



ELMS FARM PRIMARY SCHOOL REFLECTIVE BEHAVIOUR POLICY

THIS DOCUMENT IS a statement of the aims, principles, and procedures for behaviour at Elms Farm Primary School.

IT WAS DEVELOPED in September 2025 through a process of consultation with governors.

IT WAS APPROVED by the governing body in September 2025.

REVIEW: every two years.

Our School Values



Ambition: We are ambitious for every child to achieve their best and be ambitious about their learning and their future.

Community: We value everyone in our community and learn how to look after each other and our environment. We respect each other and work together.

Equality: We value each other, our beliefs and differences are celebrated. Everyone is treated equally and fairly.

We are a Rights Respecting School

This policy links to the UN Convention for the right of the child:



STATEMENT OF INTENT

Elms Farm Primary school has high expectations that both staff and pupils will aspire to be the best that they can be, while developing a clear understanding of their rights and the associated responsibilities within school and the wider community. As a Rights Respecting School, we are committed to creating an environment where the rights of every child are known, respected, and upheld, and where all individuals are empowered to contribute positively to their community.

In our school, we believe that the development and encouragement of positive behaviour is central to creating a happy, inclusive, and effective learning environment. By embedding the values of respect, dignity, and fairness into our daily practices, we ensure that every member of our school community feels safe, valued, and heard.

Our approach to behaviour management is transparent, consistent, and underpinned by mutual respect. We recognise that upholding children's rights is a shared responsibility, and we believe that the most effective way to support this is through strong partnerships between governors, staff, parents, carers, and pupils.

From their very first day at Elms Farm Primary, children are taught the importance of sharing, accepting others' viewpoints, recognising emotions, and understanding how their actions impact others. These early experiences help to develop emotional intelligence and support children in becoming respectful, empathetic, and responsible global citizens. We place a strong emphasis on nurturing a sense of justice and equality, empowering pupils to advocate for their own rights and respect the rights of others

Our Positive Pupil Behaviour Policy has been developed in line with our key values of 'AMBITION, COMMUNITY AND EQUALITY'.

Ambition-Encouraging our pupils to be ambitious learners; to be inquisitive and learn about the world around them, being confident to question the world around them, embracing the culture that there are no excuses for all pupils to be achieving high standards in their behavior.

Community-All stakeholders to model and show respect to one another, embracing the diversity of the pupils in school, listening and valuing each other.

Equality- Pupils promote equality and endeavour to ensure that individuals are treated fairly and equally, no matter their race, gender, age, disability or religion.

These key values are paramount in the approach that we take towards behaviour in our school, we encourage our children to develop their independence and foster self-discipline, co-operation, tolerance and respect for others. To do this we ensure that there is a clear system of rules, rewards and sanctions that are known by all staff, children, parents and governors and are used consistently and fairly.

The school is committed to:

Establishing Positive Ethos:

- We aim to help pupils establish regular, punctual attendance and good behaviour from the start of their journey with us at Elms Farm Primary, we recognise the importance of working closely with and establishing positive relationships with parents/carers throughout the whole process.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Ensuring equality and fair treatment for all.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Promoting self-esteem, self-discipline, regard for authority and relationships built on mutual respect.

Early Intervention:

- In school we will promptly intervene with behaviour that is poor, using the zones of regulations to help children to identify emotions and self-regulate, verbal warnings and

reflection time, ensuring that children understand the process and promoting/modelling desired behaviour.

- Developing positive relationships with pupils to enable early intervention

Rewarding Achievement:

- At Elms Farm Primary, we see the importance of rewarding those children who consistently behave well and demonstrate our core values. Regular positive recognition for individual children is demonstrated through, celebration assemblies, Class Dojo and individual praise and rewards.

Our school acknowledges that behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, these will be addressed through a robust, individualised graduated response. At Elms Farm Primary, we acknowledge that behaviour is a way of communicating and ensure that we explore and address the cause of the behavior.

