PVA Positive Behaviour Policy

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This policy is for all children, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Equality Duty

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

At Pinxton Village Academies our vision is at the heart of everything we do. Our vision is…

"Prepare for the future, Value the now, Achieve every day."

This is driven through our school in our approach to behaviour with a consistent narrative of:

Be Safe, Be Respectful, Be Ready to Learn.

- ✓ Be Safe
- ✓ Be Respectful
- ✓ Be Ready to learn

And our values, culture and children's character…



Our School Ethos

Everything we do starts with positive relationships – building, maintaining, and repairing them.

We believe that children deserve our time: time to talk, to explain and to find solutions.

At Pinxton Village Academies (PVA), we believe in and practice, a relationship-based andrestorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. ***Unmet Needs*:** Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need eg. the need to feel safe, hunger, positive self-esteem.
2. ***Individual Influences*:** Children's behaviour cannot be fully understood in isolation. It needsto be understood within the contexts or environments in which they develop e.g. their family, community, school.
3. **Relationships:** Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, **unconditional positive regard** is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent/carer). We have a duty of care towards our children, promoting safety and welfare. The level of this dutyof care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

At Pinxton Village Academies, we recognise the importance of listening to our children and seeking their opinion. Therefore our School Agreements has been created and agreed by staff and children collectively.

School Agreement

A simple school agreement has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. Our "School Rules" are displayed in every classroom and around school. Our "School Rules" are as follows:

- Be Respectful
- Be Safe
- Be Ready to Learn

Our School Agreements are underpinned by our School Values. The rules are woven through the values ensuring the values are rewarded and worked towards. The school values are as follows:



All our school values align with our school rules. Throughout our weekly achievement assembly, the children will be rewarded based on these values using the school rules as a prompt (e.g. Betty has received a Unique award for showing Kindness)

In support of our ethos, we apply the practices outlined in the appendices.
See Appendix 2 "Responding in the Moment."
See Appendix 3 "15 Things to Build Relationships"

Policy aims and objectives
It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Pinxton Village Academies is committed to the emotional mental health and wellbeing of our children, staff, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Positive approaches
Children learn and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

The focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. Our 'School Rules' should be established at the beginning of each school year, and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session and are explicitly taught as part of the curriculum.

Rewards
It is a firm belief at Pinxton Village Academies that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community.
We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems
- Individual rewards
    - Class stickers/stamps

    - Public praise in front of staff
    - Visit Headteacher, Deputy Headteacher or member of SLT for praise
    - Dojo Points
- Dojo messages to parents
- Postcards home from the Headteacher
- Achievement Assembly Star of the Week linked to the children's characteristics

Whole class reward systems
These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working hard as a team and by respecting our School Agreement and Values.

Individual Rewards
At Pinxton Village Academies we recognise that rewards need to be fair and equitable.

Children are awarded individual Dojo points and work towards certificates (50 bronze, 100 silver,150 gold and 200 platinum). Points focus on the School Values for going above and beyond the school rules expectations. Dojo Points can be awarded by any member of staff both inside and outside the classroom, however only one dojo point may be awarded at any one time. Dojo allows for parents to instantly see the positive behaviours that their children are showing throughout the day. Positive messages to parents/carers about their child's attitude and/or positive work will be communicated through the Class Dojo app.

Star of the Week Achievement Assembly
Children from each class are awarded a Star of the Week certificate presented in a celebration assembly. Certificates focus on the School Values and rules. Children value being identified as this achievement is saved and will never be taken away.

Postcard from the Headteacher
One child from each class is sent a postcard direct to their home address acknowledging and celebrating their commitment to displaying the whole school values and rules. These letters are sent at the end of every term.
A reward, once earned, must never be taken away from the child.

A restorative approach to challenging behaviour
We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see appendix 3 and 4). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At Pinxton Village Academies, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are writing letters of apology; repairing damage to property; completing missed work in a playtime (but never the full playtime). If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules, and this will be explained clearly to the child.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:

