CHIEVELEY PRIMARY SCHOOL

BE FUTUREPROOF!

POSITIVE BEHAVIOUR MANAGEMENT POLICY AND GUIDANCE REVISED SEPTEMBER 2026

Date	Action	Approved by
March 2025	Updated Policy	FGB
May 2025	Review and update of policy	FGB
September 2026	Review and update of policy	FGB

BEHAVIOUR PRINCIPLES WRITTEN STATEMENT

This section is not policy or practice, rather it is a statement to set out the school's broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the Headteacher who will view each case in light of these principles and any relevant policies.

The governing board is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

RATIONALE & AIMS

Everyone has the right to feel safe and happy at school, and to have the opportunity to learn. At Chieveley, we adopt a Therapeutic Thinking approach to behaviour management, putting positive, prosocial experiences at the heart of our behaviour.

In building and applying the principles in this document, we aim to:

- Create a safe, happy and purposeful environment where children feel empowered to succeed in any future and reach their full potential
- To improve children's self-confidence and ability to self-regulate

- To provide an equitable model of support for all children
- To ensure fairness and consistency when adults need to manage behaviour
- To promote pro-social experiences and behaviours by modelling praise and recognition for all children
- To use 'naturalised' consequences that serve an educational, restorative or protective purpose, with children able to take ownership of their mistakes
- To nurture the positive relationship between the whole school community, for the benefit of all our children

2026 STATUTORY AND GUIDANCE FRAMEWORK

This policy should be read and implemented alongside the current statutory and official guidance applicable in England, including Behaviour in schools: advice for headteachers and school staff; Keeping children safe in education 2026; the July 2026 statutory guidance on suspension and permanent exclusion; Restrictive interventions, including the use of reasonable force in schools (effective from 1 April 2026); the statutory Mobile phones in schools guidance applicable from 1 September 2026; the SEND Code of Practice: 0 to 25 years; and relevant Equality Act 2010 duties and guidance. Where legislation or statutory guidance changes, the school will review this policy and make any necessary amendments.

PURPOSE & DEFINITIONS

The purpose of this policy is to provide clear guidance and procedures for staff and children in order to:

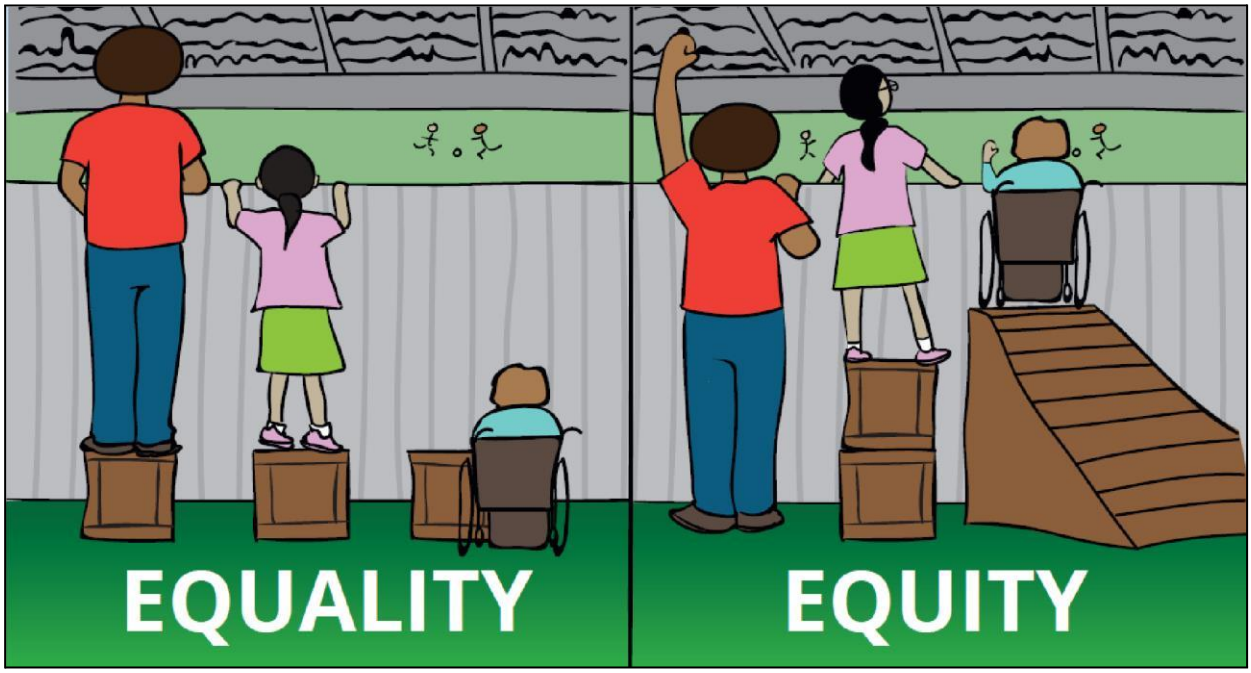
- Recognise that behaviour is communication of needs (at Chieveley we refer to the iceberg model, shown in Appendix C)
- Provide an equitable approach to how we meet the social needs of our children
- Promote children's self-regulation and discipline
- Embed positive social experiences as a means to promoting children's own pro-social choices

