WHINLESS DOWN
ACADEMY TRUST

PRIORY FIELDS
SCHOOL

Behaviour & Relationship Policy

September 2026

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Purpose

The purpose of this policy is to provide clear and consistent procedures for staff and learners that:

- Set high expectations for a culture of exceptionally good behaviour
- Recognise behavioural norms and positive, healthy relationships
- Positively reinforce behavioural norms and positive, healthy relationships
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions
- Provides clear guidance on how to manage cases of misbehaviour

WDAT Vision

At **Whinless Down Academy Trust**, we believe that 'Learning Changes Lives'. Our vision is to provide an education that inspires and prepares children for life, whatever their background. We achieve this through the values of aspiration, courage, imagination, happiness, collaboration and empowerment.

Our approach

Priory Fields School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone – staff, pupils, governors, trustees – is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We have developed our behaviour policy to embrace the WDAT vision to ensure that we are able to provide a high-quality education that inspires and prepares children for life.

At **Priory Fields School**, our vision is 'Everyone Achieving Together', regardless of background, to ensure that all pupils are able to achieve their full potential. We recognise that high expectations, clear policies and a culture of mutual respect between all members of our school community are essential to achieving this. Our school values of collaboration, happiness, respect, responsibility, aspiration, adventure and open-mindedness underpin our Behaviour and Relationship Policy.

At Priory Fields School, we know that positive relationships between staff and pupils is essential for a conducive learning environment and will enable all pupils to achieve our high standards of behaviour. Staff demonstrate a commitment to understanding each pupil as an individual, cultivating relationships founded on trust, mutual respect, and professional care. We recognise that poor behaviour can be a sign of underlying issues such as neglect, abuse or trauma; a positive, trusting relationship will help our staff to identify when this may be the case. Staff at Priory Fields School are expected to deal with challenging behaviours calmly and with compassion at all times and treat all pupils with the respect and dignity

that they deserve. We do not accept shouting or humiliation as a way to deal with poor behaviour.

We are a **Thrive** school. Thrive is embedded within our ethos and in how we approach the personal development of all pupils. We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and readiness for wider academic learning. We recognise that this is core to our work as a school.

We believe that **restorative practice** is crucial to repairing harm that has been done in conflict. Restorative justice includes all parties involved in an incident. All adults will support children following conflict by facilitating 'restorative circles' to repair relationships and identify the harm that has been caused.

Our school values underpin our school rules that we expect all members of our school community to follow:

- **We are Respectful Rabbits:** we show respect towards others and take care of our school and property.
- **We are Collaborative Cats:** we listen to and support others and take an active part.
- **We are Adventurous Aardvarks:** we try hard to reach our goals and show resilience to overcome obstacles and problems.
- **We are Responsible Racoons:** we take responsibility for our actions and words by making good choices.
- **We are Aspirational Ants:** we try our best and know we learn from our mistakes.
- **We are Happy Hippos:** we have a positive attitude and spread happiness where we can.
- **We are Open-minded Octopuses:** we value diversity and are always ready to give something new a try.



Roles and responsibilities

All members of the Priory Fields School community are responsible for ensuring the highest standards of behaviour are maintained at all times. All adults will consistently model our school values and reward pupils for following those values. All staff will respond predictably, promptly and assertively to any misbehaviour.

The Headteacher is responsible for:

- Publicising the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
- Implementing the school's Behaviour and Relationship Policy consistently throughout the school, reporting to governors, when requested, on the effectiveness of the policy and sharing the data collated from this.
- Dealing with incidents of **extremely serious misbehaviour,** with the support of the Assistant Headteachers.
- Giving suspensions to individual pupils for **extremely serious misbehaviour**. For repeated or for some acts of extremely serious misbehaviour, the Headteacher may permanently exclude a child. The headteacher mat consult the CEO of WDAT or Trust leaders where appropriate.

The Governors are responsible for:

- Requesting, receiving and evaluating data about behaviour and the policy each year.
- Ensuring that the school's Behaviour and Relationship Policy supports staff and pupils.

The School Improvement Leader is responsible for:

- Monitoring the implementation of the Behaviour and Relationship Policy.
- Conducting staff and pupil voice on behaviour and relationships in the school and communicating findings with the leadership team.
- Supporting staff who may be in need of additional support.

The Assistant Headteachers and Key Stage Leaders are responsible for:

- Ensuring that all staff are implementing the behaviour policy consistently throughout the school.
- Ensuring that school rules are followed throughout the school and that all of our pupils are given the opportunities to feel safe and able to learn.
- Dealing with incidents of **serious and deliberate misbehaviour**, identifying which school rules have been broken. They will need to contact parents to inform them of behaviour in the school and hold meetings when required.

- Ensuring all stakeholders are informed about the progress of an investigation and its resolution.
- Acting as a mentor for pupils on a behaviour record in order to support them with improving their behaviour, and providing regular feedback to parents.
- Assistant Headteachers will support the Headteacher in dealing with incidents of **extremely serious misbehaviour.**
- Assistant Headteachers will monitor the recording of behaviour incidents on CPOMS, looking for patterns or issues arising; these issues can then be dealt with accordingly.