Step	Strategy	Approach
1	A reminder of expectations and rules	To the whole class, reminder of the rule that has been broken, and thank children who are following the rule(s). Return positively to the task.
2	A verbal warning (x2)	1:1 Direct restorative conversation(s) with the child inside the classroom – 1st verbal warning takes place where the child is sat. Adults explain why the rule has been broken, explaining positively how the rule should be followed. 2nd verbal warning, ask the child to move to the side of the room. This invitation is given in a positive manner so that the child knows they can talk and return to their working space positively. Further explain the rule(s) which have been broken, how to follow the rule(s) and return to class.
3	Reflection time in own class	Move from working space to a reflection area. Go through the restorative questions (on lanyard) through conversation with the class teacher. 5 minutes reflection and then return to task.
4	Time out in partner class	As above but in a partner class.
5	**Reflection time (10 mins during Break or Lunch)** Child completes the reflection activity with class teacher, followed up with restorative conversation. Phone call home by the class teacher (if regulated) – inform parents/carers of reflection time and reasons for this. Invitation for parents/carers to meet, but this is not an expectation. If the child is not regulated, the teacher will inform the parent/carer by the end of the school day. If **regulated** the child will return to class and back to step 1.	
6	Reflection time with Phase Leader	Phone call to parents/carers by the class teacher Incident recorded on the school behaviour monitoring system. Restorative conversation led by Phase Leader with the child. School Behaviour Lead to monitor behaviour over the remainder of the day and throughout the week.
7	Reflection time with Headteacher or Deputy Headteacher (remainder of the session)	Phone call to parents/carers by the class teacher – record on the monitoring system. Class teacher to work alongside Headteacher, Behaviour Lead, SENCO, and parents/carers to review/ create an Individual Behaviour Plan. Behaviour Lead and Headteacher to monitor.
8	Behaviour continues to escalate after above actions	Follow up meeting with family, SENDCo and member of the SLT – record on the behaviour monitoring system. Potential Internal suspension (up to one day the following day **in school** away from peers with the Headteacher/Deputy Headteacher). Parents/carers informed by the Headteacher. Class Teacher: Develop personalised plans in collaboration with parents/carers and the SENDCo. This may include a SEND Support Plan

		and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers at least half termly.
9	Relevant External agency support	Class Teacher: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
10	Fixed term suspension	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. Behaviour Lead, SENDCo and Headteacher to monitor.
11	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

If a child is asked to leave the classroom, they should be given time to reflect on their behaviour with a member of staff. Wherever possible, this should be the adult directly affected by the behaviour, to support meaningful reflection and repair. Emotion Coaching and restorative questions will be used to guide this process.

Please note: While the stepped approach is the standard to managing most behaviours at Pinxton Village Academies it is not strictly linear. In the event of a significant behaviour incident, staff are expected to bypass the initial stages and move directly to the highest stage of response to ensure the safety and wellbeing of everyone involved.

A significant behaviour incident is any action by a child that:

'Substantially disrupts learning, poses a risk to the safety or wellbeing of children or staff, involves discriminatory or abusive language or conduct, results in harm or injury, or requires intervention beyond standard classroom management.'

All significant behaviour incidents are recorded on the school's behaviour monitoring system.

Responding to misbehaviour from children with SEND

At Pinxton Village Academies we recognise that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

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

If a child has an Education, Health and Care Plan (EHCP), the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will consider the specific circumstances and requirements of the child concerned.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time because of their SEND
- The child was likely to behave aggressively due to SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

At Pinxton Village Academies, the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies, and a SEND Support Plan and Behaviour Plan will be put in place in partnership with parents and carers. These plans will be reviewed at least termly.

Children with an Education, Health, and Care plan (EHCP)

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will contact the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

Bullying and 'relational conflict'

Pinxton Village Academies, Derbyshire County Council and and Nottinghamshire Local Authority use the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

At Pinxton Village Academies and Flying High Partnership we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to

bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. At Pinxton Village Academies we monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g.,verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on CPOMS, by a member of the Senior Leadership Team.

Minimising the Need for Restrictive Intervention, including the use of Reasonable Force

Pinxton Village Academies are committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty, or freedom of action.

All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de-escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

Definitions (Aligned with DfE Statutory Guidance, April 2026)
Restrictive Interventions: Any physical or non-physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:
Reasonable Force – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.
Physical Restraint – Holding or restricting a pupil's movement, such as holding arms, guiding firmly, or stopping unsafe actions.
Non-Force Restrictive Intervention – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).
Guided Physical Intervention – Low-level, non-forceful contact to guide a pupil to safety.
Seclusion – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time-limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

Minimising the Need for Restrictive Intervention

Pinxton Village Academies employs proactive approaches including de-escalation strategies, relational support, curriculum adaptation, behaviour plans and environmental adjustments to prevent situations escalating to crisis.