Prosocial, Unsocial and Anti-social behaviours are defined as follows:

Pro-Social Behaviour	Unsocial Behaviour	Anti-social behaviour
• Is positive • Is helpful • Intends to promote social inclusion and acceptance • Shows concern for the rights, feeling and welfare of others	• Is disruptive to individual, class or group • learning Can include refusal to follow • instructions Shows a disregard for others, but without the risk of harm	• Causes harm to an individual, group, community or environment • Is likely to cause injury, alarm or distress • Violates the rights of others

In some rare instances, we may also term behaviour as being 'anti-social and dangerous', per Appendix A.

An equitable approach to support means that we vary the support on offer to children based on their own unique needs, both academically and socially. This is done with the goal of providing an equality of opportunity for children, and is demonstrated by the image below. Sometimes, we will have to make social or physical adjustments for children, in order for them to access the same educational opportunities as their peers.



ROLES & RESPONSIBILITIES

Staff will...	Children will...	Parents/Carers will...
• Adopt a de-escalation approach to managing behaviour • Apply consequences to actions that serve either an education purpose, or a protective one • Talk to children about 'the iceberg' as a means to understanding what need is being communicated by their behaviour (unsocial or anti-social behaviours could be a sign of needing help or attention and the child may be in a very heightened, anxious state – possibly due to factors outside of school – we need to be aware and sympathetic of this and that their behaviour may be a cry for help) • Be aware that the lesson could be too easy or too slow or too hard – we need to ensure these things are considered alongside our actions • Build children's self-esteem and model prosocial experiences in class • Be a good role model • Create a safe and loving environment in their classroom • Treat all children fairly and with an equitable approach in mind • Seek support from the SLT or external agencies when the need arises • Where they feel this policy needs further detail or review, raise any issues with school leaders	• Work to the best of their ability and allow others to do the same • Show respect for the school and our wider community • Communicate kindly and work with other pupils as needed or instructed • Cooperate with adults and children • Know how to ask for help and to talk to appropriate adults if they need support in dealing with a problem • Take responsibility for their actions	• Support this therapeutic ethos • Inform the school of any external changes or factors that may affect their child's behaviour • Work with staff to help their children learn how to self-regulate • Recognise the need for an equitable approach and support the school in explaining this to children

The school will monitor the use and impact of behaviour strategies and consequences to identify patterns, including any disproportionate impact on pupils with SEND or disabilities or on other groups of pupils. Where patterns are identified, leaders will review the underlying causes, support provided and whether reasonable adjustments or changes to practice are required.

To ensure the success of the behaviour policy, parents should work towards the school's aims by;

- Accepting and supporting the school's behaviour policy and its related documents
- Accepting responsibility for the conduct of their children and offering praise and consequences when appropriate
- Agreeing to the Home School Agreement when their child is admitted to the school
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Power to regulate behaviour beyond the school gate

The school may apply its behaviour policy to behaviour occurring outside the school premises where the law permits this. This includes behaviour connected with school activities, travelling to or from school, while wearing school uniform or otherwise identifiable as a pupil of the school, and online behaviour where it affects the safety or welfare of pupils or staff, the orderly operation of the school, or the school community. Any response will be proportionate and will take account of the circumstances and the school's legal duties. In particular, this applies when a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a child at the school. It also includes behaviour that:

- could have repercussions for the orderly running of the school
- poses a threat to another child
- could adversely affect the reputation of the school.

In all these circumstances the Headteacher should also consider whether it is appropriate to notify the police of the actions taken against the child. In addition, school staff should consider whether the behaviour may be linked to the child suffering, or likely to suffer, significant harm. In this case the school staff should follow its child protection policy and safeguarding policy.

USE OF PRAISE & CONSEQUENCES

Our main resource for promoting positive behaviour is Class Dojo, which we use to both offer small rewards for good choices, but also as our reminder system when children need to improve their behaviour. As a school, we also use Dojos to reward the 5Rs and our school values more heavily, by assigning them a greater points value.

ClassDojo

It is important to note that by using a Dojo system, each point given or taken is entirely separate from the other points the children receive, and each point has its own explanation as to why it is being awarded. For instance, a child may gain 3 dojo points for their use of resilience when learning but may also lose 1 point for calling out. These 2 actions are independent of each other – the action of calling out does not make the child less resilient.

