



## **Behaviour Policy 2026**

<b>Date Issued:</b>	<b>May 2026</b>
<b>Prepared by:</b>	<b>Head Teacher</b>
<b>Review date:</b>	<b>May 2027</b>
<b>Date Adopted by Governing Body:</b>	

## AUDIENCE AND PURPOSE

Any person having contact with a pupil that is on roll at a Durham Lane Primary School must have regard to this policy. This policy establishes what is expected of staff in terms of always being consistent, fair and responsive in order to support pupils to maintain the expected standards of behaviour. This policy has been written with reference to Behaviour in Schools guidance (February 2024) and also Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023) which sets out guidance for headteachers and staff in conjunction with the underpinning legal framework.

## SCHOOL ETHOS

At Durham Lane Primary School, we aim to maintain a secure, caring and stimulating community in which children are encouraged to have respect for themselves and each other. Through quality teaching and learning, children are given the opportunity to develop individuality and responsibility as well as being challenged to achieve their full potential. We aim to nurture every child to achieve their full potential in a safe, caring and inclusive community that values respect, responsibility, creativity, and diversity. Everything we do is for our children and families.

We believe it is important that we develop the whole child, nurturing the academic, physical, creative, spiritual, aesthetic and social aspects equally. Self-discipline and acceptable codes of behaviour are valued and promoted.

We see our school as being at the heart of our community and we encourage children to value and celebrate the diversities they encounter in this community and the wider world. We also try to promote individuality and encourage our pupils to recognise and understand the importance of being a citizen in modern day Britain.

## VISION AND VALUES IN ACTION

At **Durham Lane Primary School**, everything we do begins with our belief that **children and families come first**. We are committed to nurturing every child so they can achieve their full potential within a safe, caring and inclusive community—one that values **respect, responsibility, creativity and diversity**.

Our aim is to help children grow not only academically, but as **well-rounded individuals** who show compassion, confidence and integrity. We want our pupils to leave Durham Lane as **good people who will go on to make a positive difference** in the world.

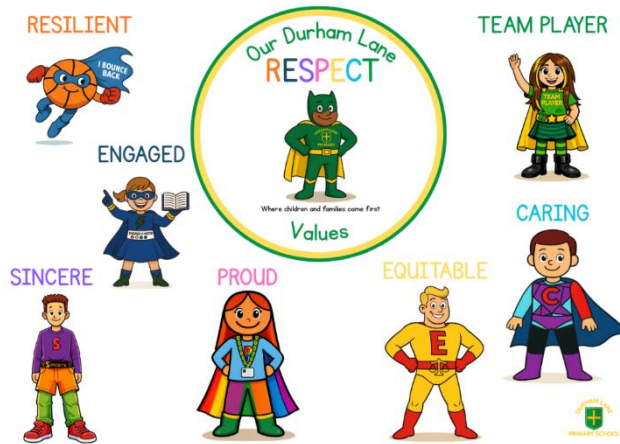
This commitment underpins all aspects of school life, particularly in our approach to:

- **Personal, Social, Health, Citizenship and Economic (PSHCE) education**, including Relationships Education
- **Fundamental British Values**
- **Behaviour and conduct**
- **Spiritual, Moral, Social and Cultural (SMSC) development**

To bring our vision to life each day, our community is guided by a clear, shared set of **core values**. At the heart of these is **RESPECT**—the foundation of how we learn, play and grow together. RESPECT is explored, modelled, taught and celebrated through the following sub traits:

- R – Resilience** Children learn to persevere, adapt and keep going when things are challenging.
- E – Engagement** Children participate actively, listen well, show curiosity and take pride in learning.
- S – Sincerity** Children act with honesty, integrity and authenticity.
- P – Pride** Children take pride in their achievements, their school, their behaviour and themselves.
- E – Equity** Children show fairness, include others, celebrate diversity and value everyone's contributions.
- C – Care** Children show kindness, empathy and compassion—towards others and themselves.
- T – Team Player** Children work well with others, demonstrate cooperation and value shared success.

These values are woven into daily interactions, planned learning experiences, assemblies, celebrations and the wider culture of Durham Lane. As children progress through school, these values develop in depth and complexity, supporting them to grow into confident, thoughtful and responsible young people.



## AIMS

We believe all pupils at Durham Lane Primary School have a responsibility to:

- ✦ Work to the best of their ability;
- ✦ Show, through their behaviour and their language, respect and consideration for teachers, support staff other pupils and any other adults;
- ✦ Take proper care of books, equipment and the school environment generally;
- ✦ Accept and support the school's discipline policies and norms of behaviour.

