

GREAT CHART PRIMARY SCHOOL

BEHAVIOUR & POSITIVE RELATIONSHIPS POLICY

**(including The Use of Reasonable Force & Other
Restrictive Measures
April 2026)**

SEPTEMBER 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect
Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

This document is a statement of the aims, principles and strategies for Great Chart Policy. It should be read in conjunction with the SEN policy, anti-bullying policy, anti-racism policy, child protection policy, staff code of conduct policy and the policies for teaching and learning.

Rationale

At Great Chart School we aim to provide a happy and secure environment for all those who work here or visit. We encourage an atmosphere whereby all pupils are able to learn and all teachers are able to teach: **Good for me, Good for you, Good for everyone**

We expect all members of the school community to take responsibility for their own behaviour, to treat each other with respect, courtesy, all with a bucketful of kindness.

The purpose of this policy is to give a clear code of conduct for the use of all at Great Chart School. This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. The policy will be responsive to changes within the school.

Principles

At Great Chart Primary School we:

- We respect each other
- We care for everybody within our community and the wider community
- We look after our environment

NB We understand that some of our pupils have very individual needs and so may need to be supported and managed differently. Adjustments may need to be made in order for them to access the curriculum and be part of the school community.

Aims of the Behaviour and Positive Relationships Policy

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work.

- To ensure a whole school approach which is used by all staff in the school consistently.
- To provide clear boundaries for acceptable behaviour. To encourage our children to be law abiding and to tolerate all.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To ensure physical and emotional safety.
- To provide both a system of rewards to encourage good behaviour and also a system of consequences which are consistently used.
- To provide coaching opportunities alongside consequences or coaching interventions for some who need further support.
- To involve parents throughout the process and to keep them informed, working as a partnership.

Success Criteria

If the aims of this policy are successful this will lead to:

- A calm, purposeful and happy atmosphere in the school
- Positive, caring attitudes towards everyone where achievements at all levels are valued
- Pupil self-esteem raised
- Pupils, staff and parents have a sense of direction and a feeling of common purpose

Rights

Every child has the right to feel safe, secure and happy to achieve this we believe the child must:

- Have clearly defined boundaries within school
- Feel valued, respected, appreciated, and know people who will listen to them in a kind and respectful way
- Be fairly treated
- Have a learning environment of good quality that is conducive to learning

Adults working in the school have a right to:

- Be treated with respect and courtesy
- Feel valued and appreciated
- Receive appropriate training to enable them to carry out the roles expected of them

Responsibilities

All members of the school community work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs, all with a bucketful of kindness.
- Fostering and promoting good relationships and a good sense of belonging to the school community
- Offering equal opportunities in all aspects and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships and behaviours
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- *The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils for misbehaviour outside school*
- *Teachers can confiscate pupils' property.*

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Parents and carers,

Parents and carers should:

- Get to know the school's Behaviour and Positive Relationships Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour and Positive Relationships Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- The expectations of behaviour they should be displaying at school through the school values
- That they have a duty to follow the Behaviour and Positive Relationships Policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour expectations, and the consequences they will face if they don't meet them
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards through the Empowerment Approach.

Pupils' conduct outside the school premises

What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

At Great Chart Primary School we will respond to all criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. We will involve parents and if necessary the police or other outside agencies.

Consequences will be imposed for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

Teaching positive behaviour

At Great Chart Primary School we believe it is easier to behave well when you feel good about yourself: when we feel good we do better. We use The Empowerment Approach across the whole school to encourage children to be at their brain best for learning and play. We acknowledge that many of our pupils come from situations where they will find it tricky to be at their brain best. Therefore we actively promote good relationships and positive views of others and ourselves through each class using:

- The Empowerment Approach- 5Cs and Brain needs
- Coaching opportunities to support children planning ahead
- Zones of Regulation (Colour monster in EYFS)
- PHSE and Circle time at least once a week to actively teach core skills

We also believe that it is the duty of all the staff to actively teach these core skills throughout the day by:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for pupil behaviour
- Showing empathy and understanding of pupils
- Listening to pupils

- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to pupils
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage inappropriate behaviour

Whole School Values

As part of having a shared vision, whole school values are shared and displayed within the school community. At the beginning of each academic year, the school will review the Behaviour and Positive Relationships Policy. Children will have an induction period to ensure the school values are fully embedded and are revisited at the beginning of each term.

