

Lever Edge Primary Academy



Behaviour Management Policy Including Use of Restrictive Interventions

Reviewed: Spring Term 2026
Next Review: Autumn Term 2029



Lever Edge Primary Academy

Behaviour Policy

“At Lever Edge Primary Academy we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of good behaviour”.

Rationale

- We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school
- We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour
- We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Role of adults

One of the most powerful influences on a child’s behaviour is a positive adult role model. Positive reinforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important. Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits. Good behaviour and positive attitudes should be discussed in PSHE lessons (school follows the Jigsaw scheme of work), class discussions and assemblies.

This Policy outlines the Behaviour Management Strategy within the school. It aims to provide a clearly understood Behaviour Policy which: -

- **Is spelled out in detail**
- **Is constantly referred to**
- **Is made explicit throughout school life**
- **Ensures highly consistent working practices throughout the school**
- **Leads to high levels of staff commitment to the vision and strategies in the Policy**

All staff will endeavour to carry out our Behaviour Policy consistently at **all times**.

Our Three Core Rules

- **QUIET VOICES INSIDE**
- **WALK INSIDE**
- **BE KIND TO OTHERS AND EQUIPMENT**

These three Core Rules aim to create and maintain a calm and safe atmosphere within school.

We will not tolerate:

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional
- Fighting or deliberately hurting others
- Swearing or bad language
- Misbehaviour, rudeness and a refusal to co-operate

Anti-Bullying (See separate policy)

The school's approach to bullying is to try to create an ethos / atmosphere in school which prevents bullying occurring in the first place:-

- A calm atmosphere
- Respectful relationships between pupils and staff
- A caring approach to pastoral care
- Proactive staff who identify possible difficulties in advance and develop strategies to prevent bullying/poor behaviour
- A PSHE programme which openly discusses differences and how they might motivate bullying and how this can be prevented
- Information and structures which allow pupils to report any incidents of bullying so that they can be dealt with immediately
- Well trained staff and good levels of supervision

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse.

Child on Child will not be tolerated or passed off as part of "banter" or "growing up" and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child on Child can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

Poor Behaviour Outside School Premises

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside of school premises. This is particularly pertinent with regard to bullying, which may take place on public transport, outside the local shops, or in town or local neighbourhoods.

When bullying (or other misbehaviour) outside school is reported to staff, it will be investigated and acted upon and the appropriate sanction imposed.

Behaviour Book

Any child who is sent to another member of staff for misbehaving, or who receive a detention or missed playtime must have their behaviour recorded in the class behaviour book. This book **must** be sent with the child when sent out of class to another member of staff.

Searching Pupils

Headteachers, or other teachers with the Headteacher's permission, can search a pupil without their consent for items which could be used to cause harm or break the law, and for items banned by school rules. When searching a pupil there should always be at least two members of staff present, at least one of whom is the same sex as the pupil.

Unauthorised items found on a pupil can be confiscated, retained or disposed of by the school.

Behaviour Plans

Pupils whose behaviour is persistently poor will be entered on the SEN Register and they will be given an IBP (Individual Behaviour Plan).

Roles and Responsibilities

Trustees

The Trustee Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour in the building and beyond
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Seeking support from the senior leadership team and/or SENDco should there be more than three recorded incidents
- Recording behaviour incidents in the Behaviour Book

The senior leadership team will always support staff in responding to behaviour incidents.