The Inclusion Team (including the SENCOs) is responsible for:

- Monitoring the recording of behaviour incidents on CPOMS, looking for patterns or issues arising; these issues can then be dealt with accordingly.
- Ensuring that the children's needs are identified, and are clearly communicated to the class teacher, with support strategies to help prevent misbehaviour.
- Providing support and intervention for pupils with additional needs where those needs might affect behaviour.
- Completing and monitoring whole school teacher training for Thrive teaching & learning strategies.
- Provide training to staff on positive communication strategies with children.
- Providing support to dysregulated children and giving reparative support to those identified.
- Ensuring records, including PSPs and risk assessments, are maintained and effective by completing regular reviews of provisions in place with both the class teacher and parents.
- Liaising with external agencies when specialist support for behaviour is needed.
- Buddying with pupils on a behaviour record in order to support them with improving their behaviour, and providing regular feedback to parents.
- The FLO will liaise and meet with parents to provide advice and support and ensure that communication between families and the school is effective.

Teachers and support staff are responsible for:

- Planning lessons/interventions that engage, challenge and meet the needs of all learners. Well-planned lessons and challenging learning opportunities will prevent most cases of low-level disruption from occurring.
- Implementing the Behaviour and Relationship Policy and focusing daily on strong positive relationships that foster mutual respect and positive self-esteem of all pupils.
- Treating each child fairly and consistently with respect and dignity.
- Having high expectations of behaviour for all pupils.

- Ensuring that 'Classroom Management Strategies' are in place to support positive behaviour as directed in this policy.
- Fully investigating any behavioural incidents whilst a pupil is under their charge AND recording misbehaviour on CPOMS, ensuring accounts are accurate and detailed.
- The class teacher is responsible for communicating with parents regarding repeated instances of **low-level disruption** or **challenging negative misbehaviour.**
- Reminding pupils that property from home should not be brought into school.
- Liaising with external agencies, as necessary, to support and guide the progress of each child and implement strategies devised by the agencies and agreed upon by the Inclusion Team.
- Liaising with phase leaders and senior leaders regarding repeated instances of misbehaviour, or for cases of **serious and deliberate misbehaviour** or **extremely serious misbehaviour.**

Parents/Carers are responsible for:

- Discussing with the child how their school manages pupils' behaviour, as described in this policy.
- Reinforcing the school behaviour system at home, talking with their child/ren that there are set consequences for their actions.
- Encouraging pupils to follow the school values.
- Monitoring the behaviour of their child/ren online.
- Communicating with the class teacher if there are behaviour concerns.
- Attending meetings with staff regarding behavioural concerns the school has and agreeing on actions/next steps.
- Ensuring children wear the correct school uniform each day.

Pupils are responsible for:

- Following the school rules and demonstrating our school values at all times, whether at school, at home, or online.
- Engaging in effective restorative conversations between adults and children when necessary.
- Seeking support from trusted adults when they feel unable to manage their emotions.
- Increasingly showing empathy and understanding to others.
- Wearing the correct school uniform at school.

Whole school approaches

At Priory Fields School, we recognise that positive behaviour is built through strong relationships, consistent routines and the explicit teaching of emotional regulation and social skills. Behaviour can be a form of communication; understanding the reasons behind a child's behaviour helps us provide appropriate support while maintaining high expectations for all pupils.

To support this approach, staff receive PROACT SCIPr (Positive Range of Options to Avoid Crisis and use Therapy - Strategies for Crisis Intervention and Prevention) training. This provides a consistent, child-centred approach to understanding behaviour, reducing anxiety and preventing escalation. Staff are trained to recognise possible triggers, identify early signs of distress and use proactive strategies before behaviour escalates.

Our approach places a strong emphasis on prevention and de-escalation. Staff build positive relationships, adapt the environment where appropriate, communicate calmly and respectfully, and use supportive strategies such as distraction, redirection, reassurance, offering choices and reducing demands where appropriate to help pupils regain emotional regulation.

Alongside this, we use the Zones of Regulation to explicitly teach pupils how to recognise, understand and regulate their emotions. Children learn that all emotions are normal and acceptable, while remaining responsible for choosing safe and appropriate behaviours. Pupils are supported to identify their emotional zone and develop personalised strategies that help them become ready to learn.

We recognise that self-regulation develops over time and that some children first require co-regulation from trusted adults. Staff therefore model calm, respectful interactions and work alongside pupils to help them understand and manage their emotions, gradually developing confidence and independence.

Classroom management strategies

To ensure consistency, all classes will have:

- A lining-up order.
- Carpet/desk spaces for children to be known and shared.
- Classroom Monitors to be known and displayed.
- Named label tags for pegs and trays for individual children.
- A visual timetable displayed and a display showing ‘who is in my class’ on that day.
- Well-organised stationery which is clearly labelled and accessible to all.

All staff will use and promote:

- Meet and greet for every pupil each morning at the classroom door.
- Meet and greet the class following break and lunch.
- Whole school stop signal – 5 second countdown.
- Class to stop and listen – 5 second countdown.
- Whole school in-lesson transitions cues:
    - 1 - Stand up
    - 2 - Move (to table/carpet/learning area)
    - 3- Sit down
- Magnet eyes - Pupils looking at and track the speaker.
- Learning breaks to reduce cognitive load.

All staff will explicitly teach expectations and routines to pupils by:

- Most importantly, modelling what our school values look like in their interactions with all members of the school community.
- Acknowledging and praising behaviour that demonstrates our school values.
- Giving pupils clear reminders about what the consequences of their actions will be if they don't demonstrate our school values.
- Being clear and consistent in the use of sanctions.

Making adjustments to routines for those with additional needs

As with all teaching and learning, we want to ensure that classroom management strategies do not take a 'one-size-fits-all' approach.

Staff will adjust routines where appropriate and reasonable, and ensure this is done proactively. For example, a pupil with autism who finds transitions difficult may not be expected to line up in the class line at the end of a lesson, instead using the time to look through a visual timetable or 'now and next' board to aid them in transitioning calmly.

