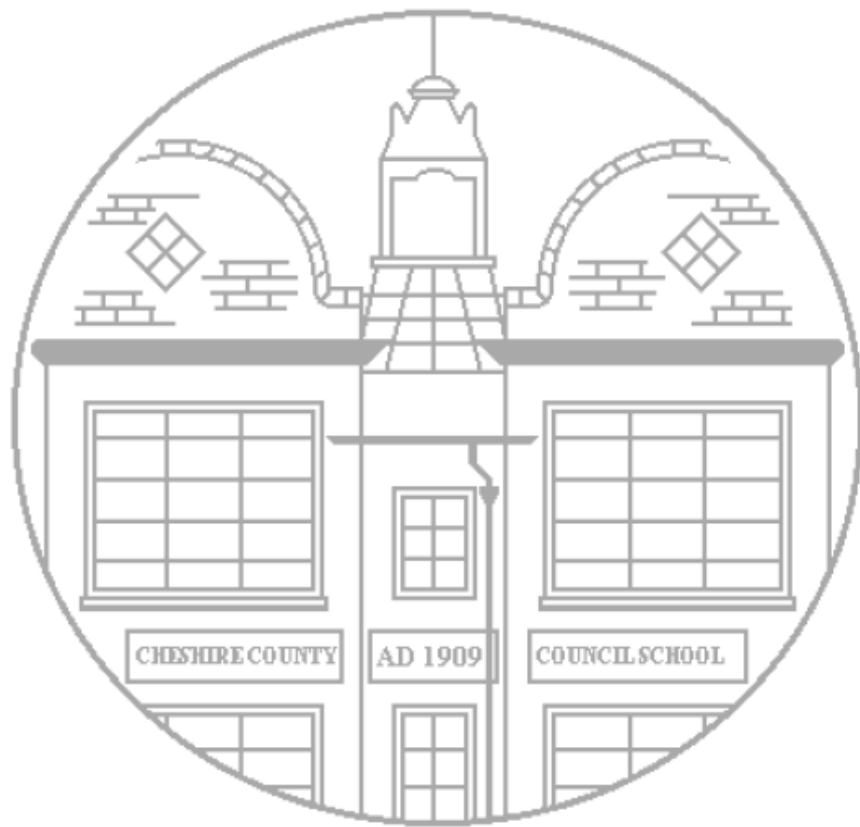


Cambridge Road Community Primary & Nursery School



Behaviour Policy

Approved by: Heather Berry
Date: September 2026
Review date: September 2027

Aims and expectations

At Cambridge Road we want to create an atmosphere where everyone involved in school is treated with respect, courtesy and fairness regardless of gender, race, religion, sexual orientation, nationality or disability.

We believe good behaviour is essential for personal, social and academic development. It does not happen by accident. It must be nurtured, guided and reinforced and is the responsibility of everyone who is involved in the school community: pupils, staff, parents and governors. All behaviour is a form of communication. Behaviour is a choice and there is a significant difference between a behaviour choice and dysregulation.

We strive to ensure that we take positive steps to promote high standards of behaviour within the classroom and around the school.

- ❖ The school expects every member of the school community to behave in a considerate way towards others.
- ❖ We treat all children fairly and apply this behaviour policy in a consistent way.
- ❖ This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- ❖ The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our 'Rights'

The children and adults in our school have agreed that we all have three rights. They are:

1. The 'right' to learn or teach.
2. The 'right' to be respected.
3. The 'right' to feel safe.

All of our school rules are based upon these three rights.

Our School Rules

We expect our pupils to always:

- ❖ Be respectful and use good manners.
- ❖ Follow instructions first time.
- ❖ Listen when others are speaking.
- ❖ Keep hands, feet and objects to yourself.
- ❖ Walk / Play calmly and sensibly around school.
- ❖ Work hard and to the best of your ability.