For children with SEND, medical, or mental health needs, the school uses individual behaviour support plans, created collaboratively with parents/carers, to reduce the likelihood of restrictive interventions being needed.

Authorisation of Staff
Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.

All members of school staff have a legal power to use reasonable force where this is **necessary, proportionate and the least restrictive option** to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also **authorise other adults** (e.g., volunteers on school visits) to use this power in line with law and guidance.

Deciding Whether to Use Restrictive Intervention
When considering use of restrictive intervention, staff must apply the following principles:
• Is there an immediate risk of harm to the pupil or others?
• Is the intervention necessary and proportionate?
• Is this the least restrictive option available?
• Have de-escalation attempts been made where possible?
• Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

Using Reasonable Force and Other Restrictive Interventions
If restrictive intervention is necessary, staff must:
• Use the minimum force or restriction required for the shortest possible time.
• Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
• Seek support from another adult whenever possible.
• Continue to communicate with the child throughout the incident.

Recording and Reporting
The school will record and report in line with:
• The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint.
• DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:
• All seclusion incidents.
• All restraint incidents (physical or non-physical).
• All significant incidents involving use of force.

This includes:
• Blocking or restricting movement.
• Directing or steering a child where freedom of movement is restricted.

• Removing mobility aids.
• Any restraint technique.
• Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post-incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice (see Appendix 6).

Post-Incident Support
Pinxton Village Academies will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express their views.

Training
Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de-escalation, with regular refreshers.

Oversight and Governance
The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use. The health, safety, and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the Local Authority, and Flying High Trust takes responsibility for protecting the health and safety of all children and members of staff.

Minimising the Need for Restrictive Interventions (Including Reasonable Force)
At Pinxton Village Academies we follow the Department for Education's Restrictive interventions, including the use of reasonable force, in schools guidance, effective 1 April 2026. This guidance strengthens expectations around prevention, proportionality, record-keeping and safeguarding.

We emphasise:
• Early intervention, prevention and de-escalation.
• Understanding children's needs, emotions and triggers.
• Emotion Coaching and restorative practices.

Restrictive interventions may be used only when necessary to:
• Prevent injury to the child or others.
• Prevent a criminal offence.
• Prevent serious damage to property.
• Prevent significant disruption.

Interventions must be proportionate, time-limited, and never used as punishment.
Restrictive Interventions (Including Reasonable Force) – Updated Legal Requirements 2026
From April 2026, schools must:
• Record every significant incident involving use of force.
• Report each incident to parents.
• Keep written records meeting statutory expectations under Section 93A of the Education and Inspections Act 2006.

Records must include de-escalation attempts, rationale, type/duration of intervention, injuries, follow-up, and communication.

Definition: Restrictive interventions include any physical or non-physical action limiting a pupil's movement,

including reasonable force, guided movement, blocking, and seclusion.

No-contact policies are prohibited; staff must be able to intervene safely.

Seclusion rules:
• Only for immediate safety.
• Never as punishment.
• Continuously supervised.
• Safe, non-threatening spaces.
• Fully recorded and reported.

SEND: Staff must consider SEND when planning interventions and make reasonable adjustments.

Training: Staff likely to need interventions must receive accredited training.

Searching children: Authorised staff may use reasonable force where proportionate during searches for prohibited items.

Behaviour Plan

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead and/or SENDCo to agree actions and targets to be set, with a clear timeline e.g. referral to external agencies, pastoral support plan, SALT.
- Planning provision with appropriate external agencies.
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents/carers and the child.
- Risk Assessment if required where the use of restrictive interventions need to be considered as a last resort where behaviours could be considered harmful to the child and others.

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members as well as the school learning environment.

Use of Alternative Provision

A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

Decision-Making and Placement

Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. Pinxton Village Academies commissions Alternative Provision only with registered, quality-assured providers or unregistered providers approved and quality-assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers.

Expectations for Behaviour in Alternative Provision

Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

Monitoring and Oversight

Pinxton Village Academies retains responsibility for the child's welfare, progress and safety throughout their placement. Staff maintain regular communication with providers, monitor attendance, behaviour and progress, and ensure safeguarding standards remain consistently high.

Reintegration

Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

Relationship with Suspensions and Exclusions

Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

Suspension and Permanent Exclusion

Suspensions (formerly known as fixed-term suspensions) and permanent exclusions are extremely rare and are only issued in response to serious incidents, or to persistent challenging behaviour which has not improved following in school support, sanctions, and interventions.

