Capel-le-Ferne
Capel Street, Capel-le-Ferne, Folkestone, Kent,
CT18 7HB, Phone: 01303 251353

Primary School
Headteacher – Mr A Richards
Email: office@capel-le-ferne.kent.sch.uk

Capel-le-Ferne Primary School		
Relationship and Behaviour Policy		
Date agreed by Governors	September 2026	
Date of next review	September 2027	
Further information about policy	This policy will be reviewed every year or if there is a change to relevant guidance or legislation. Updated in line with DFE changes on use of restrictive interventions.	
This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and have read and understood its contents.		
"Learning today for life tomorrow" Our Values: Independence, Creativity, Confidence, Respect		

Key Contacts

Headteacher and Designated Safeguarding Lead	Anthony Richards – anthony.richards@capel-le-ferne.kent.sch.uk
Deputy Designated Safeguarding Leads	Clair Howard – clair.howard@capel-le-ferne.kent.sch.uk Amy Mercer – amy.mercer@capel-le-ferne.kent.sch.uk Dave Stafford – dave.stafford@capel-le-ferne.kent.sch.uk
Safeguarding Governor	Michael Moore – Michael.moore@capel-le-ferne.kent.sch.uk
Co-Chairs of Governors	Sarah Leonard – sarah.leonard@capel-le-ferne.kent.sch.uk

Contents

Section 1 – Introduction
1.1 Purpose and Direction
1.2 Aims
1.3 Objectives
Section 2 – Legislation and statutory requirements
Section 3 – Definitions
3.1 Misbehaviour
3.2 Misconduct
Section 4 – Child on Child Abuse
4.1 Bullying
Section 5 – Roles and Responsibilities
Section 6 – Federation Values – Be your best you
Section 7 - Positive Classroom Climate
Section 8 – Recognition and Rewards
Section 9 - Consequences and Sanctions
9.1 Misbehaviour
9.2 Correcting Misbehaviour

9.3 The 30 Second Intervention
9.4 Detentions/Reflection: Restorative conversations

Section 10 - Misconduct Behaviour
10.1 Removal from Classroom
10.2 School Trips
10.3 Behaviour Plan
10.4 Suspension
10.5 Permanent Exclusion
10.6 Re-integration plans

Section 11 – Behaviour Management at Recreation
Section 12 – Behaviour in the Early Years
Section 13 – SEN and Inclusion
Section 14 – Positive Handling and Use of Reasonable Force
Section 15 - Confiscation
Section 16 – Behaviour Outside School
Section 17 – Pupil Transition
Section 18 – Training
Section 19 – Monitoring Arrangements
Section 20 – Links with other policies

Section 1 Introduction

Developing children's social and moral character is as important as their academic achievements. Our school values are put into practice to support children proactively; identifying what is acceptable and unacceptable behaviour and helping children to learn. Children do not start school with a clear understanding of right from wrong and need our guidance, lessons and time to reflect to support them in developing their integrity, empathy and responsibility. Through routines and clear expectations, we strive to ensure behaviour in our schools is consistently enabling learning and keeping everyone safe.

1.1 Purpose and Direction

At Capel-le-Ferne Primary School, we believe that in order to create and sustain a positive learning environment it is essential to promote good behaviour. This is achieved through a consistent approach from all staff. This policy reflects the values of the school and all those who work in it.

It should be noted that there are occasions when for individual children adaptations need to be made. ALL staff should be sensitive to the needs of ALL pupils within the school and be aware that an equitable approach should be taken.

Any consequences given need to be appropriate to the individual and the behaviour concerned. In order for a sanction to be meaningful, the child needs to understand the relevance of the consequence and the relationship between the unwanted behaviour. For example, consequences need to be planned with individual children's needs in mind. It would therefore not be acceptable for a child with SEND/SEMH needs to have timeout in another classroom, when this is likely to cause secondary behaviours linked to anxiety around a change of environment/ unfamiliar adults.

The behaviour policy should not be seen as a 'one size fits all' approach – with all pupils expected to display the same behaviours. A 'blanket' approach could cause individuals more distress and dysregulation therefore heightening anxiety – potentially resulting in more challenging behaviour than the original identified behaviour. It is paramount that all staff understand that all behaviour is communication. It is important to first understand why a child is displaying a particular behaviour before issuing a consequence.