Responsibilities

All pupils are expected to:

- ❖ Follow the rules of the school both in school and on the playground
- ❖ Work hard, do their best and complete all work set
- ❖ Tell the truth when incidents do occur so that they can be dealt with correctly

All adults in school are expected to:

- ❖ Model to the children appropriate behaviour - this includes not eating or drinking in the corridors and not using mobile phones.
- ❖ Dress appropriately.
- ❖ Provide interesting and stimulating work, which is appropriate to each child's needs.
- ❖ Treat all pupils fairly and justly.
- ❖ Recognise possible times where inappropriate behaviour may occur and seek avenues to avoid this.
- ❖ Praise and reward good work and appropriate behaviour.
- ❖ Apply sanctions in a consistent way.
- ❖ Remind children of school rules, rewards and sanctions regularly.
- ❖ Encourage appropriate behaviour in class and around school – hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- ❖ Encourage children to settle down quickly to work – removing opportunities for fuss and inappropriate behaviour.
- ❖ If poor behaviour does occur take the time to log the incident on Arbor
- ❖ If there is a behavioural incident, an ABCF form is to be completed.

All parents/carers are expected to:

- ❖ Model to the children appropriate behaviour
- ❖ Support the Behaviour Policy
- ❖ Bring and collect their child on time
- ❖ On the first day of absence inform the school of the reason.
- ❖ Dress their child in a blue sweatshirt, white/blue polo shirt and grey skirt / black/grey trousers. All school uniform should be labelled with the child's name. Black shoes or black trainers should be worn.
- ❖ Ensure that their child does not wear any jewellery (only one pair of stud earrings are allowed) for the safety of all our children.
- ❖ Ensure that their child does not wear false nails or false eyelashes.
- ❖ Share their concerns about their child's education, welfare and behaviour with the school.
- ❖ Take an active interest in their child's work and achievements.
- ❖ Be willing to help their child with their work in school and at home.
- ❖ Listen to their children read every night.

All Governors are expected to:

- ❖ Model to the children appropriate behaviour

- ❖ Take an interest in the life and the work of the school.
- ❖ Act as a point of contact for parents, staff and the local community; raising issues with the school management team and participating in Governor's meetings.
- ❖ Become involved in disciplinary action when requested to do so by the Head Teacher

Rewards

To develop an ethos of kindness and co-operation we reward positive behaviour in a variety of ways.

Individual Rewards:

The rewards are as follows:

1. Name written in the 'Achievers Book.'
2. Name written in the 'Kindness Book' to promote our ethos of 'Be Kind, Be Kind, Be Kind.'
3. 'Golden Postcard' sent in the post to home.
4. 'Star of the Week' chosen by peers and announced in Celebration Assembly.
5. Raffle Ticket to promote positive behavior. Tickets put into class draw to win a prize.
7. Verbal / Non-verbal praise.
8. Peer praise.

Golden Time:

Golden Time takes place every Friday in KS1 classes. It is a special time and is a reward for good behaviour. Any pupil reaching a '4' on the 'Behaviour Tracker' misses Golden Time for that week. Children on Report card lose 5 minutes of Golden Time for each 'x' on the card.

Jewel Jamboree:

As a separate reward that encourages teamwork and a collective ethos each class has a pot that they aim to fill with jewels. Once the pot is full the whole class can have a class reward.

Corrective Actions

To develop an ethos of kindness and co-operation we also have to correct negative behaviour. The corrective actions are hierarchical (with 5 being the most severe) and are as follows:

	In the classroom	At playtime
	Verbal warning/ reminder of rule	Verbal warning/ reminder of rule
1.	Reminder of the rule broken	Reminder of the rule broken
2.	Warning – miss 2 mins of playtime	Warning – miss 2 mins of playtime
3.	Time Out – miss 10 mins of playtime	Time Out – miss 10 mins of playtime
4.	Removal to KS Leader for 20 mins	Removal to Lunch duty staff for 20 mins
5.	Sent to Head Teacher and parents informed	Sent to Head Teacher and parents informed

If a pupil gets to a number 4 or 5 they must write out the school rules and write a letter of apology to those involved. It can also result in a 'strike' with three strikes resulting in the withdrawal of a class activity.