Only the Headteacher may decide to suspend (for a specified number of school days) or permanently exclude a child, in line with DfE statutory guidance (Aug 2024). The governing board's role is to consider the Headteacher's decision in accordance with the thresholds set out in the guidance and/or where parents/carers request a review. During a suspension, children are usually not on site; however, they may attend school arranged meetings (e.g., reintegration). The school will arrange suitable education from day 6 of a suspension. The school may also use in school provision (internal exclusion) where appropriate; this is not a statutory suspension.

After a suspension, parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and to reduce the risk of further suspensions or a permanent exclusion.

In line with the latest Department for Education guidance, a permanent exclusion is a measure of last resort, used only when all other reasonable measures have been exhausted. The decision to permanently exclude a child will only be taken by the Headteacher in response to a serious breach or persistent breaches of the school's Positive

Behaviour Policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school community.

At Pinxton Village Academies we understand that any decision must be lawful, reasonable, and procedurally fair, taking into full account the school's statutory duties under the Equality Act 2010 and towards children with Special Educational Needs and Disabilities (SEND).

Following a permanent exclusion, the school will notify parents/carers, the local authority, and (if applicable) the child's social worker or Virtual School Head without delay. The governing board will meet within 15 school days to consider reinstatement. After the meeting, the governing board will notify parents/carers, the Headteacher and the local authority in writing about their decision and the reasons behind it. If the permanent exclusion is overturned, the child will be reinstated. If the exclusion is upheld, the written notification will confirm the permanent exclusion and inform parents/carers of their right to request an Independent Review Panel (IRP) within 15 school days of receiving the board's decision. The board will only remove the child from the school admission register after 15 school days have passed without an IRP application or if parents/carers confirm they will not seek a review.

Monitoring and evaluating behaviour

The Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers via pupil voice, parent view questionnaires , staff surveys and external verification (such as Ofsted) throughout the academic years. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Staff Support

At Pinxton Village Academies we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that children can be vulnerable in many ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our children safe.

For further information please see our Child Protection and Attendance Policies.

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's *Searching, Screening and Confiscation* guidance.
Searches will normally be carried out by 2 members of staff, and by a staff member of the same sex as the child where reasonably practicable, unless there is a risk of serious harm if the search is not conducted immediately. Strip searches are police-led only; where these occur on site, the school will follow DfE expectations on after-care and parental notification.

Any member of staff may carry out a search with the child's consent. Searches without consent will only be carried out by members of staff who have been authorised to do so by the Headteacher. Authorised staff may search a child's pockets or possessions. Authorised staff will only carry out a search if they believe:
• a child is in possession of a prohibited item
• not doing the search would put the child, other children or staff at risk
• the search does not pose a safeguarding risk

The search will be explained to the child, and they will be requested to co-operate. For example: "I would like you to show me inside your bag and turn out your pockets." If the child refuses to co-operate, the authorised staff member will inform the Headteacher, who will determine next steps on a case by case basis. The staff member who carries out the search will inform the DSL without delay where there were reasonable grounds to suspect a child had a prohibited item and/or where the search reveals a safeguarding concern.

All searches will be recorded on the school's behaviour reporting system and parents/carers will be informed as soon as reasonably practicable.

Any prohibited items will be confiscated and parents/carers informed. If a child is suspected of criminal behaviour, the school will assess whether to report the incident to the police.

Zero-tolerance approach to sexual harassment and sexual violence

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. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation.

Some of these behaviours and actions have been referred to in the above 'Beyond Challenging section' and our 'Child Protection' policy.

Complaints and Allegations

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding, and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

For further details please refer to our Complaints Policy.

We will also make clear to our children that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for children, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

Transition

At Pinxton Village Academies, we ensure any children joining our school receives an induction from a member of the Senior Leadership Team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, Children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings . To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

Policy links

This policy links to the following policies at Pinxton Village Academies:

- Relationships, Sex and Health Education
- Anti-bullying
- Attendance
- Equality
- Health and Safety
- Child Protection and Safeguarding
- On-line safety (including Social Media)
- Teaching and Learning
- SEND
- Staff Handbook

Policy written by: Anne Ingle (Headteacher) in consultation with all staff
Date written: March 2026
Approved by: SLT & FGB
Review date: September 2026
This policy was written with reference to the NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion" – adapt according to appropriate LA guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Keeping children safe in education