1.2 Aims

Every child has the right to learn but no child has the right to disrupt the learning of others. At Capel-le-Ferne Primary School we aim to:

- Sustain a happy, secure, caring and orderly environment in which children can learn and develop as responsible individuals.
- Develop relationships between children and adults and vice versa so that everyone feels respected, positive and safe.
- Set clear boundaries understood by all children.
- Inspire children to learn and be resilient to setbacks.
- Respond promptly, predictably and with confidence when children's behaviour is inappropriate.
- Teach children explicitly what good behaviour looks like (we don't expect children to know).
- To involve parents/carers in supporting their child when things don't go to plan and to be ready to celebrate their child's successes and achievements.

1.3 Objectives

- Adults are role models for behaviour and work to establish positive relationships and earn respect with children and other adults.
- Routines and expectations are established in each classroom so children know what is expected.
- Behaviour is responded to consistently across the school. All stakeholders know what is appropriate/inappropriate and how to respond.
- Regular review of our behaviour management techniques to consider how we de-escalate situations and become more effective in managing misbehaviour in the school.
- Adults seek opportunities to teach children what good behaviour looks like, for example, through restorative approaches.
- Adults feel empowered to promote behaviour inside and outside of the classroom.

Section 2 - Legislation and statutory requirements

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

- Behaviour and discipline in schools September 2022
- Searching, screening and confiscation at school September 2022
- The Equality Act 2010
- Use of reasonable force in schools 2026
- Supporting pupils with medical conditions at school 2017
- Keeping Children Safe in Education 2026
- Preventing and Tackling Bullying 2017

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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 online

Section 3 - Definitions

3.1 Misbehaviour is defined as:

- Disruption in lessons and around the school
- Non-completion of classwork
- Poor attitude
- not following instructions
- not remaining in the learning space
- speaking inappropriately to adults

3.2 Misconduct is defined as:

- Repeated breaches of school expectations/ persistent misbehaviour
- Inappropriate language
- Any form of bullying
- Any form of child-on-child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physically hurting others or themselves.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Section 4 Child-on-child abuse

All members of staff at Capel-le-Ferne Primary School recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of school and online.

Capel-le-Ferne Primary School recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between children
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with the child protection policy and KCSIE 2026. See the child protection policy for further details.

4.1 Bullying

Bullying of any kind is not tolerated at Capel-le-Ferne Primary School we 'VALUE EVERYONE'.
The schools' definition of bullying is "**Behaviour by an individual or a group, usually repeated over time, that involves an imbalance of power that intentionally hurts another individual**".
Bullying includes any number of repetitive behaviours where the perpetrator or perpetrators intend to cause harm – these could include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Kicking and/or hitting
- Taking belongings
- Producing offensive graffiti
- Gossiping
- Excluding people from groups and spreading hurtful and untruthful rumours.
- Inappropriate and harmful behaviours expressed via digital devises (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites
- Sending offensive or degrading images by phone or via the internet.

The 3 indicators of bullying behaviours:

1. Behaviours are repeated over time.
2. There is an imbalance of power. (The person on the receiving end feels like they can't defend themselves)
3. It causes harm or upset. (This could be any of the 4 main types of bullying)

There are 4 main types of bullying

- Verbal Bullying
- Physical Bullying: Any act where the perpetrator uses their physicality to try to hurt or irritate the victim.
- Social Bullying: Isolating a victim from their wider social network.
- Cyber Bullying: Bullying carried out using modern forms of communication including social media, mobile phones and computers (including any devices that connects to the internet)

If a child or parent/carer reports bullying issues to the school – they will be fully investigated by the school. The perpetrator and victim will be included in this investigation. All evidence will be collected and reviewed. Sometimes allegations of bullying are not clear, in these cases the school will assess the evidence and take action based on the reasonable probability that an incident has/has not occurred.
Any form of bullying is dealt with in line with the Misconduct section of this policy. This involves an investigation led by a staff member, a targeted conversation, a warning about the next steps if this were to be repeated, informing parents/carers and an entry onto the child's CPOMS record.



Where it is deemed appropriate by SLT, especially where incidents are repeated, children may receive a more serious sanction, such as a suspension for repeated incidents of bullying.

Section 5 - Roles and Responsibilities

Learning to be a good citizen is as important as learning how to read or tackle calculations. Children will inevitably make mistakes.

All staff at Capel-le-Ferne Primary School have a responsibility to support children to learn about what is acceptable and unacceptable behaviour. All staff are responsible in:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

All staff are responsible in insisting and persisting on children meeting our expectations around the school.