Parents

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting, a telephone call, a Dojo message or a letter. We may use these methods to discuss children's behaviour or work. Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Praise children for positive behaviour and celebrate their successes
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and in person
- When necessary, meet with members of the senior leadership team

Strategies for Maintaining Good Behaviour

- Make rules explicit to pupils and refer to them regularly
- Praise more than criticise, reward good behaviour
- Praise individuals as well as the whole class
- Make good use of: -
 - Posture
 - Eye contact
 - Facial expression
 - Voice modulation
 - Silence
- Be well prepared for lessons, with all appropriate resources ready prior to the start of the lesson
- Expect high standards of work and presentation
- Do not start a lesson or talk to the class until **all** pupils are paying attention

(N.B: children are not ready until they are quiet, have nothing in their hands and they are watching you)

- Keep everyone occupied and interested
- Always be polite and show respect to pupils. Be firm but fair
- Reinforce good behaviour by praising
- Do not accept low-level disruption/poor behaviour
- Use verbal prompts to maintain on-task behaviour during lessons
- Use time prompts for pieces of work to ensure pace
- Keep a working overview of the classroom/area of supervision
- Do not get drawn into an argument with a child or give them an audience
- Allow a child to explain their behaviour at an appropriate time and place (this will mostly not be in front of the class)
- Ensure pupils understand they are responsible for their actions
- If a child presents with an angry, upset demeanour separate them from the class, give them quiet time to calm down and then instruct the child to think carefully about what they will say and to speak calmly
- Demonstrate respectful behaviours between staff and towards pupils at all times
- Proactively identify possible difficulties in advance and implement strategies to diffuse the situation
- Maintain appropriate professional boundaries (pupils **are not** friends)
- Be consistent and mean what you say

DO	DON'T
<ul style="list-style-type: none"> • Reward good behaviour • Be polite and respectful at all times • Be firm but fair • Ensure pupils understand they are responsible for their actions • Show an interest in a child's well-being and conversation 	<ul style="list-style-type: none"> • Accept poor behaviour • Stand a child outside the classroom for more than a minute or so • Stand a child against the wall at playtime • Seek reconciliation with a child after they have been in trouble, e.g. 'Let's shake hands' • Treat a child like a friend or refer to them as 'mate' etc. • Sanction the whole class for the misdemeanours of a few

Rewards

Class Dojo give pupils the opportunity to be rewarded for positive behaviour through a points reward system. Points are awarded for the following reasons (not an exhaustive list):

- Pleasing piece of work – 2 points
- Behaviour targets e.g. good listening, helping others, good manners etc. – 2 points
- Homework – 2 points
- Resilience – 3 points
- Accelerated Reader between 85% and 100% - 2 points
- Reading at home – 2 points
- Superstar (for something exceptional) – 5 points
- Excellent attendance – 2 points

Class teachers can look at weekly reports to show how successful individual pupils have been and whether they have achieved all of their 'Fun Friday Thirty'. In order to achieve this, pupils must earn 30 Dojo points or more. In addition to this, the person with the highest amount of points in each class will receive a prize and this will be announced in the weekly assembly.

*See also separate Class Dojo policy.

Staff may also choose to adopt their own classroom management strategies, in line with the school policy, and reward with stickers, certificates and/or prizes.

Sanctions

When dealing with misbehaviour the emphasis is on choice. If a child chooses to misbehave, consequences will follow. The sanctions set out below are based upon increasing isolation of a pupil (who misbehaves) from their lessons and their peers. However, the sanctions are not in chronological order and sanctions will be given according to the severity of the behaviour.

- One verbal warning
- Separate desk/table for child to sit at
- Child to sit outside classroom to work
- Child sent to a member of the SLT to explain their behaviour and to work
- Child misses a lesson, e.g. P.E. to continue work
- Child misses playtimes/lunchtime
- Child excluded from playtime/lunchtime activities
- Child given after-school detention
- Child excluded from school trips
- Child given internal exclusion
- Child given fixed term exclusion from school
- Child given reduced timetable
- Child given permanent exclusion

The Headteacher and SLT will be informed of all serious incidents involving physical and prejudice incidents. Each term, SLT will review all behaviour incidents to determine whether an Individual Behaviour Plan should be implemented.

Fixed term exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

In very extreme circumstances, exclusion procedures, both fixed term and permanent, may be brought into force. A child can be excluded for a maximum of 45 days in any school year. When deciding upon the fixed length of the exclusion the Headteacher will take into account the incident, previous exclusions and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. The child is not permitted to be in public areas in school hours during the exclusion. Following a fixed term exclusion, there will be a re-integration meeting involving the school, child and parent(s).