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation

The Equality Act 2010

Suspension and permanent exclusion guidance

Use of reasonable force and other restrictive interventions guidance

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Arranging Alternative Provision - guide for LAs and schools

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Appendix 1- Behaviour Expectations During Assemblies

Entering the Hall

- Class line up silently in the classroom
- Class line is organised by teacher to consider group and class dynamics where necessary
- Class walks down corridors on the left-hand side silently. Teacher and support staff lead and ensures that the line can be always observed (continuously looking back)
- Class sits down silently and joins in with singing immediately
- Staff sit facing the class sideways on (not facing the front of the hall)

Class to be praised at each of the stages above so that they know what they are doing well.

During Assembly

- Encourage all children to sing and participate where appropriate. During singing, staff to model singing and signing as appropriate
- Throughout the assembly, teacher to continuously check for appropriate behaviour:

  - Legs crossed
  - Hands on knees or arms folded
  - No talking
  - Respect for the speaker at all times
  - Joining in, hands-up when requested

Class to be praised at each of the stages above so that they know what they are doing well. Individual dojo and class points are issued as appropriate.

If behaviour needs addressing, staff to correct it silently if possible through gestures. Positive behaviour to be praised silently through gestures. IPad may be brought to award Dojo points.

Leaving the Hall

- As entering the hall
- Children are silent until they are back in the classroom

Appendix 1 - P.E/Class Activity Expectations in the Hall

Entering the Hall

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall e.g. “Once in the hall, find a space, sit silently facing the front.”
- Follow procedures for assembly

Class to be praised at each of the stages above so that they know what they are doing well.

During the Lesson

- School rules apply as for all subjects
- Noise can compromise safety, particularly in a physical activity; explain this to the class.

General

- At the start of the year, teachers will practise these procedures until they are embedded.
- F2 – 2 members of staff per class to stay in the hall during assembly (1 either side of the hall) until it is agreed that they can be unsupervised – usually after the first half-term.
- To gain silence during assembly, a raised hand should result in correct sitting and silence (to be used by all staff).
- Encourage loud, clear voices from the children when they are contributing.
- At all times (in class or in the hall), staff should use a respectful means of gaining the children’s attention.

If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. However, as the class learn the expectations, a gentle reminder will be all that is needed as praising all those who are doing what is expected. Staff will follow the staged approach against the school rules.

Appendix 1 - Lunchtime Behaviour Procedures

The School Rules apply at lunchtime just as they do at other times.

Actions will vary from those in the classroom as the environment is different.

Challenging behaviour (in line with the staged approach)

1. **Quiet word**
2. Two minutes **time-out** (stand with the midday/TA). Child returns to play.
3. If child continues to be challenging, **Midday radios** for (1) Class Teacher (2) SLT member (3) Headteacher.

   They will speak to the child about their behaviour:
   (a) the reason for the behaviour
   (b) the impact of the behaviour on others
   (c) how can the child move forward when they return to the classroom? (repair)

   And remain in the area for up to 5 minutes to ensure that the child is settled.

4. If the behaviour **continues to be challenging**, midday radios for staff as above, the child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

Beyond challenging
At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the midday will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Hall duty