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher and SLT to account for its implementation. They are responsible for reviewing and approving the policy upon recommendation from the Headteacher.

The Headteacher is responsible for ensuring the smooth running of the school and in the implementation of the Behaviour Policy (as well as other policies that are linked to behaviour such as the Home School Agreement). This includes supporting the management of behaviour and responding to any concerns. The Headteacher is responsible for directing the senior leadership team and others in tasks around this policy including monitoring behaviour regularly through formal and informal opportunities and working with teachers to provide CPD, to support meetings with parents where needed and to develop plans of support.

Teachers are responsible for the learning behaviours in their classrooms and around the school building; low-level disruption is not tolerated and strategies are in place to support individual children. The classroom expectations are shared and teachers are consistent in ensuring they are met. Teachers are responsible for building both effective relationships with the children in their class and with the parents/carers who have children in their class. Open communication with children and parents/carers about incidents of concerning behaviours are shared so that school and home can work together for improved, desired behaviours. Teachers are expected to model desired behaviours at all times.

Teaching Assistants support teachers in managing the behaviour in their classrooms, role modelling expectations. TAs also manage the behaviour of children at break-times and lunch-times. The processes for behaviour remain the same for outside the classroom as they do inside the classroom.

Parents are expected to support their child in adhering to the behaviour policy and The Home School Agreement. They are to inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly. We ask that parents support school decisions regarding behaviour and complete learning that has been sent home with your child. Where a plan to support with behaviour is initiated, parents will be informed of the reasons why it is being implemented and the school asks that parents then invest in its effectiveness by supporting it (implementing consequences where child has fallen short of expectation outlined or replying in a communication book).

Section 6. School Values: Be Respectful, Be Independent, Be Creative and Be Confident!

At Capel-le-Ferne Primary School we have school **values** which form the 'codes' by which we agree to behave. These are shared by the whole school community, regularly revisited through assemblies and in lessons, and are displayed around the school. These values guide us all and help us to engage children in restorative

practice. They can be used in a variety of ways to support discussions with children and adults to reinforce and teach our expectations.

- **Respect –** Respect is **knowing and understanding that others are valuable too**. Respect is treating others nicely. Respect is treating your surroundings and objects nicely and taking care of them. Respect is following rules and understanding they are there for a purpose.
- **Independence -** Independence is the ability to think, act and pursue a course of action, in which the learner is responsible for their own behaviours and emotions. An independent child is self-reflective and is confident to face new challenges. We believe that **independence** is a vitally important learning skill because it provides learners with the ability to make the most of the opportunities they are provided with and access their learning in the most appropriate way for them.
- **Creativity -** Fostering creativity in our pupils helps them to develop resilience, resourcefulness, and confidence—preparing them to address life's challenges.
- **Confidence –** Self –confidence is about believing in your own abilities. It encourages our pupils to take risks, express their creativity in the classroom and invest in the work that they produce at school. A self-confident child id more likely to be optimistic and motivated and have a 'can-do' rather than a 'can't- do' attitude to classroom learning and education.

Section 7. Positive Classroom Climate

5 expectations on classroom practice:

1. A line up order decided upon that centres on children's relationships with others and need. This can be adjusted through the school year but should be displayed in the classroom.
2. Classroom expectations are made clear and are visible to all children.
3. Children are clear on where they sit in the classroom, whether that is a specified place on a carpet or at a table.
4. A clear visual timetable on the wall for all children to see from the start of the day. Pegs with written words denote what is currently happening now and next. The pegs with written words are moved but no cards removed.
5. A clear awareness of what is reasonable given the status of the child such as how long a child can reasonably be asked to listen to a teacher while sitting on a carpet, and what adjustments should be made to support children to succeed with their behaviour.

Classroom Expectations

At the beginning of each school year, children and staff jointly agree **Classroom Expectations,** which are displayed in each classroom and are personal to the cohort of children. This might also be known as a 'Class Charter' or 'Classroom Rules'.

Examples of rules, these should be positively presented, could include:

- I will follow instructions from adults.
- I will keep hands, feet and all objects to myself.
- I will move politely and quietly around the classroom.
- I will only say kind things and keep unkind thoughts to myself.
- I will look after my possessions, respect other people's property and take care of the school environment.