We view Dojos as being a smaller reward than more traditional house-point models - they help us to teach children that small indiscretions can easily be recovered from - and our approach to the award (or sometimes deduction) of Dojos is done to instil in children an 'overall feel' for their day. One lost dojo for calling out does not mean a child has had a bad day, and there are ample opportunities for them to improve their dojo

score by making the positive behavioural choices that 'make up' for the lost dojo. Although we prefer to take a positive outlook on behaviour management, we also appreciate that there can be a need for 'naturalised consequences' to help children learn that all their actions have meaning. By naturalised consequences, we mean *the specific consequence that results from an action* for example if a child were to pull down the border on a display, the naturalised and restorative consequence would be for them to assist staff in reattaching the border.

We have created a diamond of praise and consequences, similar to other schools in our area, so children are able to see and understand the escalation of praise and consequences, based on their behaviour. This is shown overleaf.
The school holds a central observation log, used to record instances of poor behaviour and especially those that may cause upset or harm to others. This log is used to identify trends, both for individual children and for the whole school, so we are able to put support in place where it is necessary.

CONSEQUENCES

The consequences described in this policy are examples rather than an automatic or mandatory ladder. Staff must exercise professional judgement and consider the individual circumstances of each incident, including age, developmental stage, SEND (Special Educational Needs or Disability), medical needs, safeguarding context, intent, frequency, severity, impact, previous support and any reasonable adjustments. Where a pupil has SEND or a disability, the school will consider whether the need or disability contributed to the behaviour and whether the response or consequence requires reasonable adjustment.

It is always made clear to children that unsocial behaviour that has a negative impact on themselves or others will not be ignored but will be addressed by adults.

1. Children will firstly be reminded of the behaviour expected of them.
2. Teachers will briefly describe to children the impact of their behaviour on their learning or the learning and safety of others, if appropriate.
3. If the unsocial behaviour persists, adults can ask children to reflect on their behaviour through time out of class with a member of staff or a member of the Senior Leadership Team.
4. Where a pupil has refused to complete their work, they may be expected to do so outside of the classroom with a member of staff or member of the Senior Leadership Team, or they may be expected to catch up on work missed during break or lunchtime.
5. As much as possible, conversations with children exhibiting unsocial behaviour will be held privately.
6. If the unsocial behaviours persist, class teachers may contact parents and seek support from the Senior Leadership Team.
7. Should unsocial behaviours escalate and become difficult or dangerous behaviours, a member of the Senior Leadership Team should be informed as soon as possible. In these cases, the child is likely to need time out of the classroom to be encouraged to discuss and reflect on their behaviour.

Parents will need to be involved in a discussion with school leaders about what actions to take to prevent dangerous or difficult behaviours recurring.
Class teachers and lunch assistants keep a dated record of individual instances of antisocial behaviour in the behaviour log (CPOMS) and unsocial behaviour if this is repeated. These records are monitored regularly.

Where a behaviour incident also raises a safeguarding concern, the record should clearly identify the concern, actions taken, decisions made, rationale and outcomes, in accordance with the school's safeguarding procedures.

We will contact the parents of any child whose behaviour causes repeated (or serious) concern, and the Deputy Head and Headteacher will be informed.

Occasionally, strategies to support a change in behaviour for individual children may include the use of a home-school book, Good News books, daily report cards or charts, earning cumulative rewards such as

stickers, stars or points and small rewards at home for positive behaviour in school may be employed as appropriate. These bespoke behaviour strategies will be reviewed regularly by the class teacher and senior leadership team where appropriate and in consultation with parents.

TAKING A THERAPEUTIC APPROACH

Like many local schools, we take a therapeutic approach to understanding behaviour - best demonstrated by the Iceberg model. In short, we believe that behaviour is likely communicating how a child feels at a given movement.

As part of our approach to ensuring a purposeful environment, we work hard to identify any 'triggers' that may influence a child's behaviour and, if it is possible to do so, find ways for these triggers to be avoided. An example of this might be asking particular children to come straight into the classroom at the end of breaktime, as opposed to lining up with the other children, if we view they need a couple of minutes of quiet in order to regulate themselves ready for the next lesson. A therapeutic approach is not concerned with 'making excuses' for behaviour - we simply seek to understand it first in order to help improve it.

Where concerning behaviours indicate a child may be at risk of harm, staff must follow the school's Safeguarding and Child Protection Policy. Behaviour and safeguarding concerns must be considered holistically and reported via CPOMS.

All staff receive regular training on therapeutic behaviour management, de-escalation techniques, and how to respond to behaviour as a safeguarding concern.

RESPONDING TO UNACCEPTABLE BEHAVIOUR FROM PUPILS WITH SEND

Recognising the Impact of SEND on Behaviour

The school recognises that a pupil's behaviour may be influenced by a special educational need or disability (SEND). When incidents of inappropriate behaviour occur, we will consider the potential impact of the pupil's SEND, although not every incident will necessarily be related to their SEND. Decisions about whether a pupil's SEND has influenced their behaviour will be made on a case-by-case basis.