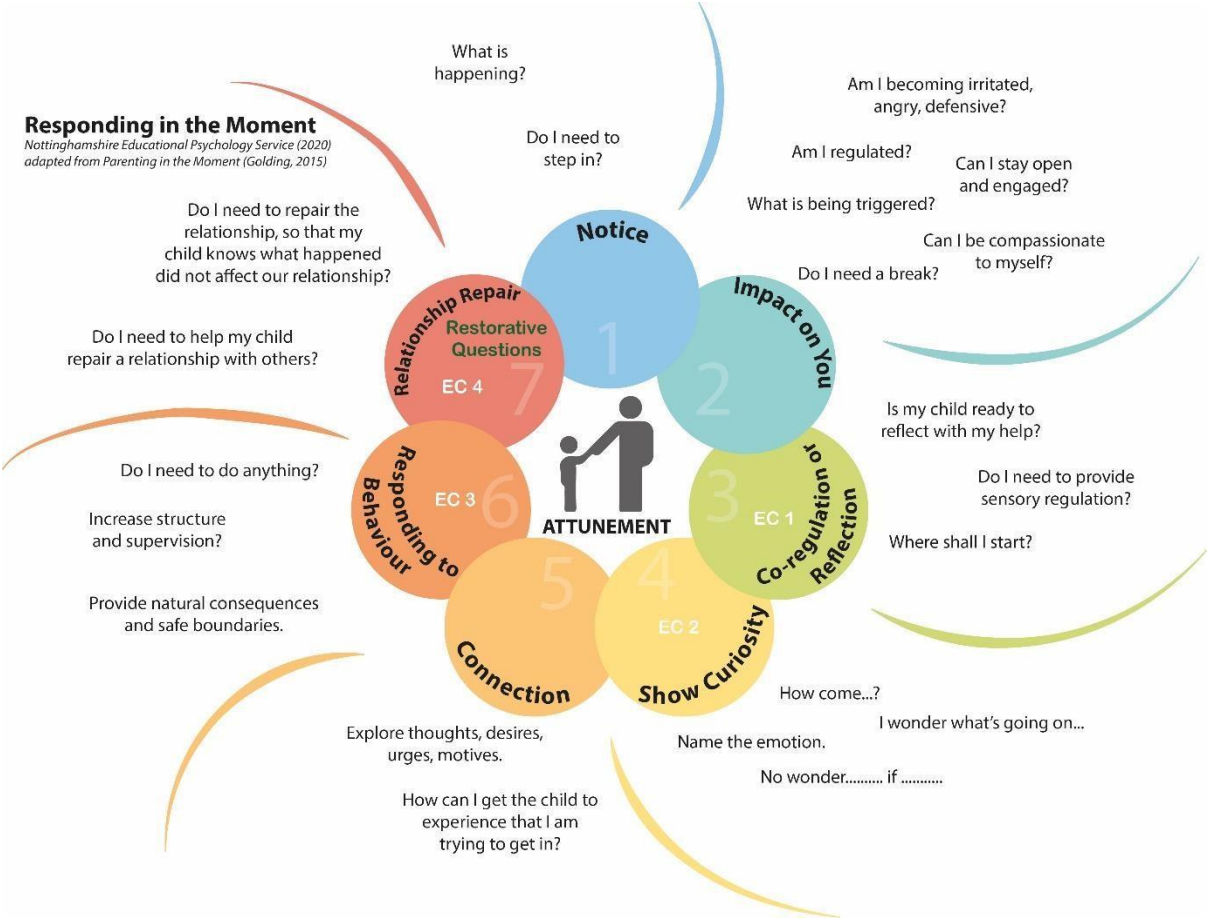
- In the hall, Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.
- The 4 steps for challenging behaviour and beyond challenging, apply in the hall just as they do outside.

Lunchtime rewards

Midday supervisors should award stickers in line with the school rules for positive behaviour. The teacher should be made aware of any rewards given when the class is handed over. Each sticker = 1 class dojo for demonstrating a school rule.

Each midday will start each lunchtime with stickers. Middays should aim to give out at least 2 stickers per class each day.

Appendix 2: Responding in the Moment



Appendix 3: Fifteen Things to Build Relationships - Tips for Staff

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?
5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