Good, clear and consistent management of the classroom is of paramount importance in establishing routines and discipline within the school. It is essential that teachers are well organised and resources in order to deliver lessons seek to secure good standards of behaviour

Teachers should aim to: -

- Know children as individuals. This means knowing their names, their personalities and interests, their history and who their friends are.

- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary. These must be prioritised in where it is placed in the classroom for greatest impact.
- Plan and organise both the classroom and the lesson to keep children engaged and minimise the opportunities for disruption. This may require attention to areas such as furniture layout, grouping of children, seating arrangements, differentiation, pacing lessons, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson.
- Continually observe or 'scan' the learning behaviour of the class to support intervention at a low level.
- Be aware of, and control their own behaviour/emotions, including stance and tone of voice.
- Model the standards of respect that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing and consistent use of reprimands. This means being firm rather than loud, challenging the individual's behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats.
- Make sparing and consistent use of consequences. Children will not have group punishments (including a class sanction) as some children will rightly see this as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment.
- Analyse their own classroom management/ performance and learn from it.
- Give clarity, avoiding uncertainty through strategies such as carpet places and a lining up order.
- Ensuring that where behaviours shown are becoming a concern, the child is being listened to around what might be contributing to the behaviour, especially if consequences are becoming a more significant issue than the primary behaviour that was originally the concern.

Section 8- Recognition and rewards

Children who follow the rules, take responsibility for their own behaviour and who demonstrate the shared values will be positively recognised or rewarded.

Verbal praise

- Immediate acknowledgement of what the child has done well.
- Showing work to another staff member or senior leader.
- Contact with parents on the playground or a phone call as well as more formally in agreed meetings and consultations.

Written Feedback

- Feedback may be given in the moment in an exercise book, such as a positive affirmation, about work completed or effort being made.
- Comments in Home Contact Books where these are implemented.
- Comments in formal reports to parents.

Individual rewards

Children move up the class Behaviour chart from where they finished the previous day. School staff move children up the chart shown below which is evident in all classrooms with pegs moved. School staff can move the children through the day with a final review before the children go home. Children usually make one jump but more than one can be carried out where displayed behaviour demonstrates the need for this. Children should not be moved down on the chart. Where children reach 'Outstanding', they remain in this position until it is reset at the end of the school day.



- Children are challenged to achieve 'Outstanding' by the end of the school day. If they achieve this, they are rewarded with a mark on the class chart. Children are challenged to achieve the following targets through the academic year with each achievement rewarded in assembly with a certificate.
  BRONZE: 15 different days on Outstanding.
  SILVER: 30 different days on Outstanding.
  GOLD: 50 different days on Outstanding.
  PLATINUM: 100 different days on Outstanding.
- Reasons why a child might move up the Behaviour chart include the following:
  -Following school rules consistently both in class and across the school.
  -Following school rules consistently while off the school site when representing the school such as on a school trip.
  -Demonstrating good values such as politeness, kindness, examples of being caring and empathy both towards their peers and adults including staff and visitors.
  -Overcoming adversity or challenge.
  -Strong learning behaviours such as engagement with learning.
- Where the positive reward is not working, a personalised chart from 1 to 5 could be employed which the child can use and see how they are working without the public display of this. This would need to be agreed with the child and parents before initiating.

Class rewards
Recognise when a class is responding to teacher expectations or targets. Class teachers may design their own reward system for their class but this should be a structured activity that children are keen to earn. This could be in the form of marbles in a jar, raffle tickets or awarding stars.

- **Talents Outside School -** Achievements **outside of school** are shared and celebrated in the celebration assembly, weekly newsletter or in the classroom.

House Points
Recognition for character traits that are shown both within the classroom as well as beyond it. No more than one house point is given at any one time. Stickers given out indicate giving a house point too.
Some character traits that would result in giving a house point: Responsibility, Tidying, Kindness, Respect, Resilience, Independence, Politeness and manners, Participation, Confidence and Initiative.

Section 9. Consequences and Sanctions

9.1 MISBEHAVIOUR

All behaviour is a form of communication and as such we are committed to supporting children to recognise their misbehavior and correct it. Staff are encouraged to consider what is affecting children to behave in this way. Where behaviour is inappropriate, the following steps in this section are followed, to the point where the child re-engages positively. It is key that the child does not disrupt the lesson for others. Do not stop the whole class to give out sanctions or confront children on their behaviour. The less focus the better. Short conversations drawing the line for expectations and re-grounding the child are necessary.