In most instances, inappropriate behaviour will be addressed using the consequences and procedures outlined in this policy. However, there are cases where these standard procedures may be less effective, possibly due to external factors such as home circumstances or medical conditions. Some children may also experience low self-esteem, which can affect their ability to engage with the schools' usual routines and reward/ consequence processes.

In such cases, a different, more personalised approach will be required to meet the individual needs of the pupil.

When addressing inappropriate behaviour in pupils with SEND, particularly where their SEND affects their behaviour, the school will carefully balance its legal duties. These duties include:

· Taking reasonable steps to avoid causing substantial disadvantage to a disabled pupil as a result of the schools' policies or practices (Equality Act 2010).

· Using our best efforts to meet the needs of pupils with SEND (Children and Families Act 2014).

· If a pupil has an Education, Health and Care (EHC) plan, ensuring the provisions outlined in that plan are secured, and cooperating with the local authority and other bodies as required.

As part of fulfilling these duties, the school will anticipate, where possible, potential triggers of unacceptable behaviour and put in place measures to reduce the likelihood of such incidents. These measures will be tailored to the pupil's individual circumstances and may include, but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for extended periods
- Involvement in a nurture group – this is an extremely valuable resource which provides children with support and help with social skills in a small group. The emphasis is upon the caring and non-judgmental environment and making the child feel that they are part of a caring school

- Support from a TA, to provide support and encouragement for individuals who may lack the concentration to stay on task, independently. In some cases, they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the child, basing the work on their individual needs and interests and finding ways of motivating them within class
- Adapting the curriculum – in some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical activities agreed to keep them on track. This might take the form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included
- Adjusting seating arrangements to accommodate a pupil with a visual or hearing impairment, ensuring they are positioned in sight of the teacher
- Modifying uniform requirements for a pupil with sensory sensitivities or severe eczema
- Pre-warning, if possible, of changes including use of visual supports such as daily timetable and now and next boards
- Use of sensory activities to help regulate emotions during moments of sensory overload.

Adapting consequences for pupils with SEND

Some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teacher(s) and TAs. In some cases, parents may also be involved in further supporting at home;

- Having a celebration book to record all the positive things that have happened throughout the day to share at home
- Having an Individual Behaviour Plan which is written by the teacher and class team to ensure a consistent approach, which is reviewed termly.
- Providing responsibilities – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping an adult or younger child with a task or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them.

There are no quick fixes and time and patience are needed.

Dealing with children with SEMH is always a balance between:
1. The needs and inclusion of the individual child concerned
2. The entitlement of the class
3. The capacity of the teacher to remain calm in what can be extremely testing circumstances.

Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child may take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them. In cases such as this, opportunities for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstance are more settled and the child can be encouraged to reflect on their behaviour.

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was able to understand the rule or instruction
- Whether the pupil was unable to act differently at the time due to their SEND and whether the pupil's SEND may increase the likelihood of unwanted behaviour.

Following this assessment, the school will decide whether a consequence is appropriate and, if so, whether reasonable adjustments to the consequence are necessary.

It is important to encourage children to reflect on their own feelings and the feelings of others, and to involve them in problem-solving where possible. Engaging the pupil in a thoughtful activity or discussion can help to de-escalate situations and provide an opportunity for meaningful reflection.

Supporting children with Social, Emotional, and Mental Health (SEMH) difficulties can place significant demands on individual staff members. It is essential that the school fosters a climate of support and understanding for both the child and the staff involved.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The SENCo, may assess a pupil who displays challenging behaviour to determine whether any unmet or unidentified special educational needs (SEND) are contributing to the behaviour.

Where necessary, the school will seek support and advice from specialist teachers, educational psychologists, medical practitioners, and other external professionals to help identify and address specific needs. If acute needs are identified, we will liaise with external agencies to develop tailored support programmes. These plans will be created in collaboration with parents/carers and reviewed regularly to ensure they remain effective.

Special Needs and Social and Emotional Mental Health Difficulties

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child (as described above). In these cases, a different approach may be necessary and 'personalised' according to the needs of the child;

Every attempt should be made to avoid the escalation of problems through direct confrontation or 'backing children into a corner.' Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

Pupils with an Education, Health and Care Plan (EHCP)

The school will ensure that the provisions outlined in a pupil's EHC Plan are fully implemented, working closely with the local authority and relevant bodies as required.

If concerns arise regarding the behaviour of a pupil with an EHC Plan, the schools will consult with the local authority to discuss the matter. If necessary, the school may request an emergency review of the EHC Plan to reassess and adjust the support being provided.

Hurtful Behaviour (Children under age 5)

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For young children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

- Therefore, we help this process by offering support, calming the child who is dysregulated as well as the child who has been hurt by the behaviour.

- We do not engage in punitive responses to a young child's emotions as that will have the opposite effect.