Respect is our core value:

- R** – Remember to use your manners
- E** – Everyone should be included
- S** – See the good in everyone
- P** – Put others first
- E** – Encourage everyone to do their best
- C** – Care for others
- T** – Take care of other people's belongings

Termly values:

Teamwork, Ambition, Responsibility, Resilience, Kindness and Independence

The Empowerment Approach

The Empowerment Approach supports all children. It is also an effective programme to support children who are anxious or withdrawn; who struggle with unhelpful and risky behaviour; or who find school a challenge. The Empowerment Approach is built on what the latest neuroscience tells us about the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. It is underpinned by therapeutic approaches. The approach also sets out very practical strategies for addressing children's difficulties on a day-to-day basis. It is underpinned by strong relationships between adults and children. Relationships characterised by positive communication; mutual respect and listening to understand the young person's experience. The approach places young people's self-awareness at its heart. It provides practical strategies and tools to support children to truly understand their difficulties and to move from responses driven by emotion towards positive self-control.

For staff, Empowerment Approach resources and processes can be found here:

https://drive.google.com/drive/u/0/folders/1t2XExqlpkEG5dNUV6EVxLfsa_7RZc80

Zones of Regulation

Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation' and this strategy is embedded within Great Chart School life.

Rewards

Good behaviour is encouraged through the use of praise and a system of rewards. Rewards are used to:

- Encourage good behaviour
- Create a positive environment
- Help teach behaviour and establish positive relationships

- To increase self- esteem

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive rewards. Children's success both in their work and behaviour will be measured against their previous performance. Each class teacher will devise a range of rewards to use in class:

- Stickers
- Star of the week
- Class treats
- Raffle tickets
- House points via class dojo
- Posts on class dojo

Whole school rewards include:

Golden Time

Golden Time is a merit and sanction system operated by class teachers in KS2. Golden Time forms part of the Behaviour and Positive Relationships Policy implemented in the school. Children have an incentive to follow the rules and are rewarded for good behaviour by having 'privilege' time. Rules are frequently discussed and revised during Circle Time and PHSE activities. If a child chooses to break rules consistently throughout the week the teacher will take away all or part of Golden time.

House System

The children in school are split into four Houses: Bodiam, Hever, Leeds and Dover. Dojo points are awarded both in class and generally around school by all school staff via class dojo points. The House Cup is awarded to the House with the most points at the end of each term.

Headteacher and Deputy Headteacher Tea Party

At the end of each term teachers nominate one pupil from each class to attend a tea party with the Headteacher and Deputy Headteacher. Pupils have to demonstrate that they have followed the School values. Photos are displayed on Class Dojo.

When things go wrong

When pupils find it tricky to follow our expectations, consequences are used alongside coaching. This could be a simple 'word' to a child, 5 minutes off of breaktime which would be used for coaching time or to be spoken to by Phase Leaders or members of the SLT. Whatever the consequence, adults will deal with pupils with a 'bucketful of kindness'. In some incidents coaching sessions may need to take place using the processes and systems within the Empowerment Approach. For some of our older children, this may need to take place before or after school with agreement from parents.

Record Keeping

For pupils causing concern a record of instances of misbehaviour will be logged using CPOMs. For some pupils ABC charts may be also completed. Records are reviewed by the SLT and Phase Leaders.

Individual Behaviour Plans/ Pastoral Support Plan (PSP)

For pupils causing significant behaviour concerns, an Individual Behaviour Plan will be formulated and agreed with all appropriate parties including the child and parents. The school rules will still need to be followed but adjustments will be made in terms of expectations, rewards, treats and sanctions. The plan will be reviewed weekly or fortnightly if there has been progress, the programme will be stopped. If progress has been very slow then a referral might be made to an outside agency such as LIFT (Local Inclusion Forum Team)

Involving Parents

Parents are encouraged to take an active part in the school. We believe it is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour.

It is the aim of the school to inform parents about their child's positive behaviour .

Positive feedback is given to parents through a range of strategies:

- positive memos
- messages home in contact books
- telephone calls
- class dojo
- verbal feedback
- Star of the week

If there is concern about a child's behaviour, his or her parents will be invited to talk to the class teacher. This will allow the teacher to find out if there are any factors that might be affecting the child. The teacher and parent can then work together to try to put measures in place to improve the child's behaviour. Throughout this procedure parents are kept informed. Sometimes if behaviour is monitored, a home/school contact book may be started.