Where the child demonstrates misbehaviour, for example:

- Disruption in lessons and around the school
- Non-completion of classwork



- Poor attitude
- not following instructions
- not remaining in the learning space
- speaking inappropriately to adults

9.2 Correcting misbehaviour (a on the Misbehaviour Chart)

The following steps should be taken to ensure a calm classroom environment is maintained.

- **Visual Warning:** Where a misbehaviour occurs, a staff member gives the child a 'look' (visual warning) without saying anything to indicate expected behaviour is not meeting school expectations.
- **Verbal Warning:** Where misbehaviour continues, a staff member will verbally remind the child of expected behaviour in a brief and to the point statement.

9.3 The 30-Second Intervention (Paul Dix)

The 30 second intervention is a predictable way of supporting children to correct their misbehaviour whilst ensuring they feel in control and do not lose their dignity. The adult has to remain calm, emotionally intelligent and certain of what they are saying.

1) (b on the misbehaviour chart) Approach the child when there is an opportunity to set the rest of the class up on an independent task/partner talk etc.
    - Everything about the physical presence of the teacher and tone of voice must be seen by the child as looking to avoid any conflict. Get down to their level on a knee or by pulling up a chair.
    - *I noticed you are……* (having trouble getting started/finding it difficult to focus/wandering around the classroom).
    - *It was the expectation or rule I have about*…… (staying on task/lining up/staying in our seats) *that you broke*.
    - *Do you remember last week/lesson/yesterday when you*….. got the gold award/did that fantastic learning/ were really focused in lessons.
    - Finish the conversation: *Thank you for listening.* Move away – don't turn back. Give the child the time to make the choice and for other children to get on with learning.
2) (c on the misbehaviour chart) Give a statement of reality to the child e.g. 'you are interrupting,' 'you are distracting people around you' finish with 'I have asked you to stop'. 'Your actions will be recorded if this carries on.'
    - Do not confront the secondary behaviour. Focus on the misbehaviour that you wanted to see an improvement in. praise the child for improving their behaviour where this occurs.
3) (d on the misbehaviour chart) Further statement of reality given: 'I am disappointed you have chosen to continue with this behaviour.**'** Provide the opportunity for a 5 min time out in a designated area of their classroom to reset or in another classroom. Warn them of the consequences of continuing behaviour. **5 min detention and name added to 'Class Log'.**
4) (e on the misbehaviour chart) If behaviour continues to be inappropriate. They will move to a separate learning space outside the classroom or to an area decided upon by SLT and should be given space and time to calm (if needed), but remain supervised (maximum 10 mins). **15 minute detention, restorative discussion with class teacher, parents informed, SLT made aware and 'Class Log' entry made.** The teacher should engage during detention and find out why their behaviour escalated. Senior leader to support where pupil is not engaging with teacher.
    - What happened?
    - What were you thinking about at the time?
    - Who has been affected by what you did?
    - What do you think you need to do to make things right?

Children always start again and given a fresh start after a recreational break.

<table>
<tr><td colspan="6">MISBEHAVIOUR CHART</td></tr>
<tr><td>Examples:
• Disruption in lessons and around the school
• Non-completion of classwork
• Poor attitude
• not following instructions
• not remaining in the learning space
• Distracting others
• speaking inappropriately to adults</td><td>Children always start with a fresh start at the start of the day and after a recreational break. Detention is always carried out at the next, earliest possible recreational break.</td><td>a)
A Look (Visual Reminder) followed by a Verbal Reminder.</td><td>b)
30 second intervention: Quiet and calm positive discussion.</td><td>c)
30 second intervention: Give a statement of reality to the child.</td><td>d)
30 second intervention: Provide the opportunity for a 5 min time out in a designated area of their classroom to reset or in another classroom.
5 min detention and name added to Class Log.</td></tr>
<tr><td colspan="2">e) If behaviour continues</td><td colspan="4">separate learning space outside the classroom or with SLT and should be given space and time to calm (if needed), but remain supervised (maximum 15 mins). 15 minute detention, restorative discussion with class teacher, parents informed, SLT made aware and Class Log entry made.</td></tr>
</table>

9.4 – Detentions/Reflection: Restorative conversations

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. At Capel-le-Ferne Primary school children are given opportunities to correct their behaviour before receiving any detention.