- Our response to pre-verbal children is to help them become calm through appropriate, age- and developmentally-sensitive support. Physical contact will only be used where it is appropriate, necessary and lawful, and in accordance with the school's safeguarding, appropriate-touch, intimate-care and restrictive intervention procedures. Staff must not use physical contact as a punishment.

- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children should be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."

- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."

- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

The main reasons for very young children to engage in excessive hurtful behaviour are that:

- they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the class;

- their parent, or adult in the class, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- the child may have insufficient language, or mastery of English, to express himself or herself and may feel frustrated;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
- the child has a developmental condition that affects how they behave.

Where this does not work, we use the SEND Code of Practice to support the child and family, making the appropriate referrals to other professionals, where necessary.

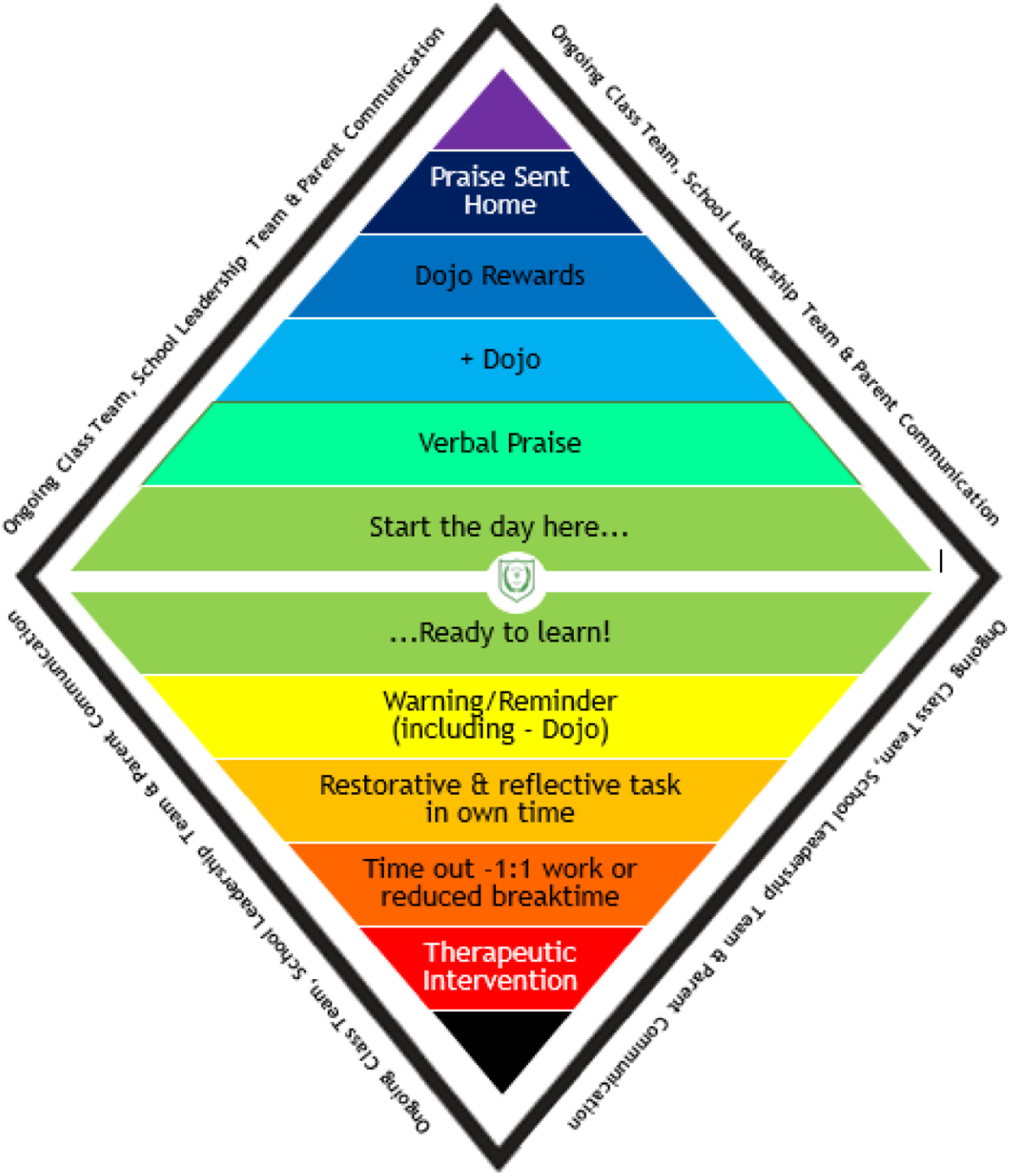
BEHAVIOUR AND THE CURRICULUM

Our Personal Development Curriculum aims for children are that they leave us as 'better citizens' than when they joined us, regardless of how long they spend at Chieveley.

Our Personal Development Curriculum has four key strands:

- Care for our World (to include sustainability, eco-responsible behaviours)
- Care for Others (to include anti-bullying, ~~a~~cceptance towards all and our PSHE curriculum)
- Care for Ourselves (to include self-regulation, safeguarding and our PSHE curriculum)
- Care for our Learning (to include learning behaviours such as the 5Rs and other metacognitive skills)

Our whole curriculum determines high expectations for children's behaviour, with opportunities to embed and apply good citizenship, across a variety of lessons. The 'Chieveley Crystal' – our behaviour diamond, can be applied throughout the whole school in order to ensure children are able to meet our expected standards of behaviour. In the table below, each section of the diamond is broken down into specific examples of behaviour, to support staff in maintaining a positive climate in their classrooms. This list, however, is by no means exhaustive and staff are encouraged to check with school leaders if they are unsure about where a behaviour or consequence may sit.

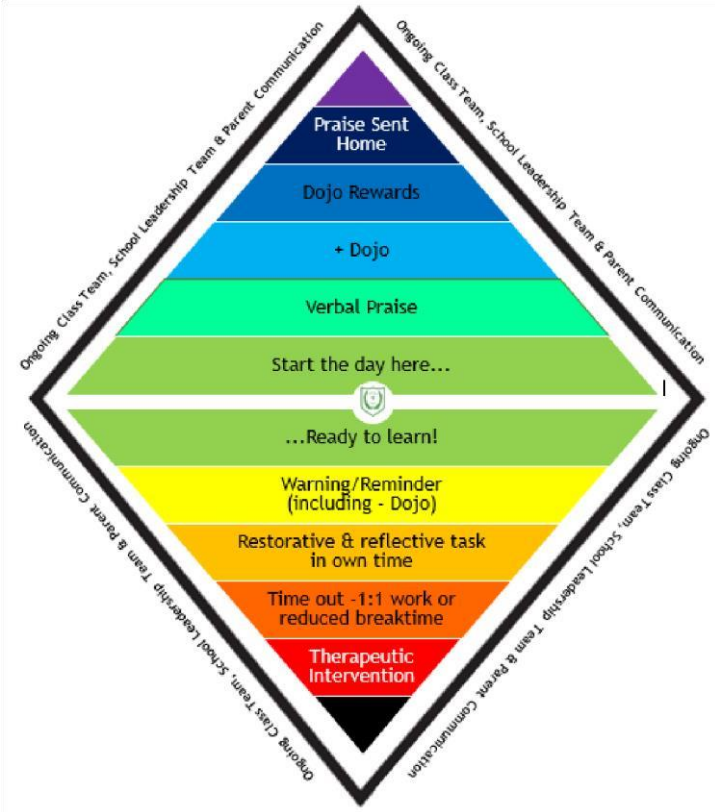


Praise sent home could include:

Use of Well Done Postcards

A quick phonecall to parents

Photocopied work sent home in bookbags



Dojo rewards could include:

- Extra breaktimes
- Individual token rewards such as pencils and stickers
- Individual rewards such as 'be the teacher'

+Dojos

- Should be specific to the behaviour or skill
- Should have an appropriate weighting, relative to our agreed whole-school dojos

Verbal Praise

- Should be specific – ie naming the behaviour/skill you are praising
- Can be used as an example to the wider class
- Can be used to 'boost' children who need more reminding to stay on task

Start the Day…/Ready to Learn!

Warnings and Reminders

- Should be specific to the behaviour shown
- Should explain the expectation of correct behaviour
- If a dojo is taken away, it should carry an appropriate weighting Should be 'short and sharp'; a firm reminder, not a prolonged consequence
- This includes the 'Fair Warning' system

Restorative and Reflective tasks

- Should be naturalised – ie they are the specific consequence of a child's actions (for example, if they ruin a display, they help the adults repair it)
- Are where children complete the required task (or, if suitable, a reflective task, or a restorative consequence such as tidying away anything they have ruined) in their own time
- Once the task is completed, the child may return to their breaktime as normal

	Time outs • Are a protective measure wherein a child may be removed from the classroom (either to the class' agreed space, or into another classroom, to complete a task) • Or where a child is required to miss part of their break or lunchtime, not to complete work, but as a protective consequence for other children as a result of poor behaviour. Any removal from the classroom is time-limited and recorded, the child continues to receive education while removed, and parents are informed
	Therapeutic Intervention This may include the creation of a behaviour plan for a child including their own reward/sanction system

MOBILE PHONES AND SMART TECHNOLOGY The school operates a mobile-phone policy in accordance with the Department for Education's statutory guidance, which schools are expected to follow from 1 September 2026. The school is a mobile-phone-free environment by default and pupils should not have access to mobile phones or other smart technology with similar communications or recording functionality during the school day, including lessons, transitions, breaktimes and lunchtime, except where an agreed exception applies. Any sanctions or confiscation will be proportionate and will take account of individual circumstances, including SEND, disability and medical needs. Any search or confiscation will be carried out in accordance with the Department for Education's Searching, screening and confiscation guidance and section 94 of the Education and Inspections Act 2006. Further detail is contained in the school's Mobile Phone Policy.

FURTHER NOTES ON DISCIPLINE

Teachers, and all paid staff with a responsibility for pupils, have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Education and Inspections Act 2006: s90 & s91).

In rare cases, staff may need to use a restrictive intervention, including reasonable force, to support the safety of children or staff. Any restrictive intervention must be necessary, proportionate and in accordance with the school's current restrictive-intervention procedures and the Department for Education guidance 'Restrictive interventions, including the use of reasonable force, in schools' (effective from 1 April 2026). Staff should use de-escalation and less restrictive approaches wherever reasonably practicable. Any use of restrictive intervention must be recorded, reported and reviewed in accordance with the school's procedures, and parents informed of any significant incident as soon as practicable.

Where behaviour may constitute a safeguarding concern, the school's safeguarding and child protection procedures take precedence over the ordinary behaviour consequence process. Staff must report concerns to the Designated Safeguarding Lead (DSL) or deputy and follow the Child Protection and Safeguarding Policy. Behaviour consequences may still be considered separately and proportionately where appropriate.

BULLYING & CHILD-ON-CHILD ABUSE

At Chieveley, we recognise that children are capable of abusing their peers, either through direct bullying or through other forms of child-on-child abuse, including sexual violence, sexual harassment and other sexualised behaviours. Where such behaviour is suspected, the school's safeguarding and child protection

procedures will be followed. The safety and welfare of the child who may have been harmed, and of other children, will be prioritised. Working with families is not a substitute for making safeguarding referrals where a child may be at risk of harm.
The school's approach to such incidents is to ensure we work with children and families, on both sides of an issue, to clearly label bullying (or otherwise inappropriate) behaviours and set clear boundaries for children to adhere to. Working with families is not a substitute for making additional referrals, including those to West Berkshire Social Services, where the behaviour of one child puts another at risk of harm.

We will also work with families to support the underlying causes of such behaviour and recognise that these behaviours may themselves be a symptom of a child or family in need of support.

For instances of sexualised behaviour (which is a broad-spectrum term and is covered in more detail in our sexualised behaviour guidance), these are recorded on the School's safeguarding forms to enable us to quickly identify patterns of behaviour.

More information about these can be found in our Anti-Bullying Policy and our Child Protection and Safeguarding Policy.

EXCLUSIONS

At Chieveley, we recognise the impact that suspension or permanent exclusion may have on a child in the long term, including the potential impact on education, relationships and wellbeing. However, the school must also balance this with the need to protect the welfare, safety and education of all pupils and staff. Suspension and permanent exclusion are serious measures. Decisions will be made by the Headteacher in accordance with the current statutory guidance on suspension and permanent exclusion, the school's behaviour policy, the Equality Act 2010 and the school's safeguarding duties. The school will consider whether appropriate support, adjustments and other reasonable strategies have been put in place, while recognising that suspension or permanent exclusion may still be necessary in serious circumstances. The current edition of the DfE statutory guidance on suspension and permanent exclusion is the July 2026 edition, in force from 26 July 2026.

Suspension is the temporary removal of a pupil from the school for a fixed period. Permanent exclusion is the permanent removal of a pupil from the school, subject to the statutory procedures governing reinstatement and review. 'Internal exclusion' or in-school removal is not a statutory suspension: it is an in-school behaviourmanagement measure in which the pupil remains on the school roll and continues to receive education.

Permanent exclusion should only be considered in accordance with the current statutory guidance and where the statutory tests are met. It is not an automatic consequence of any particular behaviour or number of incidents.

When considering suspension or permanent exclusion, the school will consider the individual circumstances of the case, including the pupil's age and developmental stage, SEND or disability, safeguarding context, medical needs, previous support, reasonable adjustments, the nature and seriousness of the incident, its impact, and any relevant aggravating or mitigating factors.
Parents/carers will be informed in accordance with the statutory requirements. The school will comply with all applicable requirements concerning governing-board consideration, notification to the local authority and notification of social workers or Virtual School Heads where required. Further procedural detail is contained in the school's Suspension and Permanent Exclusion Policy/Guidance.

There is no automatic escalation from one behaviour response to another. Each suspension or permanent exclusion decision is made on its own facts and in accordance with the law and current statutory guidance.

APPENDIX A: EXAMPLES OF BEHAVIOUR CLASSIFICATIONS, APPROACHES & CONSEQUENCES

Below are examples of the ways our staff may model, improve or manage behaviour in school. This list is not exhaustive.

