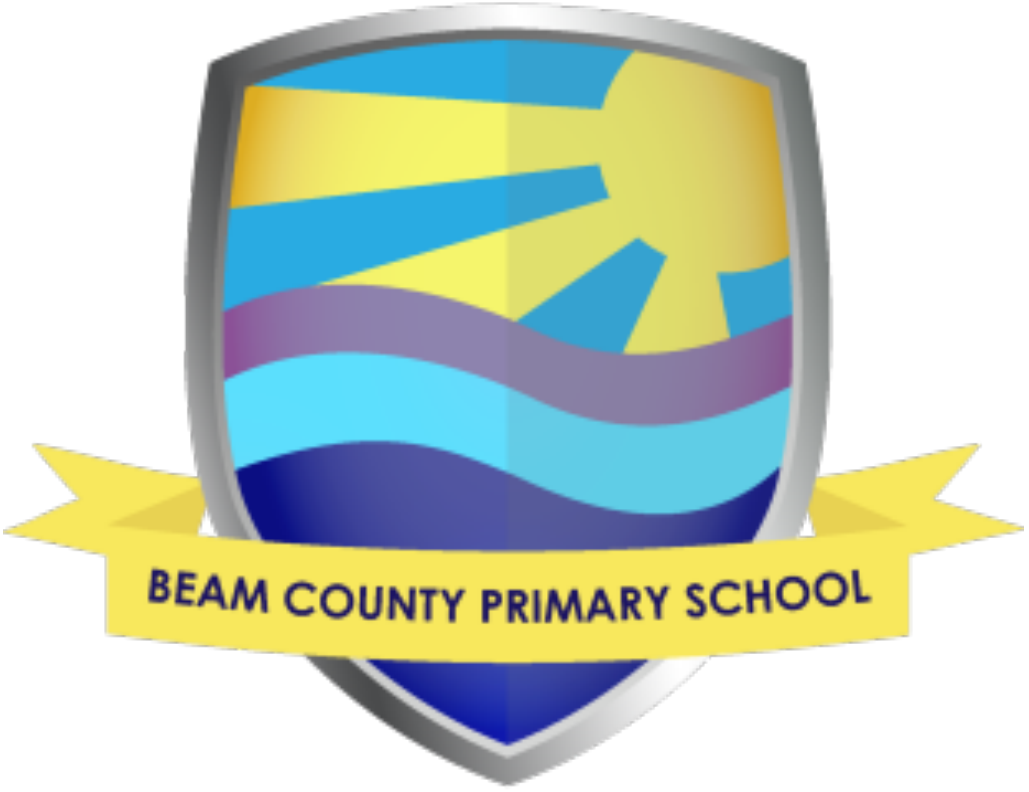
Behaviour and Positive Handling Policy



Approved by: FGB	**Date: September 2026**
Last reviewed on: September 2026	
Next review due by: September 2028	

***"Getting the culture right is pivotal. With the right culture, the strategies that are used become less important. The culture is set by the way that the adults behave."* (Paul Dix)**

Beam County Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **'Ready, Respectful and Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