- Detentions are normally for 5 mins or 15 mins during recreation times and supervised by a teaching assistant, a class teacher or SLT.
- We use detentions as described in the above sections consistently and fairly by staff.
- This process is shared with staff and children at least annually and talked about in line with our school values. Teachers have authority to issue detention to pupils within the process as stated above. We do not issue after school detentions.
- Parental consent is not required for detentions. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.
- All consequences are dealt with on the same day including detentions/reflection where incidents happen before a period of recreational time.

Section 10 - Misconduct Behaviour

Each incident of misconduct will result in removal from classroom or playground by SLT. This is used as an alternative to suspension and promotes and reinforces the importance of attendance and promotes inclusion.

10.1 Removal from the classroom

- Removal is where a pupil, for serious misconduct, is required to spend a limited time out of the classroom at the instruction of a member of staff.
- The use of removal allows for continuation of the pupil's education. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.
- Removal from the classroom is a serious sanction.
- Parents will be informed on the same day if their child has been removed from the classroom.

The aims of removal are:

- to keep everyone safe
- to ensure other children can learn
- to offer a quiet space to calm
- to ensure appropriate time is taken to restore a situation
- to engage with staff
- to reflect
- to maintain self- esteem and avoid humiliation

Process to follow where a child is removed from class

1. Children will be removed to the SLT offices or pastoral spaces in school. These areas will be well-stocked with equipment so that children can carry on with their education.
2. Senior leaders will use their judgement about the severity of the misconduct and the child's emotional state as to how long a child will remain out of class. If this is longer than 10 minutes, teachers are expected to provide learning in line with the rest of the children in the class. A child should not be removed for more than 2 hours, unless there is a legitimate reason to do so (child/other children's safety).
3. A targeted discussion is had, explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
4. The class teacher will make an entry on the class log. This will be monitored frequently and children with regular entries discussed at SLT. Parents will be contacted on the same day a child has been removed from the classroom.

MISCONDUCT
Child removed from classroom/playground
↓
SLT offices or pastoral spaces (possible investigation)
Targeted conversation/Calming
↓
SLT consider when to reintegrate
CPOMS entry: Call to parents by either SLT or class teacher depending on seriousness

10.2 Behaviour and School Trips:

Trips outside of the school premises involve a wider array of potential dangers and risks than those present in a usual school day. Poor behaviour might trigger safeguarding concerns around the school's capacity to keep the pupil in question, other pupils and/or staff on the trip safe. Where the school does make a decision a pupil is not able to attend a trip on safeguarding and health and safety grounds, this will be communicated directly with parents and carers. The pupil will be expected to attend school.

10.3 Behaviour plan

Where the child is at risk of escalating behaviour, on a regular basis, a Behaviour Plan (known sometimes as a pastoral support plan) must be implemented by all adults working with the child to ensure a consistent approach is followed in achieving positive behaviour responses. This is completed by the class teacher and agreed by SLT. The class teacher then meets with the parents. The child will join the later stages of this meeting so that they are aware of their targets.

For some children managing emotions and their behaviour can be challenging and is impacted by a range of variables. For these children it is important for us to plan and adapt our support without reducing our expectations. It is necessary for us to consider the antecedents for the behaviour, the behaviour itself and potential strategies for support. The behaviour plan is regularly evaluated and adapted as necessary. **It is the responsibility of the class teacher to share the behaviour plan with all adults who have contact with the child, so that a consistent approach is taken.**

10.4 Suspension

The school process is in line with the DFE guidance school suspensions and permanent exclusions. In the event of a serious behaviour incident, the Headteacher may impose an immediate exclusion from school. Parents and the local authority will be informed of the incident, the duration and the arrangements for returning to school on the day the suspension or exclusion is imposed.

The following will be considered and followed:

- For children with protected characteristics and those with SEND, the school will have made reasonable adjustments and its best endeavours before taking any action at this level.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'
- A suspension can be for one or more fixed periods for up to 45 days within a year. It is important that during a suspension, pupils still receive their education. The Headteacher should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.
- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.
- Before the child is re-admitted to school, a return to school meeting between the parent/carer and the school will be held. The purpose of this meeting will be to discuss strategies to support positive behaviour and attempt to avoid further exclusion. Exclusion of a pupil may be for a fixed-term or may be permanent.

10.5 Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion the headteacher should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

10.6 Re-integration Plans

Following consultation with parents/carers it may be necessary to design a specific learning and attendance schedule for an individual child dependant on their need. These integration plans set out the structure of attendance to ensure that full-time attendance is achieved within 6 weeks if possible. This may mean an alternative timetable so that the pupil attends school outside normal school hours. The purpose of this approach is to support the child in developing positive attitudes and behaviours, keeping the opportunities for negative responses to a minimum. The local authority will be informed if the school and parents agree to a part-time timetable and this is deemed appropriate.