Behaviour expectations

At Priory Fields School, we have high expectations for pupil behaviour at all times. No child has the right to disrupt the learning of others. In order to ensure this, we have clear expectations for behaviour around the school. We talk about children being **Respectful Rabbits** when setting behavioural expectations.

<u>Moving around the school</u>

When children are moving through the corridors, they walk **respectfully** on the left. Our pupils never run down the corridor. They are quiet and do not disturb the learning of others. When walking down stairways, children walk **respectfully** on the left. Our pupils will show **respect** by holding the doors open for other children and adults.

When waiting outside a classroom, pupils are expected to line up quietly. Adults will stand at the door and greet children as they walk into class, ensuring all children are ready to learn.

Playtime

Children will walk **respectfully** up to the playground or field at breaktime, in their line order, behind an adult. They will walk quietly so they do not disturb the learning of others. At the end of play, children will line up in their line order and follow an adult back to the school building quietly. Class teachers will meet their class on the playground and lead the line back to class, with the TA at the back.

Whilst out at play, children will behave responsibly and treat each other with **respect** at all times. Play fighting involving physical contact is not allowed. Name calling that hurts the feelings of others is not allowed. Children use **respectful** language towards each other at all times.

Adults on duty run an active playground. HLTAs will plan activities for children to engage in whilst on the playground and ensure adequate supervision is provided; HLTAs will share the plan for active playground with their team each week. Adults on duty will continue to treat children with the respect and dignity they deserve and will deal with any behavioural issues calmly. Any arguments between children will be managed calmly with a restorative conversation, followed with any appropriate sanctions as outlined in this behaviour policy.

Classroom

Classrooms at Priory Fields School are a calm, safe learning space. They are kept tidy and organised by both staff and pupils. All school property is treated **respectfully.**

Children have seating plans that are conducive to learning. When somebody is talking to the class, pupils use 'magnet eyes', facing the speaker and tracking them with their eyes. Children do not call out or speak over others. They follow adult instructions and strive to complete their learning tasks to the best of their abilities. They show themselves **respect** by ensuring that presentation of learning is always of the highest quality. All children use **respectful** language.

Adults ensure they treat all pupils with the **respect** and dignity they deserve. They maintain a calm and safe learning environment at all times. No adult should ever shout at a pupil and humiliation should never be used as a behaviour management strategy.

Dining hall

Eating lunch together in the dining hall is an opportunity for children to socialise with their friends whilst enjoying their meals. Children will sit on allocated tables and talk quietly and

respectfully with each other. All pupils will demonstrate excellent manners by saying please and thank you to all staff, as well as keeping their table spaces tidy.

A 'quiet table' will be available for pupils to sit at if they would like some time alone. Adults in the dining hall will check in on these children who will be allowed to return to their normal table if they want to. Adults may direct children to this table if they feel they need some time to sit quietly for a time out.

Assembly

During assemblies, children sit still with 'magnet eyes' and listen **respectfully**. An adult from each class will accompany children to assembly. Staff are proactive in supporting behaviour and will provide quiet reminders to children not sitting and listening respectfully.

Year 6s sit on benches during most assemblies – this is a privilege and will only be in place if pupils are behaving **respectfully**.

Outside of school

Pupils and staff recognise that they represent our school outside of school hours. We all behave **respectfully** and responsibly outside of school, demonstrating our school values to others at all times.

Online

Pupils and staff recognise that they continue to represent our school when online. They will demonstrate our school values online, treating others **respectfully** and behaving responsibly.

Positive praise and rewards

At Priory Fields School, we know the power positive praise has on the behaviour of our pupils. When a child is seen to be following our school values, they will receive praise explicitly for that value. For example, "Well done for giving that a try. You have been an Open-Minded Octopus." Stickers can be given to children to recognise their efforts. We believe in PIP – Praise In Public – to highlight positive behaviour and set good examples of behaviour.

We reward pupils for following our school values. Values tokens can be awarded for each school value when an adult sees children demonstrating the school values. Tokens will be collated in each classroom in token jars. When children receive a value token, they will record that on their individual 'My Values Tokens' chart (see Appendix 1). At the end of each term, children will have the opportunity to trade their earned tokens for prizes and rewards.

At the end of each week, value tokens in each class will be counted and this will be shared during Friday's celebration assembly. The class with the most tokens for each value will be able to look after the value animal for the week. For example, the class with the most

Responsible Racoon tokens will look after the Responsible Racoon teddy for the week. On a Friday, one child from each year group will be rewarded for demonstrating a school value by being invited to 'Hot Choc Friday' with a member of the leadership team.

Each term, the whole school will have a focus value. This will be a value that the Headteacher decides the whole school needs to strive towards. At the end of each week, a KS1 and a KS2 class with the most value tokens for the focus value will be awarded with ten minutes of extra playtime. At the end of each term, the total number of value tokens for that focus value will be counted and the class with the most tokens per child will receive a reward. This may include a film afternoon, a sports afternoon, a trampolining session, or any other appropriate award.

Class teachers are responsible for communicating particularly good behaviours with parents so that their achievements can be celebrated at home too.

To ensure a consistent approach to rewarding behaviour is taken at Priory Fields School, staff will not provide additional prizes or rewards to pupils, or use additional third-party behaviour programs, that are not outlined in this policy. Teachers may use additional incentives in class, such as table points, with non-monetary based rewards available.

Dealing with misbehaviour

Every child has the right to a high-quality education. No child has the right to disrupt the learning of others. At Priory Fields School, we recognise that well-planned and challenging lessons are integral to providing a good education; it also prevents most cases of low-level disruptive behaviour. However, there will be times when pupils do not meet our high standards of behaviour.