Modelling Pro-Social Behaviour	Staff might say...	Positive outcomes may include...
• Sitting sensibly • Stopping tasks when asked • Listening closely to adults and peers	• I really like how… is…. • Well done …. for …., I wonder who else can?	• Dojos awarded • End-of-week rewards • Verbal praise • Praise sent home
Improving unsocial behaviours such as...	**To de-escalate, Staff might say...**	**Educational, restorative or protective consequences may include...**
• Interrupting learning time • Refusing to complete work or tasks • Calling out	• Offer a choice - would you rather complete the work …. Or ….? • Can you show me how to….? • You can listen from there… • You can choose to finish it later...	• Rehearsing what to do in the future • Completion of work missed • Use of any warning systems including Dojos • Restorative conversation about conduct (held at a break or lunch time)
Managing anti-social behaviours such as...	**To de-escalate, Staff might say...**	**Educational, restorative or protective consequences may include...**
• Continued, deliberate interruptions to learning • Swearing/Name Calling • Refusal to carry out requests	• Calmly state what needs to happen I can see you aren't happy at the moment; shall we go for a walk and talk about it? • When you are ready to • speak to me, I will help.	• Completion of work missed • Creation of safe/quiet space • Consider use of sensory breaks Restorative conversation about conduct (held at the next break or lunch time) • Rehearsing what to do in the future • Completion of work missed • Creation of safe space or alert cards
Managing dangerous anti-social behaviour such as...	**To de-escalate, Teachers might say...**	**Educational, restorative or protective consequences may include...**

Intentionally hurting others (or acting in a way that harm would be a likely outcome)	Your actions have hurt …, I can see something is wrong, do you want to come and talk about it? I can see something has happened, and I am here to help	• Once children are calm, restorative conversation about conduct • To keep child and others safe - possible limit to outdoor play space, alternative breaktime, small group managed play etc • Escorted in social situations
Wilful destruction of property	Your actions have damaged…	• Restorative conversations • Child and an adult to restore and repair any damaged items (e.g. display borders) at break time
Attempts to leave class area/school site	• I'm just here to keep you safe When you come inside, we can solve the problem • If you leave our school we may have to call the police to keep you safe	• Limited access to outdoor areas • Social escort from staff • Restorative conversations

APPENDIX B: CONSEQUENCES FOR UNSOCIAL BEHAVIOUR

The responses in this table are illustrative only. Every case is decided on its own facts, in accordance with the Consequences and Exclusions sections of this policy and current statutory guidance.

Behaviour	Staff Involved	Appropriate Response
Rudeness, failure to work to acceptable standards, uncooperative behaviour and disrupting the behaviour of others	Teacher then member of SLT	Many situations can be dealt with by a verbal warning. Depending upon the severity and persistence of the behaviour, removal from the classroom may be used by SLT. Persistent problems may lead to more serious consequences, including removal from the classroom, suspension or permanent exclusion.
Swearing at staff	Staff then SLT	Removal from classroom. In initial instances, conversations with staff. If persistent, removal from the classroom, suspension or permanent exclusion as appropriate.
Bullying	All staff, SLT and HT	Consequence as appropriate depending upon severity of bullying. In extreme cases, if bullying persists despite repeated intervention by members of staff, permanent exclusion could be used. See anti-bullying policy for further information.
Achieving large no's of unsocial behaviour reports in a half term	Teacher/SLT/HT	Parents informed and conversation with the Headteacher. Responses may include removal from the classroom, suspension or permanent exclusion. Offsite direction is not an exclusion and may be considered separately under the statutory process.

Physical aggression	Teacher then SLT then Head	Depending on severity. Parents informed 1. Verbal warning/reminder 2. Missed break/lunch with reflection supervised by SLT 3. Supervised break or lunchtime away from peers (an internal measure, not a suspension) 4. Removal from the classroom, suspension or permanent exclusion. Offsite direction is not an exclusion and may be considered separately under the statutory process.
Damage to school equipment or property	Teacher then SLT then Head	Depending on severity. Parents informed 1. Verbal reminder/warning 2. Missed break/lunchtime to repair item where possible 3. Removal from the classroom, suspension or permanent exclusion. Offsite direction is not an exclusion and may be considered separately under the statutory process.
Discriminatory behaviour, such as racist or homophobic behaviour	Teacher then SLT then Head	Dealt with on case-by-case basis. Parents informed 1. Verbal/written warning 2. Supervised break or lunchtime away from peers Removal from the classroom, suspension or permanent exclusion. Off-site direction is not an exclusion and may be considered separately under the statutory process.
Abusive behaviour, including child-onchild abuse	Teacher then SLT then Head	Dealt with on case-by-case basis. Parents informed 1. Verbal/written warning 2. Supervised break or lunchtime away from peers Removal from the classroom, suspension or permanent exclusion. Off-site direction is not an exclusion and may be considered separately under the statutory process.
Criminal acts	Headteacher	May result in permanent exclusion
Extremely serious offences or offences that form a sustained pattern of disruption/defiance	Headteacher	May result in permanent exclusion

APPENDIX C: THE ICEBERG MODEL