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), Elms Farm Primary aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos, and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values, and attitudes, alongside the social and physical environment, a mental health lead oversees the provision for support.
- Pastoral team – at Elms Farm Primary we promote supporting the whole child, early identification of needs is paramount and support is put into place through our pastoral team.
- Teaching – the curriculum is used to develop pupils' knowledge about health and Wellbeing, through planned sessions and targeted class sessions, where need is identified.
- Community engagement – the school proactively engages with parents, outside agencies, and the wider community to promote consistent support for pupils' health and wellbeing, through community events and workshops.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health, through support within school and engagement with external agencies where need is identified. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH- related difficulties that could affect their behaviour.

Please refer to SEMH policy.

Legal framework:

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education Act 2011
- Education and Inspections Act 2006
- Education and Inspections Act 2011
- Education and Inspections Act 2016
- Health Act 2006
- The School Information (England) Regulations 2008
- The School Information (England) Regulation amendments 2012 and 2016
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025searc'.
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools.'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools.'



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This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan (SIP)



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1.0 OUR SCHOOL RULES

The school rules are under pinned by the principle of promoting good relationships so that everyone is able to work together with the common purpose of all children having the right to learn. Our school rules must be clearly displayed in every classroom and around school.

Ambition: We are ready, we listen, we learn

Community: We are helpful, we are respectful, we are responsible

Equality: We are accepting; we are kind; we are fair

2.0 AIMS

2.1 For Children:

- To understand and take responsibility for their own learning and actions throughout the day, using self-regulation tools, including zones for emotions.
- To be fully aware of their rights and responsibilities and to use this knowledge to produce their Class Charter
- To be aware of the positive and negative impact of chosen actions, relating to behaviour.
- To share their views through the creation of their class charter.
- To develop empathy and understanding towards others and understand that we all have rights.
- To be able to consistently make a positive contribution to the school and community.

2.2 For Staff:

- To ensure that the quality of learning and teaching is high for all pupils, no matter what barriers to learning that they face and that children are inspired and motivated to succeed.
- To ensure that all children are given the same quality of teaching and no child is disadvantaged due to the class that they are in.
- To ensure that all rewards and sanctions are consistent and fair.
- To deliver a high-level duty of care to every child
- To build an excellent rapport with pupils, built on respect.
- To seek to understand barriers to learning and to overcome them, ensuring no child is disadvantaged.
- To seek to understand 'Trauma and Attachment' along with the impact of 'ACES' that children may have and use this to inform the needs of the children in the school and how to support them with this, using a restorative practice approach.
- To ensure that all pupils can have the opportunities to experience different responsibilities and contribute to the school community.
- To understand the individual needs of the child.

- To encourage all children to share their feelings using the zones of emotion and to establish regulation strategies.
- To ensure that all children understand their rights and responsibilities and that these are followed.

2.3 For Governors:

- As a UNICEF Rights Respecting School, to communicate our vision to the staff and children.
- To ensure that the school provides an environment that promotes positive behaviour for effective learning to take place.
- To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured.
- To ensure systems and structures are adhered to fairly and consistently.

2.4 For Parents & Carers:

- To work in partnership with the school to promote positive values and Rights Respecting behaviour, supporting these values outside school.
- To encourage their children to take responsibility for their actions.
- To value the work of the school and be aware of the school vision along with the positive behaviour policy.
- To support their children with their learning at home.
- To attend Parents' Meetings, Curriculum Workshops, Open Days, and other events designed to support their children.
- To be proactive and take responsibility for their child's behaviour.



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3.0 ROLES AND RESPONSIBILITIES

3.1 The governing body:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

3.2 The Head Teacher:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents, and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- The Head Teacher will be involved in serious cases and all incidents that could involve exclusion.

3.3 The mental health lead:

- Overseeing the whole-school approach to mental health, including: how this is reflected in this policy.
- Ensuring that staff are supported when managing pupils with SEMH-related behavioural difficulties.
- Looking at how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.



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3.4 SMT:

- The SMT are accountable for all children across the school.
- To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice.
- To send behaviour letters home and run meetings with parents alongside class teachers.
- To assist teachers in investigating and recording behaviour incidents in line with this policy.
- The SMT will monitor behaviour incidents daily and act accordingly in line with this policy.
- To look for trends in behaviour that may require intervention.

3.5 Children:

- To always take full responsibility of their own behaviour.
- To always follow school rules.
- Always have a positive attitude towards staff and peers.
- Always work hard and strive to achieve their best to reach their full potential.

3.6 Teaching and Support Staff:

- Ensure quality first teaching with all lessons, ensure that they are well planned, adapted, and resourced so that they challenge and inspire all learners and meet their needs.
- To build positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences. To be aware of any home circumstances and to develop good communication with families and carers which may affect a child's school life, health, safety, or wellbeing.
- To build and maintain positive relationships with parents and carers.
- Ensure that school systems and structures are followed consistently, and children are treated fairly.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- To keep behaviour records in line with this policy and record incidents on CPOMS.
- For every child to receive regular positive praise through the School Feedback Policy.
- To deal with incidents which occur outside school in an appropriate manner and inform the SLT.
- To maintain a safe, organised and stimulating learning environment where children have access to resources that support their learning.
- To model and teach emotional literacy to help children interact positively and deal with issues in a positive manner.
- To use zones of emotion to support the children with self-regulation.



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3.7 Lunchtime Supervisor Responsibilities:

- Lunchtime Supervisors are responsible to follow the Reflective Pupil Behaviour Policy.
- Lunchtime Supervisors are responsible for the behaviour of pupils at lunchtimes and are supported by the SMT/SLT and The Pastoral Team.
- Lunchtime Supervisors are to liaise with class teachers regarding lunchtime behaviour.
- Lunchtime Supervisors are to report serious incidents to SLT.

3.8 Parents Responsibilities:

- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Informing the school of any changes in circumstances which may affect their child's Behaviour.
- To work in partnership with the school and support the systems and structures related to behaviour management.
- To attend parents' meetings and activities that support their child's learning.
- To be aware of the events taking place in school via the newsletter, Class Dojo, and website

4.0 DEFINITIONS

4.1 For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks, and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a danger/unsafe
- Any behaviour that seriously inhibits the learning of pupils



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5.0 ENCOURAGING REFLECTIVE BEHAVIOUR

5.1 Zones of Emotions:

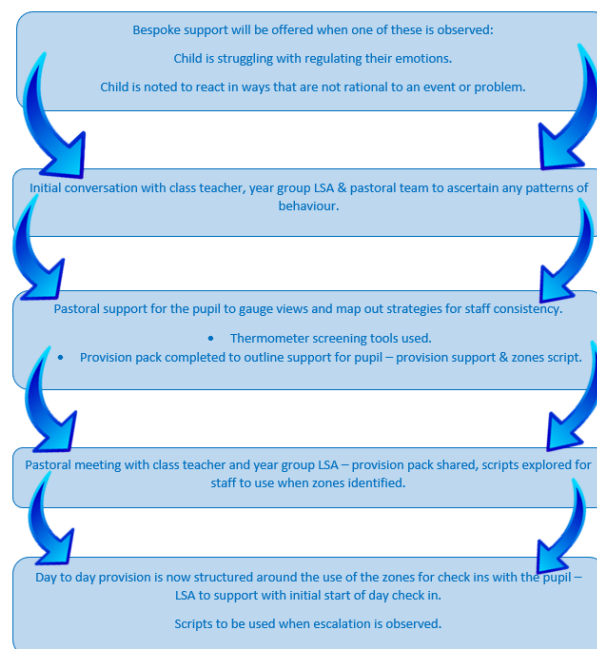
At Elms Farm Primary School, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children to be able to regulate their emotions.

By implementing the Zones of Emotions curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Emotions include a range of activities to help children to develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.

The Zones of Emotion is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on its colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Emotion helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Flowchart of bespoke Zones of Emotions support:



By following this flow chart of support, the Elms Farm aim is to ensure all children are supported holistically and consistently with their regulation of emotions and reactions.

5.2 Restorative Practice

Staff base their restorative conversations using the Principles of the 4 R's promoting **'Connection before Correction'** and a **restorative approach to promote positive relationships and social engagement**.

The 4 Principles of restorative practice include:

Respect: Listening to the opinions of others and learning to value them

Responsibility: Taking responsibility for identifying emotions and how these link to their behaviour and using the zones of emotions to support self-regulation.

Reparation: Developing the skills to repair harm and ensure that certain behaviours are not repeated

Re-integration: Working through a structured, supportive process that aims to solve a problem and allows children/young people to return to their learning environment.



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5.3 Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with a clear set of rules and routines that are understood by all pupils, including good levels of attendance.
- Establish agreed rewards and positive reinforcements.
- Co-produce a class charter, to establish an agreed set of behaviour expectations
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Clearly display and use the Zones of Regulation

5.4 Those pupils who have been identified to have a SEND (Special Education Need) will have a differentiated, bespoke support provided for their individual needs, this may include:

- Scaffolded work
- Small group/1:1 support
- Pastoral risk assessments
- Sensory space/resources
- Involvement of external agencies

5.5 Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible, and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

5.6 Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will use the behaviour flowchart to support pupils' understanding.

5.7 The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they always have full view of the room.

5.8 Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as slants and considered seating.

5.9 All members of the school community have roles and responsibilities in promoting a Rights Respecting ethos.

5.10 Class Charter: In class, this is promoted by the formation of a Class Charter. Class Charters need to reflect the school's values and rules. Each charter is created by the children and staff within the class and sign up to it. In doing so they are agreeing to respect the chosen rights for themselves and others with their positive behaviour.



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5.11 Rewards: Pupils are encouraged to identify the positive outcomes of good behaviour, valuing intrinsic rewards and embedding pride in this behaviour. This may be through verbal prompts or highlighting positive outcomes such as good work or highlighting the positive impact on others. In addition, staff may use stickers to acknowledge these positive behaviours.

Elms Farm recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied and appropriate
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged and recognised
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun, and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are rewarded.



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Elms Farm School also use:

Class Dojo:

Dojos will be earned by children linked to the 9 school rules. Any adult working in our school can give children a dojo point. Class Dojo's encourage positive behaviour choices and academic effort, helping to motivate all children and create a positive learning environment.

Head Teacher's Award:

Every child can have the opportunity to receive a Head Teacher's Award linked to the school's values. The 'Ambition, Community and Equality' certificates will be shared by the HT/DHT every Friday during assembly. Each teacher, each week needs to choose a child for one of the certificates (Either Ambition/Community/Equality) and write on their reasons for choosing them.

This is an award that acknowledges a positive attitude not only to their learning, but also to their peers and overall school environment. It provides an opportunity for children to strive and persevere. The winners of each certificate will have their name in the school newsletter each Friday.

6.0 MANAGING BEHAVIOUR

6.1 Instances of poor behaviour are dealt with swiftly with a focus on children understanding the consequences of their actions on themselves and those around them through talking through instances to develop/build their understanding.



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6.2 Low Level concerns:

Verbal Warning:

Lower-level behaviour should be addressed with a verbal warning by CT or another adult. Each time a verbal warning is given by an adult the reason why should be explained to the child (linked to the rules broken).

If 3 verbal warnings are given in a day, the child should be given a red dojo on the 4th warning, all red dojos should be logged on CPOMS with the reason and action. If a red dojo is given to a child, the adult needs to speak to the parent at the end of the day and explain the reasoning.