We believe in RIP – Reprimand In Private – and do not condone shouting or humiliation as a way of managing negative behaviour. In most cases, a discrete verbal warning where positive learning behaviours are re-established is enough to return behaviour back to a good standard.

There are times that negative behaviour can become disruptive to learning. We categorise these behaviours into four categories: **low level disruptions, challenging negative misbehaviour, serious and deliberate misbehaviour,** and **extremely serious misbehaviour.** The table below outlines how we manage cases of these behaviours and who is responsible. The behaviours listed are not exhaustive; there may be times when staff need to decide an appropriate action to behaviours not on this list.

Staff at Priory Fields School are trained in de-escalation techniques, such as the use of distraction, to try and prevent low-level or challenging behaviour becoming more serious.

Challenging negative behaviour will be recorded on an incident report to aid teachers in sharing details with parents (see Appendix 2). **Serious and deliberate misbehaviour** and **extremely serious misbehaviour** will be recorded on CPOMS.

Reflections

Where a child has not taken heed of warnings, they may be given a 'reflection'. This is an opportunity for a child to reflect on the behaviour and the impact it had. Adults will have restorative conversations during break or lunch play to reflect on the choices made and repair relationships.

Behaviour	Adult responsible	Actions and sanctions
Low-level disruptions Out of seat Calling out Silly noises/ faces Using equipment intentionally inappropriately/ incorrectly/unsafely (e.g. rocking on a chair) Interrupting Running inside the building Pushing in line Not following instructions Not completing learning	Support staff Class teachers	*The staff member who witnesses or is made aware of any misbehaviour is responsible for investigating the incident.* **1st instance** – verbal warning followed by a restorative conversation **2nd instance** – a reminder followed by a restorative conversation **3rd instance** – break or lunch reflection. Class teacher to speak with parent/carer to communicate behaviour. **4th instance –** see challenging negative behaviours
Challenging negative misbehaviour Persistent low-level disruptions Treating others disrespectfully Low-level name-calling Play fighting Refusal to complete work or follow instructions Leaving the classroom without permission Deliberately breaking schools or others' property Unintentionally hurting someone as a result of another negative action/ behaviour	Support staff Class teachers Inclusion team	*The staff member who witnesses or is made aware of any misbehaviour is responsible for **investigating** the incident.* **1st instance** – a warning followed by a restorative conversation **2nd instance** – break or lunch reflection. Class teacher to speak with parent/carer to communicate behaviour. Incident report to be completed (see Appendix 2). **3rd instance** – see serious and deliberate behaviour Other appropriate actions may include: - Restorative conversation with all involved parties - Removal from class for a set period of time - Write an apology letter

Serious and deliberate misbehaviour Persistent challenging negative behaviour Swearing or using inappropriate language (including sexualised language) Graffiti Vandalism Stealing Intentionally hurting someone Verbal or physical threat Spitting at someone Inappropriate online behaviour	Phase Leader Assistant Head teachers Head teacher	*The staff member who witnesses or is made aware of any misbehaviour is responsible for **reporting** what has happened to a member of the leadership team who will the investigate.* Any serious or deliberate behaviour needs communicating with parents/carers by the Key Stage Leader or Assistant Headteacher, or Headteacher if they are unavailable. The incident will need recording on CPOMS. Sanctions from the following will be decided: - Break or lunch reflection - Right the wrong e.g. clean up graffiti - Removal of a privilege (this cannot affect their access to a full curriculum) - Removal from class for a set period of time - Suspension For repeated instances, see **extremely serious behaviour.**
Extremely serious misbehaviour Persistent serious and deliberate behaviour Leaving the school site Bullying, including online Discrimination (including all protected characteristics) and oppressive behaviour Sexual harassment and sexual violence Very serious challenge to adult Intentionally seriously hurting someone Serious inappropriate online behaviour	Assistant Head teachers Head teacher CEO	*A member of the Senior Leadership Team will investigate cases of extremely serious misbehaviour.* Any extremely serious misbehaviour needs communicating with parents/carers by Assistant Headteachers or the Headteacher. The incident will need recording on CPOMS. Sanctions from the following will be decided: - Removal of a privilege (this cannot affect their access to a full curriculum) - Removal from class for a set period of time - Suspension - Permanent exclusion Repeats of extremely serious behaviour over time will lead to an escalation of sanctions. ***Where sexualised language may indicate sexual harassment, harmful sexual behaviour or another safeguarding concern, staff will follow safeguarding procedures in addition to behaviour procedures.***

Behaviour outside of school premises

Schools have the power to sanction pupils for behaviour outside of the school, including online, to such an extent as is reasonable, as set out in the DfE's 'Behaviour in Schools – advice for headteachers and school staff' (February 2024).

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.

Online misconduct can include:

- Sharing harmful content
- Sharing images without consent
- Ai-generated harmful or abusive content
- Online harassment
- Behaviour likely to impact the welfare of pupils or staff

Leaving the school site

Leaving the school site is an **extremely serious misbehaviour.** If a child leaves the school site, staff are instructed to follow at a safe distance and never chase after the child. Adults need to collect their mobile phone before leaving and alert another member of staff. The office will immediately contact parents for them to support and the adult following the child will provide the office with regular updates on location. If a child acts dangerously or if the adult loses sight of the child, 999 must be called immediately so police can support.

Pastoral support plans

If a child repeatedly demonstrates **challenging negative behaviour**, despite the sanctions in place as outlined in this behaviour policy, a Pastoral Support Plan (PSP) may be devised to outline further support the school can offer, behavioural expectations, and consequences to breaches of the school rules. If there is more than one incident of **serious and deliberate** or **extremely serious** behaviours, or a suspension, a PSP will also be considered. The aim of a PSP is to prevent suspension or exclusion: it is a way of adapting to meet the needs of a pupil by clarifying what we as a school will do to support the pupil, and our expectations for all staff, parents/carers and the pupil.

PSPs will be written by the SENCOs, in consultation with class teachers, and will be read and implemented by all members of staff who have dealings with the child. PSPs will be reviewed with parents when initially instated, and then reviewed on a termly basis. If the plan is not being successful, it may be reviewed more regularly.

Children on PSPs will have a 'mentor' who will be a member of the inclusion team or a member of SLT. Their 'mentor' will have daily check ins with the pupil and be a safe adult for the child to regulate with, if necessary. They will communicate progress in behaviour with parents for the duration of their time on a PSP, along with class teachers.

PSPs will remain in place for pupils until their behaviour has returned to a good level. Pupils on PSPs will also have a behaviour log that will be completed by the class teacher each day and shared with adults regularly (see Appendix 3).

Risk assessments

Risk assessments are carried out for any pupil whose behaviour may present a risk to themselves or others. Risks are identified and reduced as far as reasonably practicable, with plans reviewed when circumstances or behaviours change.

Suspensions and exclusions

In line with the DFE (2024) expectations, all schools within the Whinless Down Academy Trust have the ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil.

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies can manage their behaviour. However, if these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Persistent disruptive behaviour
- Damage to property
- Use, or threat of use, of an offensive weapon or prohibited item
- Persistent bullying
- Racist abuse, or abuse related to sexuality or disability

Suspensions can only be enforced by the Headteacher, in consultation with the CEO, and will usually take the form of a fixed number of days off site. However, suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Pupils at risk of suspension will have a Pastoral Support Plan (PSP) in place, which outlines the extra provision in place to support the pupil, and how both the school and parents can support them. In the rare instance that a child without a PSP receives a suspension for a significant incident, then the implementation of a PSP will be discussed in the re-integration meeting.

Following a period of suspension, a reintegration meeting with a member of the SLT will always take place to support the pupil's return to school. At this point, the reasons for suspension will be discussed, as well as strategies for moving forward. Pastoral Support Plans may be discussed at this meeting. The pupil will be expected to attend all or part of this meeting, as hearing their thoughts and views (in an age-appropriate way) is paramount to forward planning.

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy.
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Off-site direction and Managed moves

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time limited placements at an alternative provision, such as one of the other schools in the Whinless Down Academy Trust.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

Pupils with SEND

A school with a culture of exceptionally good behaviour and a calm environment will benefit all pupils, including those with SEND. We will always endeavour to make appropriate adaptations to anticipate and reduce likely triggers of misbehaviour and put in place support to prevent these. For example:

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of a teacher and/or the board.

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned (Behaviour in Schools, 2024).

At Priory Fields School, we follow the guidance provided by the DfE in 'Behaviour in Schools – advice for headteachers and school staff' (February 2024) when it comes to managing the behaviour of pupils with SEND:

- *A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.*
- *Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and school's guidance.*
- *The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.*
- *In 2018 an Upper Tribunal judgement found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. As is explained above, this does not necessarily mean that a disabled child will be exempt from sanction.*

Bullying

Whinless Down Academy Trust has a robust Anti-Bullying Policy which clearly outlines what bullying is, forms of bullying (including prejudice-based bullying), and how we manage allegations of bullying. We recognise that bullying is repeated, negative behaviour that is intended to cause harm, whether physical or emotional. It can be **verbal, indirect** or **physical.** Bullying can take place in person or online, which is called **cyberbullying.**

We educate all pupils on what bullying is and how we respond to bullying behaviours. We teach our pupils to inform adults if they witness or experience bullying. All allegations of bullying are reported to the headteacher who will then decide how it will be investigated. If the allegation is founded, then parents of both parties will be informed. Bullying is an **extremely serious** behaviour and an appropriate sanction will be given to the perpetrator. Both the bully and the victim of bullying will be supported by staff following the incident to prevent the behaviour being repeated further. Restorative conversations and strategies will be implemented to restore relationships. A Pastoral Support Plan may be considered in some cases, along with a 'mentor' and a behaviour record.

Further information about how we deal with bullying incidents and how we aim to prevent bullying happening in the first place can be found in the Anti-bullying Policy.

Child-on-child abuse (including harassment and violence)

All staff are trained, as part of our safeguarding training, to recognise and respond to child-on-child abuse. In line with Keeping Children Safe in Education 2026 and our Child Protection and Safeguarding Policy, abuse is abuse and must never be tolerated or dismissed as 'banter', 'just having a laugh' or 'part of growing up'. Staff understand that child-on-child abuse can occur on or off the school site and online, and concerns must be reported to the DSL or deputy without delay.

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Serious physical assault and harm, or the threat of harm with a weapon, including attacks between children that cause or threaten significant bodily harm.
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, jokes, remarks and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including digitally manipulated or AI-generated sexual images/deepfakes. These incidents are treated as safeguarding concerns and referred to the DSL; staff must not ask pupils to send, save or forward imagery.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

Staff must remain alert to times and places where children may be at increased risk, including less structured periods and immediately after school. Any concern should be reported whether the incident is thought to have taken place on-site, off-site or online.

Downplaying inappropriate behaviour can contribute to a culture in which harmful behaviour, including misogyny, becomes normalised. All staff will challenge sexist, misogynistic, discriminatory and sexually inappropriate language or behaviour promptly and will record and report concerns in line with safeguarding procedures.

Child-on-child abuse is a safeguarding issue for both the child who has experienced harm and the child alleged to have caused harm. Responses will be child-centred and proportionate, with appropriate support, education and safeguarding considered for all children involved.