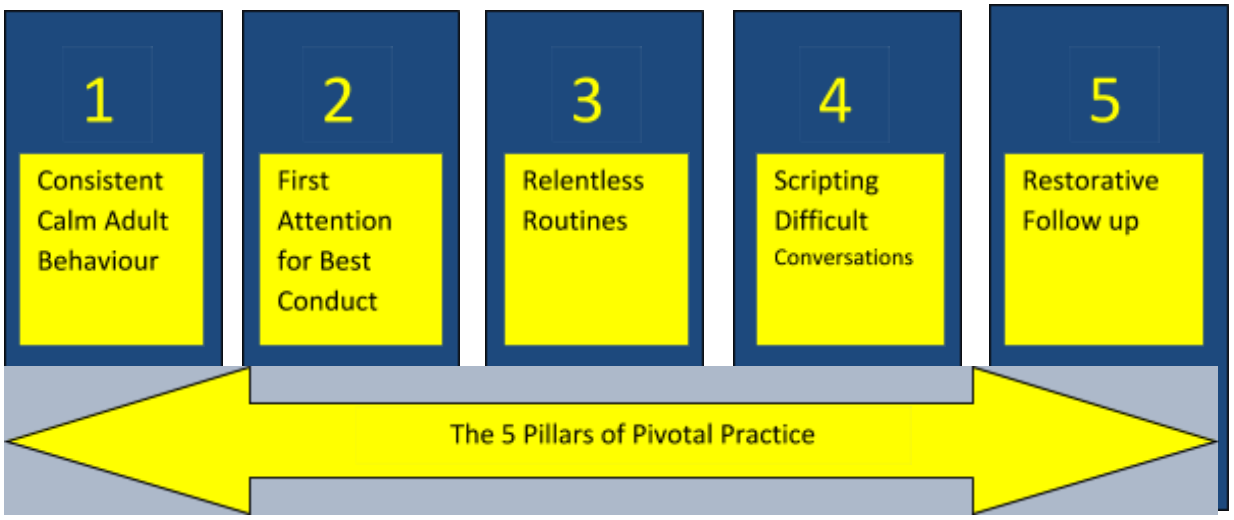
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To understand that there may be times when consideration should be given to behaviour as communication, for instance when children have special educational needs.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, resilience, respect, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.
We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe.'**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge, and meet the needs of all learners.
5. Be **calm** and give 'take up time' when going through the steps.
6. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are not behaving in ready, respectful, or safe ways.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are expected to stand alongside colleagues to support, guide, model, and demonstrate unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders, and learners whose effort exceeds expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Arbor or CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

Recognition and rewards for effort

We recognise and reward learners who go '**over and above'** our standards. Our staff understand that at Beam County Primary School, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. A quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages via Arbor for behaviour that is '**over and above.**

For EYFS and KS1 only: Positive rewards may take the form of:

- Stickers
- House Points logged on Arbor
- Star of the week
- Certificates

KS2:

- Stickers
- House Points logged on Arbor
- Certificates

Celebration Assembly (Headteacher's award)

Our Headteacher Award celebration is half-termly, where one child from each class will be chosen **by their class teacher**. The child will have consistently gone **"over and above"** our school rules and values during that half term.

Managing Behaviour

Engagement with learning has always been our primary aim at Beam County Primary School. For most of our learners, a gentle reminder is all that is needed. Although there may be occasions when a child needs to leave their classroom for a short period of time, to another class next door, preferably within their year group. However, steps should always be followed with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given time to demonstrate the expected action in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. In the first incident, staff will deal with behaviour before escalating. Staff will use the steps in behaviour to deal with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanctions steps

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - **Ready, Respectful, Safe** delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the Learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, make the right choice" "think carefully about your next step"
3) Last Chance (5 minutes after class for restorative conversation/ 10 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage. **Use the 30 second scripted intervention** **I have noticed that** you are... (having trouble getting started, wandering around etc.) right now. • **At Beam Primary, we**… (refer to the 3 school rules – ready, respectful, and safe) **Because of that you need to...** (refer to action to support behaviour e.g., moving to another table, complete learning at another time) • **See me for** 5 minutes after class/during break • **Do you remember yesterday/last week when you**... (refer to previous Positive behaviour)? • **That is who I need to see today...** • **Thank you for listening...** then give the child some '**take up' time**. If the warning is not heeded and the behaviour continues this must be recorded

	on Arbor. At this point, the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.
4) Cool Off	Cool Off might be a short time away from the classroom with another class/LSA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5)Repair Restorative Conversation *(Appendix 2 – Restorative Practice Approach at Beam County Primary)*	5 questions are usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Suspension	All negative incidents are recorded on Arbor. If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on Arbor. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on Arbor Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to a fixed term suspension.

Restorative Practice

We use Restorative Practices to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (*Beam County Primary's Sanction Steps – point 5*). Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation, and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the above-mentioned steps.

Understanding Behaviour as Communication for Children with SEND

Behaviour is always a form of communication. Understanding that children communicate through their behaviour allows adults to respond differently. There may be times when an ABC log (appendix 3) might be used to attempt to understand behaviour that occurs for children with SEND. An ABC log is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC log is to better understand what the behaviour is communicating. 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. 'B' describes the details of the behaviour, without judgement or assumptions. 'C' describes the consequence or what happens after the behaviour. Often the consequence or outcome of the behaviour can provide clues as to what the child is feeling, by showing what they may be trying to achieve (consequences can sometimes be reinforcing the behaviour in question). ABC logs will be used to record, understand, and support.

Wellbeing Statement

Beam County Primary School is a place where children are valued and cared for. Where they are kept safe, healthy and secure and where learning is achieved in a stimulating, fun and creative environment is high on the agenda. This policy is consistent with our school vision and values, which promote the wellbeing of our children. We develop children to be confident, lifelong learners and compassionate, respectful members of their community and the world.

Serious incidents

In the unlikely event that our behaviour policy is not successful, the following sanctions may be enforced if necessary.

Serious incidents

Behaviour incidents are recorded on Arbor; any incidents the adult perceives as serious should be reported to a member of SLT.

Suspensions

We believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption.

If a child seriously breaches the school's behaviour policy and the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may decide to suspend them for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher or Senior Leader to discuss the pupil's reintegration into school and the best way forward to support the child. Each day is new, and where a child has transgressed, they are expected to be welcomed and treated without any resentment when they return.

Exclusion

The Secretary of State for Education feels that exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Beam County Primary School agree with this stance, and all policies and procedures are in place to support the inclusion of all pupils.

As a result, an exclusion would only occur if allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

Positive Handling and the Use of Reasonable Force

At Beam County Primary School, there may be times when children display challenging behaviours that can necessitate the use of positive handling or reasonable force to prevent injury to themselves, staff, and pupils, damage to property, or the breakdown of a safe and enjoyable learning environment. Positive handling may sometimes involve the use of restrictive physical intervention or restraint where it is deemed necessary and proportionate to do so. The aim of positive handling is not punishment or control but to support a safe learning environment for everyone.

All members of school staff have the legal power to use reasonable force (Section 93, Education and Inspections Act 2006)

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

Government Advice Informing This Policy

Use of reasonable force: Advice for headteachers, staff and governing bodies (DfE, July 2013)

- School staff have the power to use force, and lawful use of the power will provide a defense to any related criminal prosecution or other legal action.
- The term 'reasonable force' covers the broad range of actions most teachers take at some point in their careers that involve some degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.

Schools can use reasonable force to:
(The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used)

- remove disruptive children from the classroom where they have refused to follow instructions to do so.
- prevent a pupil from behaving in a way that disrupts a school event, school trip or visit.
- Prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their

safety or lead to behaviour that disrupts the behaviour of others.

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves or others
- stop a pupil behaving in a way that is **seriously** disrupting a lesson, causing distress to other pupils and/or a breakdown of order

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

Staff Training

Staff will be trained in Team Teach de-escalation and positive handling strategies where possible. This training is offered to staff annually or on an ad-hoc basis where there is an identified need and where it is practicable to coordinate. Team Teach is a positive behaviour management approach, designed to help staff de-escalate difficult situations and safely manage challenging behaviour. It also trains staff to hold children in ways that are safe and appropriate if it becomes necessary to do so.

The duty of care remains if staff have not received training in Team Teach strategies. The response to children's behaviour must be reasonable, proportionate, necessary and use the minimum amount of force necessary to prevent injury and maintain safety.