It is hoped that the pupil will make progress but sometimes if unacceptable behaviour continues, more support will be needed. The class teacher will then discuss ways to improve this child's behaviour with the Inclusion Team. An 'Individual Behaviour Plan' will be written and discussed with the parent and child.

Training

Members of staff will be encouraged to attend courses and to share 'good practice' throughout the school. In school training will also take place. Parenting courses are also available for parents and the school can sign post them to these.

Search Powers and Confiscation (DfE advice January 2018)

Searching with consent

School staff can search pupils with their consent for any item. Staff are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's Behaviour and Positive Relationships Policy. (A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty)

Searching without consent

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

(Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Great Chart Primary School the Headteacher and authorised staff can search and confiscate a pupil's mobile phone if it has been used during school time or has been used inappropriately, causing distress to another pupil or adult.

(The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.)

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Confiscation

Confiscation after a search with consent

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Confiscation after a search without consent

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Please read the DfE guidelines relating to the disposal of any items. (Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies January 2018)

The Use of Reasonable Force and Other Restrictive Measures

Power to use Reasonable Force (DfE Guidance 'Restrictive Measures, including use of reasonable force' December 2025)

All members of staff have a legal right to use reasonable force to prevent a pupil from:

- *Causing injury to themselves or others*
- *Committing a criminal offence*
- *Damaging property*
- *Causing disorder among pupils at the school, whether during a teaching session or otherwise*

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- *Remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *Prevent a pupil 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 in the playground;*
- *Restrain a pupil at risk of harming themselves through physical outbursts.*

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”- see above

What is reasonable force?

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a 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.
- As mentioned above, schools generally use force to control pupils and to restrain them. 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.
- Staff should only put a pupil in **seclusion** to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, seclusion should end.

The Use of Force to Restrain or Control Pupils: What the law says:

The law recognises that there are situations where some restrictive physical intervention is necessary as an act of care. Restrictive Physical Intervention refers to a situation where a member of staff uses force intentionally to restrict a child's movements against his or her will.

Section 93 of the Education and Inspections Act 2006 gives all school the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- **Committing an offence.**
- **Causing injury, or damage, to a person or the property of any person (including the person themselves).**
- **Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.**

Physical Intervention

Staff are trained in the ‘PROACT SCIPr UK’ approach and can use physical intervention if deemed reasonable, proportionate and necessary. The school will record every 'significant incident' in which a member of staff uses force on a pupil, and will report the incidents to each parent or carer of the pupil.

ANY PHYSICAL INTERVENTION WHICH INVOLVES RESISTANCE (INCLUDING TOUCH SUPPORT) MUST BE RECORDED AS AN INCIDENT. (Records will be made on CPOMS). Parents must also be informed.

Reduced Timetables (Working together to improve school attendance DfE guidance August 2024)

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

Exceptional circumstances include:

- There's a specific need for a pupil- eg medical condition, severe anxiety
- Reintegration after exclusion
- It's in the pupils best interests
- It's on a temporary basis

- A family bereavement
- A pupil joining the school has significant needs and it is being used for transition

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

Suspensions & Exclusions (see separate policy)

Dealing With Allegations Against Staff Including Malicious and Unfounded Allegations

The Headteacher has details of the DFE Guidance on dealing with Allegations of Abuse and will contact the Local Authority Designated Officer (LADO) for further advice. If the allegation is determined to be deliberately invented or malicious, the Headteacher will consider whether disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he/she was not a pupil.

<https://www.kelsi.org.uk/child-protection-and-safeguarding/LADO-Education-Safeguarding-Advice>

Bullying and Racist incidents (see separate policies)

Bullying is any persistent behaviour which makes someone else feel unhappy, including not speaking to them, making faces, name calling, and sometimes even physical assault. Bullying will be treated as part of the Behaviour and Positive Relationships Policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

Racist incidents will also be dealt with as part of the Behaviour and Positive Relationships Policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

We have a very strong anti- bullying policy and anti- racism policy which need to be read alongside the school's Behaviour and Positive Relationships Policy.

All incidents of bullying and racist incidents are recorded using the KCC Digital Front Door.

Bullying and racist incidents are monitored by the Governors.

Review

The policy will be reviewed at the end/ beginning of each school year. Staff will also be kept updated with the policy at the beginning of each school year and also through our Induction training.

The government document "Behaviour in schools' (2022) contains further advice for schools on this subject and has been taken into consideration.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>