Child-on-child abuse is preventable. Staff will recognise behaviours and indicators of risk early and use timely, evidence-based support, education and intervention to reduce the risk of children going on to cause abuse or violence.

Pupils will be educated about child-on-child abuse at an age-related level through our RSE and PSHE Curriculum.

All cases of child-on-child abuse will be treated as **extremely serious** behaviour and sanctions for such behaviour will be as outlined in the **Dealing with misbehaviour** section of this policy.

Discriminatory behaviours

Priory Fields School is committed to creating a welcoming, inclusive and respectful environment where every member of the school community feels safe, valued and treated with dignity. We celebrate diversity and promote equality, positive relationships and respectful participation in a diverse society.

Discrimination, harassment, victimisation or prejudice based on any protected characteristic, including age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, will not be tolerated. We also challenge prejudice relating to culture, ethnicity, language, family background or any other personal characteristic that makes an individual feel unsafe, excluded or discriminated against.

We will promote equality of opportunity; foster respect and understanding; challenge prejudice, discrimination and stereotypes; respond promptly to discriminatory behaviour; and provide appropriate support, education and, where necessary, sanctions for those involved.

The school adopts the definition of a racist incident from the Stephen Lawrence Inquiry Report: "Any incident which is perceived to be racist by the victim or any other person." All reports of racist or discriminatory behaviour will be taken seriously, investigated promptly,

recorded and monitored to identify patterns or trends. Parents/carers will normally be informed and pupils affected will be appropriately supported.

Sexual harassment and sexual violence

Following any report of sexual harassment or sexual violence, we will follow the advice set out in Keeping Children Safe in Education. The school's Designated Safeguarding Lead (or deputy) will take the lead in investigating any incident of this kind.

Priory Fields School is committed to promoting respectful relationships and challenging attitudes, language and behaviours that may normalise sexism, misogyny or gender-based prejudice. In line with Keeping Children Safe in Education 2026, inappropriate comments or behaviours will not be dismissed as harmless, 'just joking' or 'part of growing up'. They will be addressed promptly through education, restorative work, age-appropriate consequences and, where appropriate, safeguarding procedures.

At Priory Fields School, sexual harassment and sexual violence are never acceptable. Everyone in our school community has a responsibility to challenge and report sexual harassment, sexual violence, sexist language, misogynistic attitudes and any behaviour that makes others feel unsafe or disrespected. Concerns must be reported immediately in line with the Trust's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

Where incidents occur, victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Incidents of sexual harassment and sexual violence are classified as **extremely serious misbehaviour** and appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. Parents of perpetrators will always be informed. The school will also consider whether guidance or counselling is needed to prevent a recurrence.

Restrictive intervention (including use of reasonable force)

What is restrictive intervention and reasonable force?

Restrictive intervention includes any action that restricts a person's movement, liberty or freedom to act, whether physical or non-physical. Reasonable force is a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

Who can use restrictive intervention?

Wherever practicable, only trained members of staff who have completed PROACT SCIPr Restrictive Intervention training will lead any restrictive intervention. However, all members of staff have a legal power to use reasonable force where it is necessary, reasonable and proportionate to protect pupils or others from harm.

At Priory Fields School, staff will always seek to understand the reasons behind a pupil's behaviour and use preventative and de-escalation strategies before considering restrictive intervention. Restrictive intervention will only be used as a last resort and the least restrictive option will be used for the shortest possible time.

When might restrictive intervention or reasonable force be used?

In line with DfE guidance, Restrictive interventions, including use of reasonable force, in schools (April 2026), restrictive intervention will only be used where it is reasonable, proportionate and necessary to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils at the school.

- The dignity, welfare and rights of the pupil will remain central throughout any intervention. Staff will preserve privacy wherever possible, communicate calmly and respectfully, and continually reassess whether the intervention remains necessary.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that

they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under school rules.

- When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Every restrictive intervention will be recorded promptly on the Physical Intervention Form (Appendix 4) and uploaded to CPOMS. Parents/carers will normally be informed as soon as practicable and in writing on the same day. A debrief and restorative support will be offered to the pupil, staff involved and, where appropriate, other pupils affected. Risk assessments and Pastoral Support Plans will be reviewed where necessary.

The school cannot use force as a punishment – it is always unlawful to use force as a punishment.

The school will consider whether the use of reasonable force gives rise to any safeguarding concern and whether the incident should be reviewed by the DSL.

Banned items

Schools/Academies have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, or any other item which might pose a serious risk to the safety of that pupil and/or others. If an adult believes a child is in possession of a banned item, parents/carers will be contacted immediately and may be asked to attend the school site to support staff.
Priory Fields School will follow the guidance set out in the DfE's 'Behaviour for Schools – advice for headteachers and school staff' (February 2024) and 'Searching, Screening and Confiscation – Advice for schools' (July 2022). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that a member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or

    - to cause personal injury to, or damage to the property of, any person (including the pupil)
- tobacco and cigarette papers, vapes and e-cigarettes
- fireworks
- pornographic images

Mobile phones

Pupils in Years 5 and 6 may bring a mobile phone to school where there is a genuine need. Phones must be switched off before entering the school site and handed to the class teacher immediately on arrival. They will be stored securely and returned at the end of the day. Pupils must not use mobile phones on the school site during the school day unless specifically authorised by a member of staff. This supports safety, wellbeing and learning and reduces safeguarding risks linked to personal devices, including inappropriate communication, photography, online content and image sharing. Unauthorised use may result in confiscation and return to a parent/carer in line with school procedures.