Severe behaviour such as fighting, verbal abuse to adults, racism or bullying trigger an automatic move to number 3.

Nursery & Reception – slightly adapted due to age of children

	In the classroom	At playtime
	Verbal warning/ reminder of rule	Verbal warning/ reminder of rule
1.	Reminder of the rule broken	Reminder of the rule broken
2.	Warning – miss 2 mins of playtime	Warning – miss 2 mins of playtime
3.	Time Out – miss 5 mins of playtime	Time Out – miss 5 mins of playtime
4.	Removal to KS Leader for 10 mins	Removal to Lunch duty staff for 10 mins
5.	Sent to Head Teacher and parents informed	Sent to Head Teacher and parents informed

Nursery & Reception use a 'Time Out' spot or chair to provide consistency.

Personal Support

There are some pupils who, for whatever reason, need a more personalised approach. To manage these pupils an individualised approach must be put in place that falls within the general framework. An Individualised Behaviour Plan (IBP) is the starting point for these pupils. The ultimate corrective actions for pupils who do not respond to an Individualised Behaviour Plan are as follows:

- in-school exclusion (isolation/ lunchtime supervision)
- fixed term exclusion (FTE)/ suspension
- permanent exclusion

Personal Support Sanctions

STEP 1 – Behaviour Concern Notification (Class Teacher, SENCO, LBP)

- Teacher discusses concerns with LBP and SENCO.
- Begin monitoring to identify areas of concern / possible causes / appropriate targets.
- Teacher completes a Behaviour Assessment Profile if necessary.
- Parents informed that behaviour is a cause for concern.
- Parents met with and concerns discussed / next steps made clear.
- Meeting with parents recorded in child's individual folder.

If behaviour does not improve and concerns remain move to Step 2.

STEP 2 – Pastoral Support Programme (Class Teacher, SENCO, LBP)

- Teacher completes a Behaviour Assessment Profile.
- Involvement of all necessary agencies, i.e. Educational Psychologist etc.
- Consider CAF.
- PSP Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three). This can take the form of a personalized contract/target sheet. This is to be signed daily by the teacher with weekly reports to SLT or as the need arises.
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

If targets are achieved remove from PSP. If PSP failed, move to Step 3.

STEP 3 – Behaviour Contract (Class Teacher, SENCO, LBP, HT)

- Parents informed. Report Card to be signed daily by SLT. Each cross equates to 5 minutes off Golden Time.
- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.

- Complete a TAF if appropriate.
 - Daily feedback to child (x 5), weekly feedback to parents.
 - Behaviour Contract to last a minimum of two weeks/a maximum of 16 weeks.
- If behaviour improves return to PSP. If not move to Step 4.*

STEP 4 – Internal Exclusion/ isolation including lunchtime supervision
(Class Teacher, SENCO, LBP, HT)

- Parents, Chair of Governors informed.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.

If behaviour improves return to class on a Behaviour Contract. If not move to Step 5.

STEP 5 – Fixed Short Term Exclusion (Class Teacher, SENCO, Team Leader, HT)

- Parents, Chair of Governors informed.
- Upon return to school, child stays on Behaviour Contract for a minimum of four weeks.

If behaviour improves return to class on a Behaviour Contract. If not move to Step 6.

STEP 6 – Fixed Long Term Exclusion (Class Teacher, SENCO, Team Leader, HT)

- Parents, Chair of Governors informed.
- Upon return to school child stays on Behaviour Contract for a minimum of eight weeks.

If behaviour improves return to class on a Behaviour Contract. If not move to Step 7.

STEP 7 – Permanent Exclusion (Class Teacher, SENCO, Team Leader, HT)

- Parents, Chair of Governors informed.
- Governors meet and consider all representations and reports (parents/child may attend).
- Governors either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Behaviour Contract for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

‘Children are our hope for the future. But we are the hope for theirs.’