Dealing with Prejudice

The school adopts a zero-tolerance approach to prejudice and will always challenge the use of prejudice language or actions where these are clearly intended to cause offence.

- A first offence will involve a constructive discussion with the class teacher to clarify why the pupil's behaviour is offensive and therefore unacceptable. Parents will be informed that this discussion has taken place with the expectation that the same messages will be reinforced at home. At this stage it is our sincere hope that the home/school partnership will succeed in ensuring that there is no repeat of behaviour of a prejudice nature
- A second offence will result in the child receiving an internal exclusion (learning in another classroom). Parents will be informed, and the next step made clear should a further incident occur
- A third offence will result in the child being sent to a senior leader to explore their reasons for their continued prejudice behaviour. This discussion will be followed by a period of internal exclusion to allow time to reflect on their actions. At this stage parents will be informed that any further incidents are likely to result in a fixed term exclusion.

Team Teach Training and Accreditation

At Lever Edge, all staff receive accredited training in behaviour management through **Team Teach**, an organisation accredited by the **Institute of Conflict Management (ICM)**. Staff undertake either a 1-day or 2-day course depending on the needs of the children they support.

Team Teach promotes a holistic, person-centred approach that prioritises:

1. **Building Positive Relationships** – Developing trust and respect to reduce the likelihood of behavioural escalation.
2. **De-escalation Strategies** – Applying early intervention techniques to manage behaviours before they escalate.
3. **Positive Handling** – Using safe, respectful handling techniques only when absolutely necessary.
4. **Physical Intervention as a Last Resort** – Employed only when all other methods have failed, and someone is at immediate risk.

Our Approach to Behaviour Support

At Lever Edge, we believe the best way to support positive behaviour and ensure the safety of all is through proactive, preventative strategies, underpinned by a deep understanding of each child's needs.

We are committed to creating a safe, inclusive and respectful environment. Staff are encouraged to use a wide range of supportive approaches, including:

- Building and maintaining positive relationships
- Clear, consistent routines and expectations
- Early intervention and prevention

- Use of de-escalation strategies
- Access to safe spaces and regulation tools
- Personalised approaches tailored to individual needs
- Promoting pupil voice and involvement

Use of Physical Intervention

Physical intervention is used only as a last resort, and only when all other strategies have been attempted and found ineffective.

In 95% or more of situations, staff should be able to manage behaviours using non-physical methods. Physical intervention will only be used when:

- There is no realistic alternative, and
- A person is at immediate risk of harm to themselves or others

When physical intervention is required, it must be:

1. Necessary

- **Definition:** There is no other viable way to prevent serious harm.
- **Application:** Staff must have explored and exhausted all other less restrictive options.

2. Proportionate

- **Definition:** The response must match the severity of the risk.
- **Application:** Minor behaviours should not result in excessive intervention.

3. Reasonable

- **Definition:** Judged appropriate by a reasonable person in that situation.
- **Application:** Consideration must be given to age, SEN, gender, and other relevant contextual factors.

Supervision During and After Physical Intervention

During Intervention

- Only **Team Teach trained** staff may carry out physical interventions.
- Staff must remain calm and offer continuous **verbal reassurance**.
- The child is monitored at all times for distress, fatigue or discomfort.
- The intervention must stop **immediately** if it is no longer necessary.

Immediately After Intervention

- The child is supported in a **calm, safe space** with a trusted adult.
- Staff monitor for emotional or physical impact.
- A period of **emotional recovery** is prioritised before reintegration or discussion.

Reintegration and Restorative Practice

- Once calm, the child is supported in returning to class or another appropriate activity.
- A **restorative conversation** may be held to help the child feel supported and to rebuild trust.

Restrictive Interventions

Restrictive Interventions are used only for care and control purposes – never as punishment. It is limited to emergency situations and governed by the legal frameworks below:

Legal Context

- **Children (NI) Order 1995** – Physical restraint is permissible only as a form of physical control, not punishment.
- **Education (NI) Order 1998, Article 4** – Clarifies existing common law powers related to reasonable force.

Situations Where Restrictive Interventions May Be Appropriate

- To prevent injury to staff, pupils or others
- To stop fights or physical aggression
- To prevent deliberate damage to property
- To stop rough play or misuse of equipment posing a risk
- To prevent a pupil from leaving class or the premises in a dangerous situation
- To prevent serious disruption in lessons or refusal to follow instructions
- To search pupils for any prohibited items likely to be used to commit an offence, cause personal injury or damage to property, including, but not limited to, knives and weapons, alcohol, illegal drugs, tobacco / cigarettes, fireworks, pornographic images.

Examples of Physical Intervention Techniques

- Physically interposing between pupils
- Blocking a pupil's path
- Holding or guiding by hand/arm
- Shepherding away with a hand on the back

Best Practice in Behaviour Management

The use of reasonable force must never substitute for good behavioural management. Staff must always attempt to de-escalate using methods such as:

- Speaking in a calm, non-threatening voice
- Reducing the audience by isolating the situation
- Bringing in another member of staff
- Offering clear behavioural alternatives (e.g. "You can do X or Y, but you cannot continue to do Z")

If physical intervention becomes necessary:

- Pupils must be warned verbally beforehand
- Only minimum force is applied
- Every effort is made to have another staff member present
- Intervention is always conducted with calm and care, not aggression
- Restraint is viewed as an act of protection, not punishment
-

Recording and Reporting Incidents

All incidents involving restraint or physical intervention must be recorded in line with school policy and reported to the Headteacher.

Incident Records Should Include:

- Names of pupil(s) and staff involved
- Reasons for the intervention
- Strategies used before physical contact
- Description of how physical intervention was carried out
- The outcome of the intervention
- Any additional actions taken

Communication with Parents/Carers

- Parents/carers should be contacted as soon as possible.
- A full explanation of the incident must be shared.
- This contact must also be logged.

Staff Authorisation and Training

- All staff, including Teachers, Teaching Assistants, and Midday Supervisors, are **formally authorised** by the Headteacher to use physical restraint **in accordance with this policy**.
- All staff have received **Team Teach training**, which is regularly updated to ensure compliance with current best practice.

Appendix 1

Consideration of factors impacting on behaviour (ACEs)

In early life, children create what John Bowlby (1988) referred to as an "internal working model", drawing from the behaviour of significant adults towards them. They learn whether to expect adults to be (for example) calm, affectionate and helpful, or angry and distracted. Some students, through no fault of their own, have experienced trauma and adverse childhood experiences (ACEs) which even the most resilient adult would find hard to manage. ACEs are defined as stressful events which occur in childhood believed to have a lifelong impact on health, wellbeing and health-related behaviours. In the original study, there were 10 defined adverse childhood experiences:

- Witnessing domestic violence
- Parental separation
- Death of a parent
- Parent with a mental health condition
- Abuse, including:
 - Physical abuse
 - Sexual abuse
 - Neglect
 - Emotional abuse
- Incarcerated household member
- Household where adults are addicted to alcohol or drugs

Children whose first experiences of the world have been steeped in toxic stress typically have higher resting levels of cortisol and take longer to return to baseline after stressful episodes. Implications for such a child include the following:

- Fight or flight response always on stand-by
- Quick to anger, to sadness and "learned helplessness"
- Short attention span
- Problems concentrating at school
- View of the world as a dangerous place
- Mistrustful of adults and other children
- Feeling of inadequacy/ lacking confidence
- Lack of self-belief/ lack of self-motivation
- May be over-dependent upon opinion/ support of others (preoccupied)
- May reject support from others (dismissive)

It is important that we look for ways to prevent this toxicity by providing a nurturing, safe and stable environment and helping to reduce a child's ACE exposure possibly through an Early Help Assessment.