Reflection Time:

When a child has received a red dojo, they need to be sent to a member of the SLT/SLM (See rota) to explore their behaviour, this will take the form of a reflective conversation using our restorative approach. The SLT/SLM will speak with the child and decide if they need to have a lunchtime reflection. (Child's name to be recorded in 'Reflection Book' kept in Pastoral Room)

If a child receives a lunchtime reflection (same day if possible) the child will need to attend reflection time in the pastoral room at lunchtime after they have eaten. During this time the child will be asked to complete a reflection sheet. (KS1 or KS2 reflection sheet)

All reflection sheets will be logged on CPOMS by the pastoral team and kept on file in the pastoral room.

If a child receives a red dojo during lunchtime the child needs to be sent to the pastoral room immediately.

Regulation Time:

At Elms Farm we support our children in understanding and managing their emotions through our zones of emotions programme. When a child begins to feel dysregulated, they use the zones to identify and communicate how they are feeling. They are then supported by staff to choose appropriate strategies to self-regulate, this may include time out of class, movement breaks or relaxation techniques, all aimed at helping the child to self-regulate and be able to return to class in a calm and focused manner, ready for learning.

Individual Behaviour Plans:

If low level behaviour concerns continue (3 or more reflections within a half term), this will be investigated by the learning mentor and it may be decided to introduce an individual behaviour plan.

High Level Incidents:

Incidents that are considered to be high level incidents will be monitored by SMT and outside agencies may be brought in to add additional support for the child, with full communication to parents/carers.



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6.3 De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation,
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

6.4 Physical intervention

In line with the school's Positive Handling Policy, only trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others where de-escalation has not supported the pupil. Positive handling will only be used as a last resort.

Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical intervention may be appropriate are detailed in the Positive Handling Policy.

(TEAMTEACH trained staff to use TEAMTEACH strategies only)

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion.

Staff will adhere to school's positive handling/Physical Intervention policy

<https://www.elmsfarmprimaryschool.co.uk/site/data/files/users/policies/ADF355DAC75292FA9C7EAB837FB050E1.pdf>

6.5 Serious Unacceptable Behaviour Incidents:

All serious behaviour incidents must be reported to the Senior Learning Mentor and SMT immediately.

These include incidents involving:

- Bullying
- Racism
- Sexualised behaviour
- Homophobic incidents
- Threatening behaviour
- Physical harm

Pupils will talk to the lead member of staff for the incident to be explored further. This will enable potential triggers to be established and for the impact of the behaviour to be discussed. Senior leaders will monitor all incidents for any indicators of:

- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Child on Child Abuse
- Radicalisation

6.6 All staff will ensure that they have an awareness that behaviour can sometimes signify a SEND and as such an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

6.7 Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a bespoke plan of support will be created to outline the necessary provisions in place.

6.8 For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

6.9 The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

7.0 SEXUAL ABUSE AND DISCRIMINATION

7.1 The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

7.2 The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.



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8.0 BEHAVIOUR OFF SCHOOL PREMISES

8.1 Pupils at the school are expected to represent the school in a positive manner and as such staff are able to challenge students while they are out in the wider community, particularly if the pupil is dressed in school uniform. Staff can challenge pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

8.2 Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

9.0 Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. CHILDREN'S SERVICES AND OTHER EXTERNAL ORGANISATIONS:

9.1 A Children's Services referral may be made in cases of Child Protection concerns, for example for sexually inappropriate or behaviour considered to be illegal. These are always made in line with the school's Child Protection & Safeguarding Policy

9.2 Any behaviour that has criminal implications may result in the police becoming involved- The Head Teacher will decide on the appropriate course of action in this case.

9.3 Behaviour linked to radicalisation and extremism should be brought directly to the attention of Senior Staff who will decide on the best course of action to take- This may result in involving the police, Prevent or Children's Services

Signed

Chair of the Governing Board

Date: September 2025

Review Date: September 2026