Staff induction and training

All new staff are given training on behaviour management as part of their induction. Staff also receive behaviour and relationships, Zones of Regulation and PROACT SCIPr training periodically through the school's ongoing professional development programme.

For ECTs, behaviour is the primary focus for terms 1 and 2, in line with MyAmbition, our provider for ECT training. Mentors will support ECTs in developing high expectations of behaviour and consistency for dealing with behaviour.

In cases where behaviour management is not effective by a member of staff, a more experienced colleague will provide support through mentoring and/or coaching.

Working with parents/carers

At Priory Fields School, we believe strong partnerships between home and school are essential in promoting positive behaviour, wellbeing and successful learning. We work closely with parents and carers to support children in developing positive relationships and making responsible behaviour choices.

Where a child is finding it difficult to meet the school's behaviour expectations, or following a significant incident, parents/carers may be invited to meet with school staff. These meetings provide an opportunity to share information, discuss underlying factors, reinforce expectations and agree appropriate support and, where necessary, sanctions. Where appropriate, the school may also signpost families to Early Help or other relevant external services.

Record keeping

Robust, factual record keeping is essential to ensure incidents are dealt with fairly and to identify patterns across the school, classes and individual pupils. Behaviour incidents should be recorded on CPOMS at the earliest opportunity and normally no later than the next working day. Records should include the incident, context/antecedent where known, actions taken, decisions made, the rationale for those decisions and outcomes. Where an incident is also a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and alert the DSL/deputy without delay.

Incident Reports

As outlined in the table of misbehaviour in the **Dealing with misbehaviour** section of this policy, incident reports need completing for **challenging negative behaviour**. These need to record the date of the incident, the children involved, the adult investigating, and the consequence of the misbehaviour. The incident reports will be used to support parent meetings about the misbehaviour. Incident reports will be handed in to the inclusion team who will store them in pupil files.

CPOMS

For **serious and deliberate misbehaviour** or **extremely serious misbehaviour,** details will be recorded on CPOMS. The incident may be typed onto CPOMS, or an incident report may be scanned and uploaded. The **behaviour** tag will be used, along with any other tags that are relevant to the incident. Any follow up meeting with parents will be recorded on CPOMS (see below). The child's class teacher, Key Stage Leader, the Inclusion team and the Senior Leadership Team will need alerting through CPOMS. **Where an incident involves a safeguarding concern, the DSL (or deputy DSL) must be informed immediately and recording must follow safeguarding procedures.**

Physical Intervention Log

Where reasonable force has been used on a pupil, a 'reasonable force' form must be completed and entered into the restraint log. Parents must always be informed that reasonable force has been used with an explanation of why it was deemed necessary.

Records of meetings

There will be times that misbehaviour needs reporting to parents. When a meeting takes place with a parent to discuss behaviour, the conversation will need logging on CPOMs. The key points discussed need recording, outlining any next steps for the parents, children and school. This can either be logged directly onto CPOMS, or a 'parent meeting form' can be completed and uploaded (see Appendix 5).

Any meeting with professionals to support the behaviour of the child will be logged on CPOMS. The meeting can either be logged directly onto CPOMS or a 'meeting with professionals' form can be completed and uploaded (see Appendix 6).

Other policies

Below is a list of other school policies that may be applicable to managing behaviour at school:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Mobile Phone Policy
- Online Safety Policy
- Relationship and Health Education Policy
- RSE Policy
- SEN Policy and Information Report
- Supporting Pupils with Medical Needs Policy
- Suspension and Exclusion Policy

Appendices

Appendix 1 – ‘My Values Tokens’ chart

Appendix 2 – Incident report form

Appendix 3 – Example behaviour log

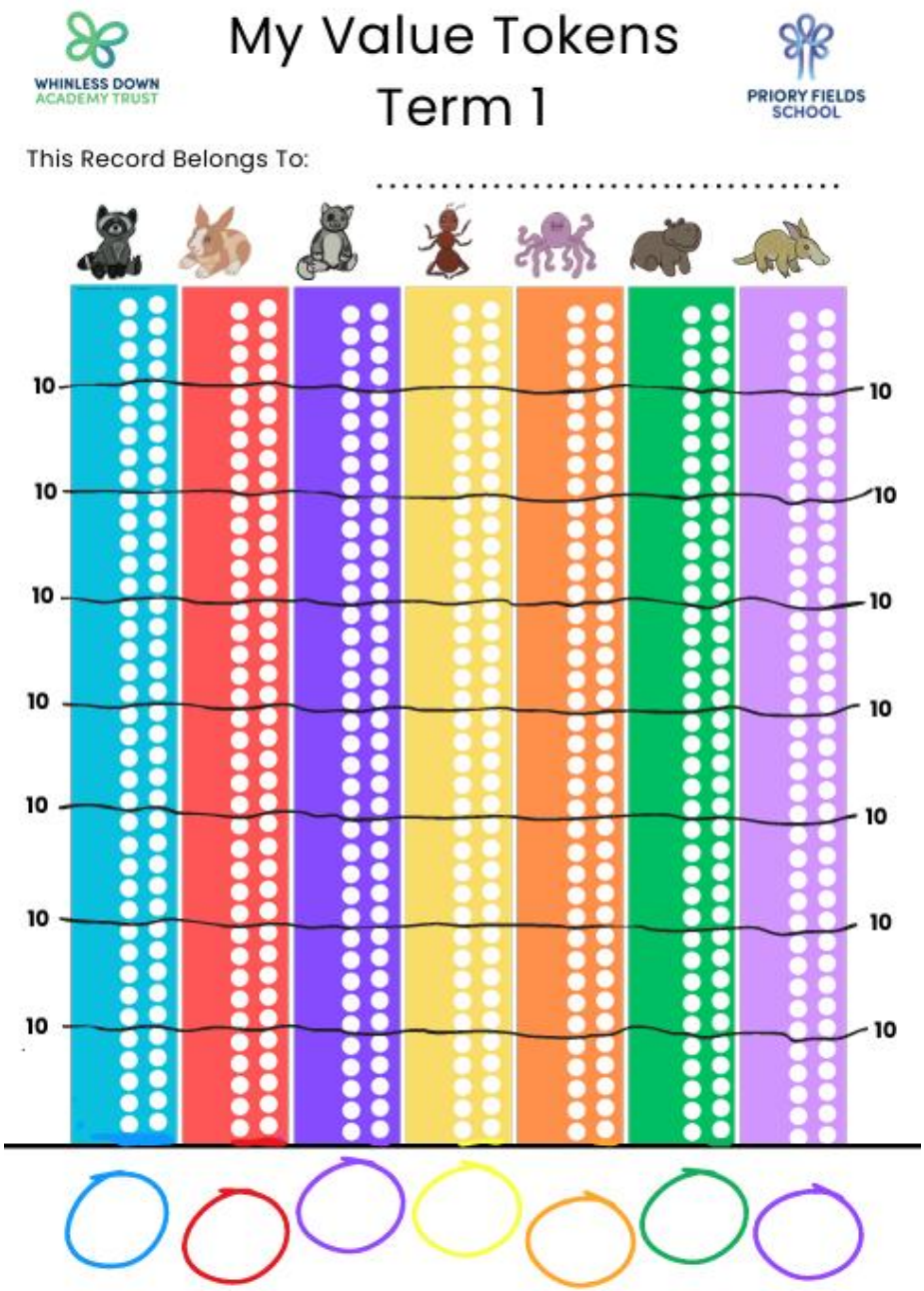
Appendix 4 – Restrictive intervention form