Recording:

- Where reasonable force has been used that includes a **restrictive physical intervention** or **restraint**, a record of the incident will be kept. A 'Record of Positive Handling' should be completed (appendix 4) by logging details of the incident in the 'Bound and Numbered Book'. This should also be logged on CPOMS. We hold two 'Bound and Numbered books at school – one is located in the Atlantis classroom and one is kept with our DDSL, Mrs. McKenzie.
- Examples of when the use of reasonable force should be recorded include, but are not limited to:
    - If a staff member intervenes to break up a physical altercation between pupils. The use of reasonable force should be recorded to document the incident accurately.
    - Preventing a pupil from hurting themselves or someone else. If a pupil is engaging in behaviour that poses a risk to their own safety or that of others, and reasonable force is employed to prevent this harm, it should be documented.
    - Managing aggressive or challenging behaviour. If reasonable force is used to manage behaviour that could potentially harm others or disrupt the learning environment, it should be recorded.
- The actions that we take are in line with government guidelines on the use of reasonable force in schools.
- Parents/carers should also be informed either by a telephone call or a conversation 'in person.' Where a child may be 'Looked After,' the relevant Local Authority must also be formally made aware. A record of the conversation with parents/ carers or the LA, should further be added to CPOMS.

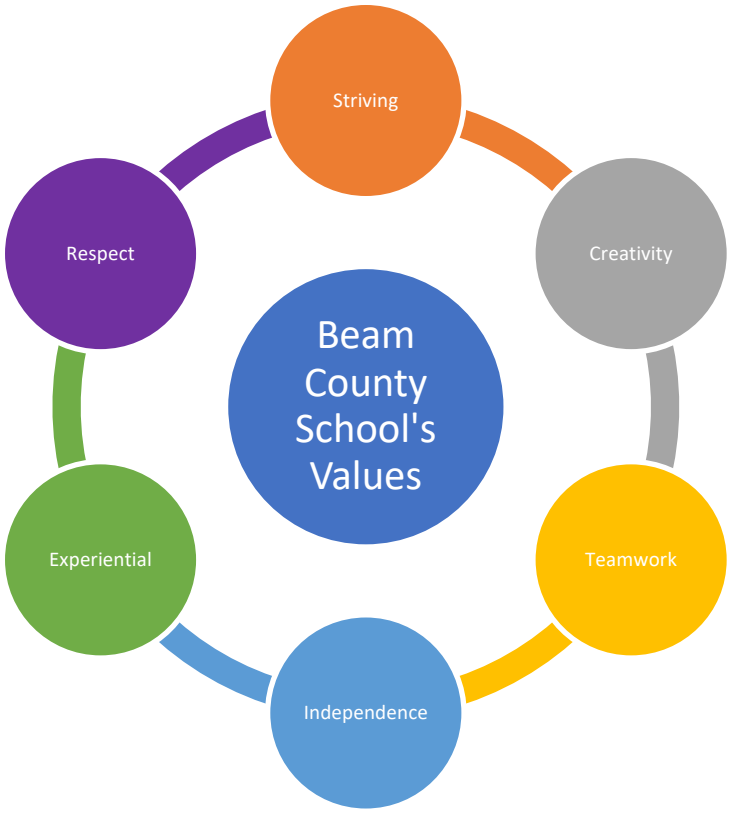
- Should a restrictive physical intervention or restraint be used, children and staff will be given time to reflect, and find a different way to deal with difficult situations in the future.
- The Senior Leadership Team will monitor physical interventions to learn from incidents, promote the well-being of pupils and staff, and provide appropriate support.

Action after an incident

- SLT will ensure that incidents are reviewed and investigated further if required.
- Staff and pupils will be given emotional support and basic first aid if any injuries have occurred.

Complaints

Any complaints will be investigated through the school's Complaints Policy.