Section 11 -Behaviour Management during recreation

Children value their social and recreational times at school. The school promotes engagement through the following:

- It is vital that we support all children to have positive experiences at playtimes, creating a culture of fair play, respect, team work, contribution, friendship and enjoyment.
- Rewards are more likely to promote positive behaviours and help us develop the culture we want to achieve for our children. We always ensure we are looking for positives and are not simply there to discipline children. At Capel-le-Ferne Primary School we do not stand passively shouting instructions to children, we engage them in playtime activities and encourage them through any difficulties.
- Teaching Assistants are responsible for managing the behaviour at lunchtimes, supported by teachers and the senior leadership team where necessary. To empower the teaching assistants to manage situations during recreational sessions, the behaviour policy can be applied consistently in all areas of the school. This ensures teaching assistants feel confident to manage and deal with any behaviour.

This policy is based on understanding there is a reason for behaviour displayed by children. At recreational periods this is often exacerbated by several factors:

- The lack of routine and freedom from instructions/activity
- The inability to contain excitement
- Not understanding boundaries when playing
- Many other examples.

To ensure we are proactive rather than reactive we have several expectations of adults outside during recreational activities:

1) Adults should be engaged in activities with children.
2) Activities should be set up and equipment available for children.
3) Adults always give children the opportunity to explain their 'side of the story.'
4) Once a child has had a period of time out they are welcomed back to the playground (where appropriate).
5) Adults avoid confrontation with children.
6) Responses to children are always appropriate.
7) Expectations are made clear to children at all times.
8) Maintain emotional calmness.
9) Where a consequence is needed, this is carried out swiftly in the playground (E.g. 5 minutes standing with a teacher or TA) so that it doesn't become a protracted issue that could cause continued problems and escalation in the classroom in the afternoon.
10) Any issues in the playground that need reporting to the class teacher are carried out in a sensitive manner (a note passed on, a conversation later in the afternoon) in order to minimise further escalation and remains focused on the primary behaviour and ignores any secondary behaviour.

Section 12 - Behaviour in the Early Years

With our younger children we aim to develop approaches, strategies and responses to effectively support them during challenging times. Below are a list of strategies which can be highly effective when working with challenging behaviour in EYFS**:**

- Simplify language
- Provide a means of communication – e.g. symbols – visual cues like coloured smily face cards
- Use the child's name first to attract their attention
- Use strengths / interests / motivators – have resources at hand to encourage participation
- Emphasise the positive
- Do not confront – offer a structured choice – give two options where possible
- Provide clearly defined expectations & boundaries – keep this consistent amongst all adults
- Plan for a crisis & share information – see Appendix 4 – Behaviour Plan
- Be consistent and calm
- Enjoy each for who they are to build a relationship

Strategies to de-escalate challenging behaviour in EYFS

- Sensory strategies that help to calm and divert – seek advice about what these might look like
- Stay calm - voice and body language
- Use a positive 'inner dialogue' - talking things through with the child. E.g. 'I can see you are feeling upset/angry – a quiet space will help.'
- Assess the situation – it may FEEL worse than it is
- Allow time and space
- Avoid win/lose situations, give the pupil a way out
- Avoid invading the pupil's personal space

Section 13 - SEND and Inclusion

The culture of positive behaviour supports all children. The expectation of children's behaviour is high and applies to all children in our school. Where children have an identified need which affects their behaviour the school will not lower their expectations for the child but will adapt the provision around the child to support them in meeting this expectation.

Early intervention in the form of sharing any concerns around behaviour can be key to preventing further deterioration in behaviour and identifying any specific areas of need.

The Headteacher will liaise with the SENCO to identify when a child is in need of direct support. The SENCO will seek to identify how a child may be supported within the school's own resources and where necessary will work with parents to decide whether a referral for more specialist support may be appropriate. Assess, plan, do, review is used as a graduated approach in our Behaviour Plan to support any child who is demonstrating misbehaviour and misconduct regularly. The Behaviour Plan helps the school to predict any triggers, share the strategies which are in place to support the child and to review the provision. This is shared with all staff working with the child and with parents.

Antecedent, Behaviour, Consequence (ABC) records are used by staff to support early identification of triggers and patterns in behaviour. These do not replace the system linked to behaviour but are important for staff to review the provision in place. The ABC informs the Behaviour Plan.

In line with Mainstream Core Standards, class teachers are proactive in ensuring there are a number of school –led strategies in place to support children, for example using ear defenders for children who find noise overstimulating, sensory toys, fidget cushions, personalised timetables, curriculum personalisation and adult support.

Training for staff in need types and strategies to respond is essential.

The SENCO regularly leads training to support all staff in understanding children's needs and the strategies which best support them. External training is also built into on-going training for staff.

The school can request advice from the Specialist Teaching and Learning Service (STLS) regarding individual pupils through the Local Inclusion Team Forum (LIFT) with parental consent. It is also vital that teachers provide the opportunity for information regarding any changes in circumstances to be shared.

Section 14 - Positive Handling and the Use of Reasonable Force

In line with the DFE Restrictive interventions, including use of reasonable force 2026 the school has had training through PROACT SKITr, an approach employed by a number of local schools. A select number of staff that includes teaching assistants, teachers and senior staff members, have been trained in positive handling and reasonable force. All staff have received training on de-escalation.

The need for positive handling of children is sometimes required and cannot be foreseen. Agreed strategies will be used in school when one of the following occurs:

- When pupils might injure themselves or others
- When pupils may cause significant damage to property
- When pupils engage in behaviour that prevents good order and discipline within the school.

De-escalation techniques should be employed before physical restraint is considered. In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Section 15 - Confiscation

Any prohibited items (listed in section 3.2) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Section 16 - Behaviour outside of the school

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

All criminal behaviour should be reported to the police.

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, this will be investigated by school staff. This

includes interviewing witnesses, perpetrators and victims. The school will also ask for supporting evidence (screen shots for example) for incidents online to support any allegations. After an investigation of the allegation a decision will be reached as to whether on the balance of probabilities whether the incident occurred.

Sanctions will include a removal from the classroom or playground which follows our misconduct section. For more serious incidents a suspension or a loss of privileges may be considered by the Headteacher.

- Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:
- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Section 17 - Pupil transition

To ensure a smooth transition to the next year, pupils 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Section 18 - Training

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers.

Section 19 - Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body every year. It will be updated and reviewed in line with any changes to DFE guidance. It will be reviewed and adjusted in response to any guidance issued in relation to the Covid-19 pandemic and associated Health and Safety practices.

Section 20- Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection
- Anti-Bullying
- Acceptable Use
- Home School Agreement

Capel-le-Ferne
Capel Street, Capel-le-Ferne, Folkestone, Kent,
CT18 7HB, Phone: 01303 251353

Primary School
Headteacher – Mr A Richards
Email: office@capel-le-ferne.kent.sch.uk

Appendix 2

Communication Book: Depending on the level of need, the Communication Book will detail number of sessions, comments for each session to be completed by a staff member and an overall assessment for each session. The book should be retained for the school with a photo-copy of the page to be sent home (or e-mailed to pants/carers). This communication book is intended as a method for school and parents/carers to work together to support the child. Its implementation is to be agreed by school and parents/carers. How long it is suitable for is to be agreed and reviewed periodically.

Report Number	Child's Name Year Group	
Session 1		
Break		
Session 2		
Lunch		
Session 3		
Further Comments:		1: Unacceptable 2: Room for Improvement 3: Good 4: Great

Capel-le-Ferne
Capel Street, Capel-le-Ferne, Folkestone, Kent,
CT18 7HB, Phone: 01303 251353

Primary School
Headteacher – Mr A Richards
Email: office@capel-le-ferne.kent.sch.uk

Appendix 3

Behaviour Plan

Pupil Name	
Age/Year Group	
Start Date of Plan	

Risk factors/ concerns:

Behaviours include:

Risk	Level of Risk	Likely outcome	Action agreed to reduce risk	Level of risk after actions

Stage of Behaviour	Antecedents/ triggers (What causes this?)	Behaviour/ response displayed (What does this LOOK like?)	Support Strategy (What can we do to support them?)	Evaluation (How did it work?)
Green – Proactive (calm and relaxed)				
Amber – Active (starting to feel anxious/ distressed/ agitated)				
Red – Reactive (incident/ crisis/ stressful situation)				

Blue – Post Reactive Recovery (calming/ recovery)				

Consent and Agreement

Name	Relationship to child	Signature	Date