Appendix 5 – Parent meeting form

Appendix 6 – Meeting with professionals form

Appendix 7 - Positive relationships, behaviour and de-escalation scripts

Appendix 1 – 'My Values Tokens' chart



Appendix 2 – Incident Report Form

PRIORY FIELDS SCHOOL

INCIDENT REPORT FORM

Circle held between Adult:	**Date:**
Children Involved:	- **What happened?** - **What were you thinking of at the time?** - **What have you thought about since?** - **Who has been affected by what you have done?** - **In what way have they been affected?** - **What do you think you need to do to make things right?**
What happened?	
Agreed outcomes: **Next time:**	

Appendix 3 – Example Behaviour Log

PRIORY FIELDS SCHOOL

Behaviour Record

Name …… Class ……. Date ……..

	Morning 1	Break	Morning 2	Lunch	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Appendix 4 – Restrictive Intervention Form

PRIORY FIELDS SCHOOL

PHYSICAL INTERVENTION: INCIDENT REPORT FORM

Adult managing intervention	**Date/Time:**	**Duration:**
Child/Children Involved	**Others – adults**	

Why was physical intervention used?

Please refer to p4 of school behaviour policy and DfE guidelines (2013)

To remove a disruptive child from class where they have refused to follow instruction to do so

Prevent a child disrupting an event or trip

Prevent a child leaving the classroom where leaving would risk their safety

Prevent a child disrupting the behaviour of others

Prevent a child attacking a member of staff or another pupil

To stop a fight on the playground

Restrain a pupil at risk of harming themselves through physical outbursts

Detail what happened, giving full details of the physical intervention used?

The adult managing the intervention is responsible for informing parents/carers that restraint has been used. Please detail how and when information about the physical intervention has been communicated to parents.   **Signed** **Date / time**
Adult managing the intervention to discuss with Headteacher. **Entry made in 'Bound and Numbered Book'**
Signed – Adult Managing Intervention **Signed – Headteacher**

Appendix 5 – Meeting with Parents Form

PRIORY FIELDS SCHOOL

Parent Meeting Form

Name: **Class:**	**Meeting attended by:**
Summary of main issues (home and school):	
Agreed actions/targets (school):	**Agreed actions/targets (parents):**

Signed: **Date:**

PRIORY FIELDS SCHOOL

Professionals Meeting Form

Name: **Class:**	**Meeting attended by:**
Summary of main issues (home and school):	
Agreed actions/targets:	

Signed: **Date:**

Appendix 7 - Positive relationships, behaviour and de-escalation scripts

Building positive relationships

Use positive language that reinforces expectations, belonging and trusted relationships. Examples: "I am glad to see you today." "Thank you for making a good choice." "Let us work through this together." "You have shown real resilience."

Giving instructions and redirecting behaviour

Keep instructions calm, positive and specific. Redirect pupils towards the expected behaviour: "Thank you for showing me you are ready to listen." "Walk safely, thank you." "Remember our school value of Respect." "What is the expectation here?"

When a child is becoming dysregulated

Remain calm, reduce language, lower your voice and allow processing time. Use supportive language such as: "I can see something is not right." "I am here to help." "You are safe." Avoid lengthy discussions, repeated questioning, raised voices and public confrontation.

Co-regulation and Zones of Regulation

Acknowledge emotions without judgement, model calm, support pupils to identify their Zone and use an appropriate regulation strategy before returning to learning. For example: "It is okay to feel angry; it is not okay to hurt people." "What usually helps you in the Yellow Zone?"

Restorative conversation

When everyone is calm, use questions such as: What happened? How were you feeling? Who has been affected? How can we put this right? Reinforce that everyone can make mistakes and that relationships can be repaired.