Appendix 1 – Our Beam County Primary School Behaviour

<table>
<tr><td colspan="3">Relentless Routines

Wonderful Walking Eyes on Me</td></tr>
<tr>
<td><u>Stepped Sanctions</u>
1. Reminder (3 rules) privately if possible
2. Caution (outlining behaviour and consequence)
3. Last Chance (30 second intervention)
4. Cool off (time in another class, nurture room, or child's safe space)
5. Repair (restorative conversations)</td>
<td><u>Micro script (</u>30 second scripted intervention)
• I have noticed that you are… (having trouble, getting started, wandering around, etc.) right now
• <u>At Beam</u>, we (refer to the 3 school rules – ready respectful, safe)
• Because of that you need to (refer to action to support behaviour (e.g. moving to another table, complete learning at another time)
• See me for 5 minutes after class/during break
• Do you remember last yesterday/last week when you (refer to previous positive behaviour)
• That is who I need to see today/now
• Thank you for listening … then give the child some 'take up time'</td>
<td><u>Restorative Conversation</u>
What happened?
What were you thinking at the time?
What have you thought since?
How did this make people feel?
Who has been affected?
What should we do to put things right?
How can we do things differently in the future?</td>
</tr>
<tr>
<td><u>Visible Adult Consistencies</u>
Meet and Greet
First Attention to best conduct
Calm and Caring</td>
<td><u>Rules</u>
Ready
Respectful
Safe</td>
<td><u>Over and Above</u>
Values and Characteristics
Effort
Imitative</td>
</tr>
</table>

Appendix 2 - Restorative Practice at Beam County Primary School

Definition
Restorative practices aim to develop community and manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:
- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children, and families to use RP to build community

Why use a restorative approach?
- Punishment does not meet the needs of those who suffered
- Maybe kudos or 'street cred' attached to the punishment
- Offenders do not have to face the full effects of their actions
- Offenders may feel isolated, and it may be difficult for them to get back into the school community, making rule-breaking more attractive
- If problem behaviour persists, the child may be pushed down a road of exclusion and marginalisation. They may be removed from school but remain a problem in the wider community

Restorative Questions 1
To respond to challenging behaviour:
- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

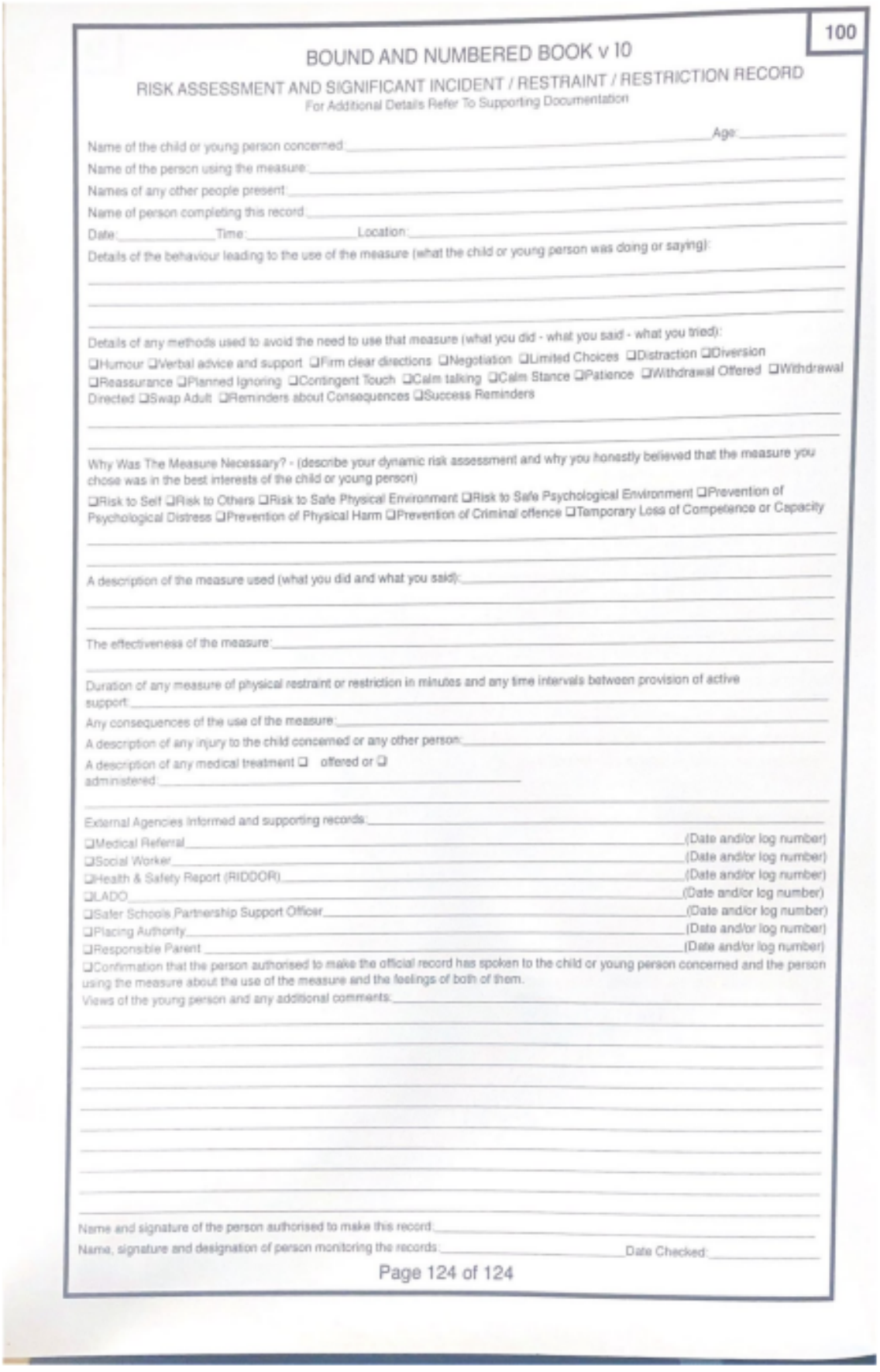
Restorative Questions 2
To help those harmed by others' actions:
- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Antecedent – Behaviour - Consequence Log (ABC Log)