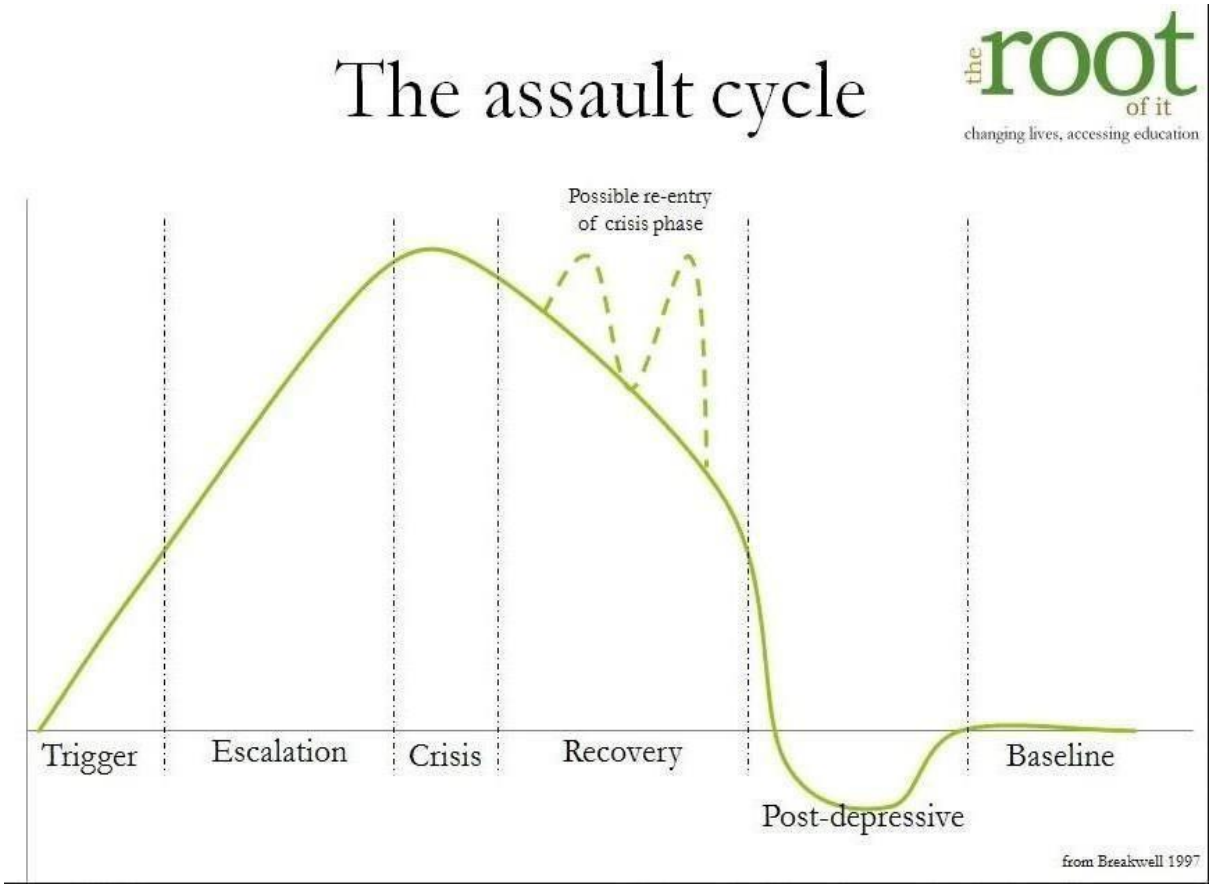
Keeping the policy alive

We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

Strategies to keep the policy alive:

- The key points above will be displayed on the staff notice board
- Each 1⁄2 term there will be a staff meeting section in which the Behaviour Lead will present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy.
- Develop staff and children's scripts clearly defining the expectations around the school rules and what is above and beyond (rewards) to support consistency and deepen understanding
- Revisit these scripts as part of termly staff meetings

Appendix 4: The Assault Cycle



Appendix 4: The Assault Cycle

The Assault Cycle



1. **The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

   TWO TYPES:
   - Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
   - Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

2. **Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

3. **Crisis Point** - Aggressor explodes into violent acts against the threat.

4. **Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. **Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

Appendix 5: Restorative Questions

Examples of types of questions that could be asked when challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Appendix 6 - Restrictive Intervention Recording Form

This form complies with the Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 and the DfE Statutory Guidance "Restrictive Interventions, including the use of Reasonable Force, in Schools" (April 2026).

1. Incident and Child Details

Name of child	
Year group and class	
Date, time and location of incident	
Name(s) of staff involved and role(s)	
Witness or directly involved?	
Details of other children involved	

2. Type of Restrictive Intervention (tick all that apply)

Seclusion	☐
Physical restraint	☐
Non-force restraint (blocking, directing movement, preventing exit)	☐
Removal of mobility aids	☐
Guided physical intervention	☐
Significant use of force	☐

3. Incident Details

Incident description (factual, objective)	
De-escalation strategies attempted	
Rationale for restrictive intervention	
Nature and duration of intervention	
Impact on child (distress, emotional/physical response)	
Any injury to staff or children and first aid provided	

4. Child Voice

Record how the child felt, their views on what happened, and any follow up discussion.

5. Post-Incident Support and Review

Support provided to child	
Support provided to staff	
Adjustments required to the child's behaviour plan or risk assessment	
Was another adult present? (Yes/No and details)	
Information shared with other staff/agencies	

6. Parent/Carer Notification

How and when were those with parental responsibility informed?	
Outcome of discussion with parents/carers	
Any complaint logged as a result of this incident	

7. Completion and Review Sign-Off

Staff member completing form – Name & Signature	
Date of completion	
Senior Leader Reviewer – Name & Signature	
Review Date	
Actions required following review	