Use of Reasonable Force and Restrictive Interventions

In line with the Department for Education guidance “Restrictive interventions, including the use of reasonable force, in schools” (effective from April 2026), this school recognises that all staff have a legal power to use reasonable force where necessary. This power will only be exercised in accordance with the principles of safety, proportionality, and safeguarding.

Principles

The school adopts a prevention-first approach. Restrictive interventions, including reasonable force, will:

- Only be used as a last resort, where there is a clear and immediate risk of harm or serious disruption
- Be reasonable, proportionate, and necessary, and applied for the shortest possible time
- Never be used as a punishment, sanction, or to enforce compliance
- Be carried out in a way that respects the dignity, safety and welfare of the pupil

Staff will prioritise de-escalation strategies, early intervention, and positive behaviour support to minimise the need for restrictive interventions .

Definition

Restrictive interventions are defined as actions that limit a pupil's movement, liberty or freedom, and include:

- Physical intervention (reasonable force/restraint)
- Non-physical restriction
- Seclusion (preventing a pupil from leaving a space)
- When Reasonable Force May Be Used

Reasonable force may only be used to:

- Prevent injury to the pupil or others
- Prevent serious damage to property
- Prevent a criminal offence
- Maintain good order and discipline in situations of significant disruption

Any use of force must:

- Avoid techniques that restrict breathing or cause pain
- Not involve holding a pupil on the ground or applying pressure to vulnerable areas

- Cease immediately once the risk has reduced

Seclusion

Seclusion will only be used:

- As a protective measure to prevent harm, not as a disciplinary response
- Under continuous supervision
- For the shortest time necessary in a safe and non-threatening environment

Recording and Reporting

In accordance with statutory requirements from April 2026:

- All significant incidents involving restrictive interventions must be recorded promptly (normally the same day)
- Records will include:
 - Date, time, location, duration
 - Staff and pupils involved
 - Reason for the intervention and any triggers
 - De-escalation strategies attempted
 - Type and level of force used
 - Any injuries and follow-up support
 - Parents/carers will be informed of any such incident as soon as reasonably practicable

Safeguarding and Accountability

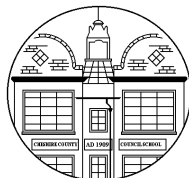
The school will:

- Monitor and review data on restrictive interventions to identify patterns and reduce use
- Ensure staff are appropriately trained
- Give particular consideration to pupils with SEND, trauma, or additional vulnerabilities
- Work in partnership with parents to develop individual behaviour support strategies

Commitment

The school is committed to minimising the use of restrictive interventions and ensuring that any use is lawful, ethical, and in the best interests of the child. The focus will always remain on creating a safe, supportive and inclusive environment for all pupils and staff.

Use of Reasonable Force – Incident Report Form



Cambridge Road Community Primary and Nursery School

Date of Report Completion: _____

1. Individuals Involved

Full name of Pupil: _____

Year: _____

Name of Staff Directly Involved: _____

Other staff involved: _____

2. Pupil Needs / Circumstances

Does the pupil have SEND? Yes / No

Relevant needs or circumstances: _____

3. Incident Details

Date: _____ Time: _____ Location: _____

Approximate Duration: _____

4. Description of Incident

What led up to the incident:

Triggers (if known):

De-escalation strategies used:

Description:

Crisis development level reached:

Anxiety

Defensive

Risk Behaviour

Tension Reduction

5. Use of Reasonable Force

Type of force used: _____

Duration: _____

Degree of force: low/ medium/ high

Seclusion involved: yes/no

Reasons why: _____

6. Justification for Use of Force

7. Post-Incident Support

Did anyone need or receive medical treatment (staff or pupil):

Support offered:

Follow-up actions:

8. Signatures

Staff Member: _____ Date: _____

Senior Leader: _____ Date: _____

Parent: _____ Date: _____

Further Comments: