serious or repeated incidents appropriately on CPOMS;
- Communicating with parents/carers when required;
- Seeking support from SLT where needed;
- Maintaining the safety and dignity of all pupils.

Parents and Carers

Parents and carers are expected to:

- Support the school's values, routines and expectations;
- Work in partnership with the school to promote positive behaviour;
- Communicate concerns respectfully and through agreed channels;
- Support agreed strategies, consequences and interventions designed to help their child learn from mistakes and make positive choices;
- Ensure that the school is informed of relevant changes or circumstances that may affect their child's wellbeing or behaviour.

Pupils

Pupils are expected to:

- Treat others with kindness, respect and honesty;
- Follow school routines and instructions from staff;
- Take responsibility for their actions and try to repair harm where appropriate;
- Tell an adult if they feel unsafe or if another child is being harmed, bullied or treated unfairly;
- Try their best to learn, contribute positively and uphold the values of the school.

Class Radios

Each class has a hand radio to ensure staff can communicate quickly and discreetly, allowing us to respond immediately to any safeguarding or behaviour concerns to keep both children and adults safe at all times. (e.g. SLT needed in Keer Class).

Behaviour Curriculum

At Poulton-le-Sands, we recognise that positive behaviour is not assumed; it is explicitly taught through a structured and progressive **Behaviour Curriculum** (This can be found on our website).

Our Behaviour Curriculum sets out the behaviours, routines, social skills and character traits that we expect pupils to develop throughout their time at school.

Just as academic learning is carefully sequenced and built upon, behaviour expectations are taught, revisited and developed progressively across each year group. This curriculum gives children age-appropriate opportunities to learn, practise and reflect upon the behaviours needed to become successful learners and responsible members of society.

Behaviour is taught proactively through:

- Clear expectations that are consistently reinforced;
- Explicit teaching of school values;
- Modelling by all staff;
- Direct teaching of routines, transitions and classroom behaviours;
- Restorative conversations and reflections;
- PSHE, collective worship and opportunities to discuss values, relationships and choices;
- Recognition of positive actions;
- Opportunities for children to take responsibility and contribute to the school community.

This includes explicitly teaching of behaviours such as:

- Active listening;
- Moving safely around school;
- Working cooperatively;
- Taking turns and sharing;
- Managing frustration and disappointment;
- Speaking respectfully to adults and peers;
- Resolving disagreements safely;
- Asking for help appropriately;
- Looking after equipment and the environment;
- Behaving safely online and off-site;
- Understanding consent, boundaries and respectful relationships in an age-appropriate way.

The Behaviour Curriculum will be revisited regularly, including at the start of the school year, after school holidays, when concerns arise, and for pupils who need additional support with routines and expectations.

Behaviour for Learning

We place strong emphasis on noticing and celebrating positive choices. We believe that every child should experience success and receive recognition for their efforts, progress and achievements.

Positive behaviour may be recognised through:

- Verbal praise and encouragement;
- Recognition in class or worship;
- ClassDojo points;

- Responsibilities and leadership opportunities
- Communication home;
- Certificates, awards or class-based recognition;
- Personalised rewards where appropriate as part of a support plan.

ClassDojos

ClassDojo is used as a whole-school positive recognition system. Points may be rewarded when children demonstrate:

- Positive learning behaviours;
- Kindness, honesty and respect;
- Effort and Independence;
- Teamwork and helpfulness;
- Behaviour that reflects our school values;
- Improvement in self-regulation, attitude or relationships.

The purpose of ClassDojo is not simply to reward children for positive behaviours. It is intended to help children recognise the link between their choices, their actions and the outcomes they experience. It supports the development of decision-making, goal setting, delayed gratification and personal responsibility. This mirrors real-life experiences where positive behaviour often leads to opportunities, recognition and personal success.

Pupils may redeem their points for agreed rewards and privileges or choose to save them over time. Staff will support pupils in making informed decisions, but ultimately the children will decide whether to redeem points immediately or save them for future opportunities.

(ClassDojo Reward Menu - Appendix 2)

Whilst ClassDojo is primarily a positive recognition system, there may be occasions where points are removed in response to behaviour that falls significantly below their school's expectations. Where points are removed, this will be done sparingly, fairly and in line with the Behaviour Pathway (Appendix 1). The removal of points should never be used in a humiliating or punitive manner. Where points are removed, staff should maintain a restorative approach, helping pupils reflect on their actions, repair relationships where appropriate and re-engage positively with school expectations.

Definitions

Misbehaviour

Misbehaviour is a behaviour that falls below the school's expected standard. It may include, but is not limited to:

- Calling out, disruption or persistent low-level disruption;
- Refusing to follow reasonable instructions;
- Unkind, rude or disrespectful language;
- Misuse of equipment or poor treatment of school property;
- Inappropriate behaviour at playtime or lunchtime;
- Unsafe behaviour such as running indoors or rough play;
- Refusal to engage with learning;

- Behaviour that causes upset or conflict between pupils;
- Online behaviour that breaches school expectations and has an impact on school life.

Serious Misbehaviour

Serious misbehaviour is behaviour that causes significant harm, creates serious risk, or substantially disrupts the safety, order or wellbeing of the school community. It may include, but is not limited to:

- Physical assault or violent behaviour towards a child or adult;
- Serious verbal abuse, threatening behaviour or intimidation;
- Discriminatory language or behaviour, including racist, sexist, homophobic, biphobic, transphobic, disability-related or faith-based abuse;
- Bullying, including repeated or targeted bullying;
- Sexual harassment or sexual violence;
- Child-on-child abuse;
- Deliberate damage to property or vandalism;
- Theft;
- Repeated defiance or persistent disruptive behaviour where other strategies have not succeeded;
- Possession of prohibited items;
- Behaviour that places the pupil or others at significant risk;
- Online behaviour that seriously harms another child, creates a safeguarding risk or seriously affects the orderly running or reputation of the school.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally. It may involve an imbalance of power and can take many forms, including:

- Physical bullying;
- Verbal bullying;
- Relational or social bullying;
- Cyberbullying;
- Prejudice-based bullying;
- Sexualised bullying or harassment.

The school takes all reports of bullying seriously and will respond in line with this policy and the Anti-Bullying Policy.

Child-on-Child Abuse

Child-on-child abuse may include, but is not limited to:

- Bullying and cyberbullying;

- Physical abuse;
- Sexual harassment;
- Sexual violence or assault;
- Coercive behaviour;
- Sharing of harmful or sexualised content;
- Abusive behaviour motivated by prejudice or discrimination.

Any incident of child-on-child abuse will be treated as a safeguarding matter and responded to promptly, proportionately and in accordance with safeguarding procedures.

Responding to Misbehaviour

When behaviour falls below expectations, staff will respond in a calm, consistent and proportionate way in order to:

- Restore a safe and purposeful learning environment;
- Prevent escalation;
- Help the child understand the impact of their behaviour;
- Support the child to regulate, reflect and make better choices in future;
- Maintain fairness for all pupils.

Responses to misbehaviour may include:

- A non-verbal reminder or redirection;
- A clear verbal reminder of expectations;
- Re-teaching or practising the expected behaviour;
- Restorative conversation;
- A warning in line with the Behaviour Pathway;
- Temporary change of seat / location / support arrangement;
- Time to regulate, reflect or reset;
- Loss of a privilege where appropriate and proportionate;
- Contact with parents/carers;
- A reflection task or restorative action;
- Removal from a situation where necessary;
- Referral to SLT or progression through the Behaviour Pathway;
- Opening or reviewing an Individual Behaviour Plan.

Staff will consider the context of the behaviour, the age and understanding of the child, whether SEND or wellbeing factors are relevant, and whether reasonable adjustments are required.

Consequences should never be degrading, humiliating, disproportionate or likely to cause harm. Collective punishment will not be used.

Restorative Approaches

When a child has behaved inappropriately, the school will use restorative approaches wherever appropriate to help children take responsibility for their actions, understand the impact of their behaviour and repair relationships.

Restorative questions may include:

- What happened/what's happening?
- What were you thinking/feeling at the time?
- What do you feel/think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?
- Do you feel this has been resolved?
- Have those helping to resolve it acted fairly?

Restorative approaches do not replace sanctions where a consequence is needed. Rather, they sit alongside appropriate consequences and support. Restorative work may not be sufficient on its own in cases involving serious violence, sexual harassment, child-on-child abuse, discriminatory abuse, significant bullying, serious safeguarding concerns or criminal behaviour.

Behaviour Pathway and Consequences

At Poulton-le-Sands, we use a Behaviour Pathway to support consistency. The initial step is universal and reflects the everyday behaviour management strategies used for all pupils. Further steps are used when classroom strategies have been exhausted, behaviour is repeated or the seriousness of the behaviour requires escalation.

The Behaviour Pathway should set out:

- Universal classroom expectations and reminders;
- Graduated consequences for repeated low-level disruption;
- When parental communication is required;
- When a pupils may need time away from the immediate situation to regulate or reflect;
- When an Individual Behaviour Plan should be considered;
- When risk assessment, pastoral support, suspension or other significant intervention may be necessary.

Professional judgement remains central. The pathway is a framework, not a rigid script, and may be adapted where a child's needs, safeguarding concerns or the seriousness of the incident requires a different response.

Trauma-Informed Practice, SEND and Reasonable Adjustments

We recognise that some children's behaviour may be influenced by SEND, SEMH needs, trauma, attachment difficulties, communication needs, sensory differences, anxiety, bereavement, family adversity or other vulnerabilities. Behaviour may communicate distress, dysregulation, unmet need or difficulty coping.

This does **not** mean that poor behaviour is ignored. However, it does mean that the school must respond thoughtfully, lawfully and fairly.

When responding to behaviour, staff will consider:

- Whether the child understood the expectation;
- Whether the child had the emotional regulation, communication skills or developmental capacity to respond differently in that moment;
- Whether the behaviour may be linked to SEND, trauma, anxiety, sensory need or another vulnerability;
- Whether the consequence needs to be adapted as a reasonable adjustment;
- What support, teaching or intervention is needed alongside any consequence.

Reasonable adjustments may include:

- Adapted language or visual prompts;
- Movement or sensory breaks;
- Reduced stimulation / calm spaces;
- Additional adult support;
- Personalised regulation strategies;
- Altered transitions, routines or breaktime arrangements;
- Use of a trusted adult;
- A modified reward or behaviour system;
- Targeted social, emotional or communication support.

Where behaviour concerns are persistent or significant, the school may implement an Individual Behaviour Plan, involve the SENDCo, carry out a risk assessment, or seek advice from external professionals.

Staff will avoid stigmatising or judgmental language when discussing or recording behaviour. Recording should remain factual, professional and respectful.

Pastoral Support

We are aware that children attending Poulton-le-Sands may experience challenges outside of school that create barriers to successful learning. Some children may require an enhanced level of support in order to succeed.

This may include:

- Access to the Pupil and Family Wellbeing Practitioner;
- Regular time to talk or work with a trusted adult;
- Additional classroom or playground support;
- Regular home-school liaison;
- Referral to the Education Mental Health Practitioner (EMHP);
- Referral to wellbeing, early help or family support services;
- Educational psychology involvement;
- CAMHS referral;

- Adapted lunchtimes, transitions or reintegration arrangements;
- Social skills, friendship, emotional literacy or conflict-resolution support.

A pastoral support meeting takes place weekly to review concerns and CPOMS entries and determine whether further support, behaviour intervention or safeguarding action is required.

Individual Behaviour Plan

An Individual Behaviour Plan may be introduced where a child exhibits repeated, persistent or high-risk behaviours, particularly where these relate to identified or suspected needs within the SEND Code of Practice. These plans will be written by a member of the Senior Leadership Team alongside the classroom staff.

An IBP will:

- Identify the behaviour(s) of concern;
- Identify triggers, patterns and protective factors;
- Set out short-term, achievable targets;
- Outline strategies, reasonable adjustments and support;
- Clarify staff responses and agree consequences;
- Identify how progress will be reviewed and communicated with parents;
- Specify any involvement from external agencies;
- Be reviewed regularly.

Where the child's behaviour presents a risk of harm to themselves or others, or risk of serious damage to property, a risk assessment will be completed and implemented alongside the IBP.

Recording, Monitoring and Communication

Staff must record serious incidents, repeated incidents and safeguarding-related behaviour concerns on CPOMS on the same day, or as soon as reasonably possible. Record should be:

- Factual, Concise and professional;
- Free from emotive or stigmatising language;
- Clear about what happened, who was involved, actions taken and next steps;
- Linked to safeguarding concerns where relevant.

Informing Parents

Parents/carers will be informed of significant behaviour incidents, serious incidents, repeated concerns, behaviour leading to a sanction beyond ordinary classroom management, use of reasonable force, searches for prohibited items, suspension and exclusion.

The class teacher remains responsible for ensuring appropriate communication has taken place by the end of the school day unless this has been undertaken by the staff member involved, the Pupil and Family Wellbeing Practitioner, SLT or another agreed member of staff.

Monitoring

Behaviour incidents will be reviewed regularly by leaders in order to identify patterns, trends and support needs by:

- Pupil;
- Class/Year group;
- Time of day/location;
- Type of Behaviour;
- Repeat incident;
- Use of physical intervention;
- Suspension/exclusion
- SEND, disadvantages, safeguarding vulnerability or protected characteristic where appropriate and lawful.

The purpose of this analysis is to identify unmet needs, improve support, ensure fairness and review whether school systems or staff training need to change.

Child-on-Child Abuse, Sexual Harassment and Sexual Violence

At Poulton-le-Sands, we will ensure that all incidents of child-on-child abuse, sexual harassment and sexual violence are taken seriously and never ignored.

Examples may include:

- Sexual comments, sexualised name-calling or unwanted touching;
- Coercive or threatening behaviour;
- Sharing sexual images or harmful content;
- Sexual assault or violence;
- Abusive online behaviour between pupils;
- Gender-based harassment;
- Targeted or discriminatory sexual behaviour.

Where a report is made, the school will:

- Listen carefully to the child or children involved;
- Take an accurate record;
- Reassure the child that they have done the right thing by reporting;
- Assess immediate risk and safety;
- Inform the DSL / DDSL/ BDDSL without delay;
- Consider whether the matter should be managed internally, referred to early help, referred to children's social care or reported to the police;
- Take appropriate action to safeguard the victim and respond to the behaviour of the alleged perpetrator;
- Communicate with parents/carers where appropriate, taking safeguarding advice where necessary;
- Provide support to the child or children affected.

A restorative approach may sometimes support relationship repair after lower-level incidents, but it will not replace safeguarding procedures or a formal response where behaviour is abusive, coercive, harmful or potentially criminal.

Bullying and Discriminatory Behaviour

Bullying, including cyberbullying and prejudice-based bullying, will not be tolerated.

Any behaviour that targets a child because of a protected characteristic or perceived difference — including race, religion, disability, sex, sexual orientation, gender identity or family background — will be treated seriously.

The school will:

- Investigate reports promptly and fairly;
- Support the child who has experienced harm;
- Address the behaviour of the child responsible;
- Involve parents where appropriate;
- Record the incident appropriately;
- Consider whether the incident is a safeguarding matter;
- Monitor patterns or repeated incidents;
- Use sanctions, support and restorative work as appropriate.

Serious discriminatory incidents or repeated discriminatory behaviour may be treated as serious misbehaviour and may lead to more significant sanctions.

Online Misbehaviour

The school may apply behaviour sanctions to pupils for online misbehaviour where it:

- Poses a threat or causes harm to another pupil;
- Amounts to bullying, harassment, intimidation or abuse;
- Has repercussions for the orderly running of the school;
- Damages the reputation of the school;
- Creates a safeguarding concern;
- Identifies the pupil as a member of the school community.

Online behaviour may be addressed even if it takes place off-site, where there is a clear link to the school or impact on pupils or staff.

The school will consider safeguarding, age, context, proportionality and the involvement of parents/carers when responding to online behaviour.

Off-Site Misbehaviour

The school may apply sanctions where a pupil has misbehaved off-site when:

- Taking part in a school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- Identifiable as a pupil of the school;
- Behaving in a way that could have repercussions for the orderly running of the school;
- Posing a threat to another pupil, member of staff or the wider community;
- Damaging the reputation of the school.

Off-site behaviour will be considered on a case-by-case basis, taking into account evidence, safeguarding, the seriousness of the incident and the extent to which it affects school life or safety.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether the incident should be reported to the police.

When making this decision, the school will consider:

- The seriousness of the incident;
- The safety and wellbeing of those involved;
- Whether a crime may have been committed;
- Safeguarding implications;
- The age and vulnerability of the child;
- Whether the matter can and should be managed internally as a behaviour issue, or whether police involvement is necessary.

Where a report is made to the police, the school will preserve relevant evidence where possible and will not interfere with police action. The school may continue to investigate and apply its own sanctions where this does not conflict with a police investigation.

The DSL will consider whether a referral to children's social care or other safeguarding action is also required.

Searches, Screening and Confiscation

The school will follow current DfE guidance on searching, screening and confiscation.

Confiscation

Staff may confiscate items where:

- The item is prohibited by law;
- The item is banned under school rules and is causing concern;
- The item is harmful, unsafe or detrimental to school discipline;
- The item is being used inappropriately.

Depending on the item and circumstances, confiscated items may be returned to parents/carers, retained for collection, disposed of, or handed to the police.

Prohibited Items

Prohibited items include those set out in statutory guidance, including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers / vapes where applicable;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.

The school may also identify additional banned items under school rules where lawful and reasonable.

Searches

Searches will only be carried out by an authorised member of staff where there are reasonable grounds to suspect that a pupil has a prohibited item or another item that school rules permit staff to search for.

Where a search is necessary:

- The child will be spoken to calmly and respectfully;
- The reason for the search will be explained;
- The search will, wherever possible, be carried out by an authorised member of staff of the same sex as the pupil and with another member of staff present;
- The search will be carried out in an appropriate location away from other pupils where possible;
- The child's dignity and safety will be protected throughout.

Where a child refuses to cooperate, staff will consider safeguarding implications, seek support from SLT/DSL as appropriate, and decide whether a search remains necessary and lawful.

All searches for prohibited items, whether or not anything is found, should be recorded on CPOMS and parents informed as soon as reasonably practicable.

Safeguarding Following a Search

Following a search, the school will consider whether the child may be at risk of harm or in need of additional support. The DSL will be informed where appropriate and further safeguarding action will be taken if needed.

Strip Searches

School staff do not conduct strip searches. If a strip search is considered necessary, this can only be undertaken by the police in accordance with statutory guidance. The school will always prioritise the child's safety, dignity and wellbeing and will involve the DSL and parents/carers as appropriate.

Positive Handling / Reasonable Force

All members of school staff have a legal power to use reasonable force where it is necessary, proportionate and lawful to prevent a pupil from:

- hurting themselves or others;
- damaging property;
- causing serious disorder;
- committing an offence; or
- leaving a classroom or school site in circumstances where doing so would place them or others at risk.

At Poulton-le-Sands, the use of force sits within a wider approach to restrictive interventions. Restrictive interventions will only be used when necessary, proportionate and lawful, and only for the shortest time required. They will never be used as a punishment.

The school will always seek to reduce the need for restrictive interventions through positive relationships, behaviour support, reasonable adjustments, de-escalation and individual planning where appropriate.

Whenever reasonable force or another significant restrictive intervention is used:

- the incident will be recorded in line with school procedures;
- parents/carers will be informed as soon as reasonably practicable;
- the incident will be reviewed by school leaders; and
- the school will consider whether further support, risk assessment, plan review or safeguarding action is required.

When considering the use of force or any restrictive intervention, staff will take account of the pupil's age, understanding, communication needs, SEND, medical needs and vulnerabilities.

Further guidance is set out in the school's [Restrictive Interventions and The Use of Reasonable Force Policy 2026](#)

Removal from Class, Internal Regulation Spaces and Time Away from a Situation

At times, a child may need to be removed from a situation temporarily in order to:

- Regulate emotions;
- Reduce risk;
- Prevent further disruption;
- Allow learning to continue for others;
- Support safe reflection before reintegration.

This may involve time in another classroom, a quiet regulation space, or a supervised area agreed by staff. Such removal should be:

- Proportionate;
- Supervised;
- Explained to the child in an age-appropriate way;
- Used to support regulation, reflection and reintegration, not as a degrading punishment;
- Recorded where it is repeated, significant or linked to a serious incident.

Where a pupil is repeatedly removed from class, this should trigger a review of support, possible IBP intervention, pastoral support and consideration of unmet need.

Suspension and Permanent Exclusion

At Poulton-le-Sands, we believe that exclusion should only be used when absolutely necessary. However, there may be occasions when suspension or permanent exclusion is justified in order to maintain safety, protect the learning of others or respond to serious misconduct.

A pupil may be suspended or, in exceptional cases, permanently excluded for:

- Serious actual or threatened violence towards pupils or staff;
- Serious child-on-child abuse;
- Serious discriminatory abuse;
- Possession of a prohibited item;
- Persistent disruptive behaviour where a wide range of strategies and support have been unsuccessful;
- Behaviour that seriously endangers the safety, welfare or education of others;
- A serious one-off incident that fundamentally breaches the school's behaviour standards.

The decision to suspend or exclude will be made by the Headteacher in line with statutory guidance, taking into account:

- The circumstances and evidence;
- The child's age, needs and vulnerabilities;
- Whether the incident is linked to SEND or disability and whether reasonable adjustments have been made;
- The interests of the pupil and the wider school community;

- The seriousness of the incident and whether alternative strategies are appropriate.

Parents/carers will be informed in writing of:

- The reason for the suspension or exclusion;
- The length and conditions where applicable;
- Arrangements for work;
- Reintegration arrangements;
- Their rights of representation and appeal / review.

A reintegration meeting and support plan will be put in place following suspension wherever appropriate.

Malicious Allegations

Where a pupil makes an allegation against a member of staff or another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether disciplinary action is appropriate in line with this policy.

However, where an allegation is found to be unsubstantiated, unfounded, false or malicious, the school will also consider whether the pupil who made the allegation may be in need of help, support or safeguarding intervention. A false allegation may in some cases be a sign of distress, confusion, coercion or unmet need.

Pastoral support will be considered for all those affected.

Concerns and Resolution Procedures for Parents and Carers

We are committed to working openly and constructively with families to resolve questions or concerns relating to behaviour matters.

In the first instance, concerns should be raised with the class teacher, who is usually best placed to explain the circumstances and discuss actions taken.

If matters remain unresolved, parents/carers should then contact the Deputy Headteacher.

If concerns continue following this stage, the matter will be referred to the Headteacher, who will consider the facts and the application of this policy.

The usual order for raising concerns is therefore:

1. Class Teacher
2. Deputy Headteacher
3. Headteacher

Where appropriate, the school's Complaints Policy may then be followed.

We ask that all discussions regarding behaviour are approached respectfully and with the shared aim of supporting the child's wellbeing, development and future success.

What We Ask of Parents and Carers

We believe that the most effective support for children comes when home and school work together as partners.

We ask parents and carers to:

- Work with us as a team to support their child's personal, social, spiritual and emotional development;
- Trust that staff will act professionally, fairly and in the best interests of all children;
- Recognise that behaviour incidents can be complex and that there are often several perspectives to consider;
- Encourage their child to reflect honestly on events;
- Avoid making assumptions based solely on one account of an incident;
- Reinforce the school's values and expectations at home;
- Communicate concerns respectfully and through agreed channels;
- Support agreed strategies and consequences designed to help their child learn from mistakes and make positive choices in the future.

In return, the school commits to:

- Ensuring that every child is safe, valued and treated with dignity and respect;
- Listening carefully and impartially to all children involved in an incident;
- Investigating concerns fairly and thoroughly;
- Communicating with parents honestly, professionally and as accurately as possible;
- Keeping families informed of significant concerns affecting their child;
- Working collaboratively to identify solutions and provide appropriate support;
- Helping children repair relationships, learn from experiences and move forward positively;
- Maintaining a consistent approach to behaviour that reflects our values and the principles set out in this policy.

28. Monitoring, Equality and Review

This policy will be monitored by the Headteacher and Governing Board through:

- Regular review of behaviour data and CPOMS records;
- Monitoring of suspensions, exclusions, bullying, child-on-child incidents and use of reasonable force;
- Review of the effectiveness of pastoral support, behaviour plans and interventions;
- Feedback from staff, pupils, parents and governors where appropriate;

- Review of any patterns by class, year group, SEND, disadvantage or protected characteristic where appropriate and lawful.

The school is committed to meeting its duties under the [Equality Act 2010](#). We will monitor the implementation of this policy to ensure that no group of pupils is unfairly or disproportionately affected and that reasonable adjustments are made where required.

This policy will be reviewed annually, or sooner if required following changes in statutory guidance, safeguarding procedures, school practice or monitoring findings

Date reviewed: June 2026

Signed:

Mrs Laura T. Gardner
Headteacher

Signed:

Mr David Woodhouse
Chair of Governors

Next review date: September 2027

Appendix 1



Appropriate Language in a Trauma Informed Setting

Inappropriate Term	Suggested Alternatives
 Chosen behaviour - Assumes intentionality. - Ignores role of brain architecture in response to trauma. - Pits child against adult.	- Learned behaviour - Deregulated behaviour - Survival response
 Aggressive/ confrontational - Focus on risk child poses. - Blame laden. - Judgemental.	- Hyper- vigilant to threat - Mis-reading threat level and responding to perceived threat - Needs help to calm threat response - Is in survival mode - Deregulated - Fight/ flight response triggered - Sensitive to criticism or failure/ low self esteem - Difficulty in taking chances/ risks in learning
 Lacking aspiration/ disengaged - Not responding to need of individuals. - Imposing value set of observers. - Blame of those focused-on meeting basic Maslowian level of need.	- Focused on basic needs - Needs to feel safe/ understood before able to learn - Difficulty in accessing learning - Reluctant to speak publicly – feels exposed to judgement of others - Requires sensory programme/ stimulation
 Uncooperative/ disruptive - Assumes intentionality - Blames child - Encourages/ feeds adversarial relationship - Expects child to resolve issue	- Finds it difficult to participate in class routines or meet expectations - Survival brain, withdrawn - Finds it difficult to access learning - Shut down - May benefit from sensory program/ mindfulness activities eg box breathing - Needs time/ assistance to regulate emotional state
 Uncommunicative/ truculent - Assumes intentionality - Blames child - Encourages/ feeds adversarial relationship - Expects child to resolve issue	- Unable to communicate effectively - Needs time to calm/ regulate verbal responses - Shut down and locked in behaviour - Requires sensory programme/ stimulation

Appendix 4

Encouragement Strategies Staircase

– least intrusive to most intrusive interventions.

These strategies to be practiced in the everyday interactions within the normal parameters of the classroom.

1		Blocking	"Work over there, thanks" – repeat and repeat... and repeat!
2		Implementing consequence	"I/O – your choice, you've chosen to talk loudly – work over there now thanks"
3		Partial agreement or simple choice	"Maybe – but...?" OR "Work quietly here or you will be choosing to work over there"
4		Tactical pausing	Pause – In mid-sentence – scan class – wait for eye contact/ take-up
5		Use an "I" statement instead of a "You" statement	"Jack – I need you to look this way thanks", "I", "I", "I", find that language offensive"
6		Ask a "what" question	"What should you be doing?" – repeat and repeat. (ignoring secondary behaviour) never ask "why"
7		Class routines/ responsibilities	"Jack – what's the routine for entering the classroom?"
8		Class rules	Ask about the rule – "Jack – what's the rule out of seat rule?" "I", "I", "I – the agreed rule is to..."
9		Simple direction	"Jack – finish the map you've been working on thanks" "I", "I", the instruction is work quietly, thanks"
10		B. O. D. R	"Bleedin' Obvious Description Of Reality" – There's a lot of noise in this room and not everyone has their books
11		Tactical positioning	Wandering nonchalantly over to the "hotspot" – just to be there!
12		Non verbal cueing	Eye contact, raised eyebrow – knowing smile – raised hand (open palm) – finger to lips – posture, stance.
13		Tactical ignoring	Ignoring low level and 'secondary' behaviour – attending to the on-task behaviour when pupil isn't making a bid for attention
14		The confident teacher/ leader using positive correction	The confident teacher/ leader using positive correction – managing "behaviour for Learning" from the head, not the gut!
15		Most intrusive: Positive reinforcement	"Behaviour for Learning" from the head, not the gut!

Individual Behaviour Plan

Name:	Year:	Class teacher:
Term:		Date:
Daily Support:		
• Make positive contact with each child at the start of each day • Non-verbal communication • Reminders of the rules at the start of each session • Catch up and the end of each session either with class teacher or teaching assistant – what has gone well/ next steps • Lots of rewards for positive behaviour – dojos/stickers/verbal/show work/certificates etc • Feed back to parents when possible. • If there are early signs, use distraction methods such as giving A a job, taking a book to the library, 5 minutes outside of class with TA.		
DESCRIPTION OF BEHAVIOUR	POSSIBLE TRIGGERS	PROACTIVE SUPPORT

Positive Handling Record

Name of pupil:.....

Year Group:.....

Date of incident:.....

UPN:.....

Place/s incident occurred:.....

Reporting staff:

Other witnesses:.....

Start time (please use 24 hour clock): End time:

Day of week: Lesson:

Staffing for lesson: (initials).....

Other pupils present: (initials)

How did the incident begin? (antecedents)

What led to the incident/triggered the behaviour?

What behaviour was observed?

State actual behaviour observed, e.g. hitting rather than aggressive.

What was done to defuse/de-escalate the situation? (consequences)

- Ignoring
- Behaviour Management Plan followed
- Other (please state):

Reason why reasonable force was thought necessary (please tick only 1):

- The pupil was at immediate risk of injury
- The pupil was placing other pupils at risk of injury
- The pupil was placing staff or others present at risk of injury
- Property was about to be damaged
- Good order was prejudiced – how

.....

- Other – please explain

.....

Description of physical interventions used

TT = Team Teach – please tick all that apply

Technique used	Time applied for:	Technique used	Time applied for:
TT single elbow		Leg support	
T figure 4		Head support	
TT double elbow		Safe Space - zipped	
TT T-wrap			
Location of support	Time applied for:	Technique used	Time applied for:
Supported sitting on 3 chairs		TT front ground recovery o with leg support	
Supported on floor – child dropped to floor Q Supported on floor – child taken to ground		TT back ground recovery o with leg support	
Breathing monitored by:			
Supported into standing using pupil's own movements & momentum	No. of staff involved and initials:		
Supported into standing against resistance	No. of staff involved and initials:		

Post incident support

How was the pupil calmed after the incident?

- Quiet time allowed: state
- Praised for appropriate/on task behavior
- Other - please state:

Incident discussed with pupil at level appropriate to their understanding

- By whom?
- Pupil's views recorded via debrief sheet

Parents informed

- By telephone – by whom?
.....
- Face to face – by
whom?.....
- Injuries – please tick all that apply and add HSI number to
brackets []
- Staff injured [] HSI completed
- Pupil involved in incident injured [] HSI completed [] body
map completed
- Other pupils injured [] HSI completed [] body map
completed
- Other people injured [] HSI completed

Damage to property

Record any damage to property:

All staff involved please sign to confirm this is an accurate record of the incident:

Signed: Signed:
Signed: Signed:
Signed: Signed: Signed:
..... Signed:

Lead member of staff:

Signed: Time: Date:
Report passed to: Designation
Report saved and attached on CPOMS []