Name: _____

Observed by:	Date, Time & Place:	Antecedent Description of the environment and what occurred prior to the behaviour	Behaviour What the child did or said and how long the behaviour lasted	Consequence What happened immediately following the behaviour	Evaluation	Plan

Appendix 4 - Record of Positive Handling



100

BOUND AND NUMBERED BOOK v 10

RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD

For Additional Details Refer To Supporting Documentation

Name of the child or young person concerned:_____ Age:_____

Name of the person using the measure:_____

Names of any other people present:_____

Name of person completing this record:_____

Date:_____ Time:_____ Location:_____

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):

❑Humour ❑Verbal advice and support ❑Firm clear directions ❑Negotiation ❑Limited Choices ❑Distraction ❑Diversion ❑Reassurance ❑Planned Ignoring ❑Contingent Touch ❑Calm talking ❑Calm Stance ❑Patience ❑Withdrawal Offered ❑Withdrawal Directed ❑Swap Adult ❑Reminders about Consequences ❑Success Reminders

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

❑Risk to Self ❑Risk to Others ❑Risk to Safe Physical Environment ❑Risk to Safe Psychological Environment ❑Prevention of Psychological Distress ❑Prevention of Physical Harm ❑Prevention of Criminal offence ❑Temporary Loss of Competence or Capacity

A description of the measure used (what you did and what you said):_____

The effectiveness of the measure:_____

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:_____

Any consequences of the use of the measure:_____

A description of any injury to the child concerned or any other person:_____

A description of any medical treatment ❑ offered or ❑ administered:_____

External Agencies Informed and supporting records:_____

❑Medical Referral_____(Date and/or log number)

❑Social Worker_____(Date and/or log number)

❑Health & Safety Report (RIDDOR)_____(Date and/or log number)

❑LADO_____(Date and/or log number)

❑Safer Schools Partnership Support Officer_____(Date and/or log number)

❑Placing Authority_____(Date and/or log number)

❑Responsible Parent_____(Date and/or log number)

❑Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.

Views of the young person and any additional comments:_____

Name and signature of the person authorised to make this record:_____

Name, signature and designation of person monitoring the records:_____ Date Checked:_____

Page 124 of 124