We believe all adults have a duty to:

- ✦ Be friendly, caring and courteous towards the children and each other;
- ✦ Be prepared to greet children and acknowledge their greeting;
- ✦ Treat children as individuals, fairly, equally and with respect;
- ✦ Avoid stereotyping certain children as being "naughty";
- ✦ Create and sustain a positive, happy, secure environment;
- ✦ Have clear, concise guidelines for behaviour in the classroom;
- ✦ Make sure the children understand the school rules;
- ✦ Arrive early and begin lessons on time;
- ✦ Keep everyone fully occupied by providing work which is interesting, stimulating, differentiated, appropriate and set within achievable timescales;
- ✦ Praise good behaviour and share examples of good behaviour with other children.

To learn well, we believe children need a calm and purposeful working environment.

We aim to:

- ✦ Plan and organise the classroom so as to minimise the opportunities for disruption;
- ✦ Continually observe or 'scan' the behaviour of the class;
- ✦ Be aware of and control our own behaviour, including stance and tone of voice;
- ✦ Model the standards of courtesy we expect from pupils;
- ✦ Make sparing and consistent use of reprimands by being firm rather than aggressive;
  - Criticise the behaviour not the person;
- ✦ Be fair and consistent;
- ✦ Avoid sarcasm and idle threats;
- ✦ Avoid whole group punishments.

## REQUIREMENTS

All Durham Lane policies and procedures in respect of behaviour management we will ensure they will be up to date and in line with:

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- DFE Statutory Guidance

- KCSIE 2025 Keeping Children Safe in Education
- Alternative Provision Statutory Guidance for Local Authorities February 2025
- Working Together to Safeguard Children March 2026 - GOV.UK
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

The policy is accessible to all staff through the school Durham Lane website and the staff shared area.

Where there is a behaviour concern, governing bodies and school leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be transparent, clear, easily understood, well-promoted and easily accessible for pupils, staff, parents/carers to confidently report a concern or abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback. The Headteacher will ensure that the arrangements for behaviour are secure and robust and that any shortfall is rectified.

In addition, governing bodies are responsible for ensuring that legislation and guidance is adhered to by the Headteacher and senior leaders within a school and that all of the necessary behaviour procedures are in place within the setting. Failure to comply with the policy in respect of behaviour and safeguarding, may result in disciplinary action.

The Headteacher is aware of their obligations under:

- the Human Rights Act 1998 (where it makes clear that being subjected to harassment, violence, may breach children’s rights);
- the Equality Act 2010 (which stresses that schools and colleges must not unlawfully discriminate against pupils because of their protected characteristics, and how such pupils are supported, including making reasonable adjustments for disabled pupils, for instance taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence and sexual harassment).
- the Public Sector Equality Duty (PSED), (whereby significant decisions made or procedures developed, consideration must be given to the inequality implications of these, for example, pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination).

The governing body have responsibility for ensuring that Headteachers and senior leaders are held to account for all aspects of behaviour management and most importantly that all legislation, guidance and procedures work effectively in practice by the whole workforce has been given the additional time, funding, training and resources and support needed to carry out their role effectively.

Each Headteacher will be responsible for reporting to the Governing Body.

**LEGISLATION**

The overarching responsibilities for behaviour and to protect children from harm are set out in legislation, as follows:

- Education and Inspections Act 2006, Section 89 provides information whereby the Headteacher must determine measures to promote self-discipline, encourage good behaviour and prevent bullying;
- Equality Act 2010, Section 20 imposes a duty to make reasonable adjustments;
- The Children Act 1989, provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm;
- The Education Act 2002 (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the Education Non-Maintained Special Schools (England) Regulation 2011, sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet;
- Children and Families Act 2014 - Section 66 establishes the duty imposed for schools to use its best endeavours to secure SEN provision called for by the pupil’s need;
- Section 29 - Children and Families Act 2014 for schools to cooperate with Local Authorities;
- Section 42 - Children and Families Act 2014 duty to secure SEN and health care provision in accordance with EHC plan.

**DEFINITIONS**

Mental Health	Refers to a person's emotional, psychological and social well-being. A person’s mental health can change on a daily basis and over time, and can be affected by a range of factors.
Reasonable Force	The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

CPOMS	Child Protection Online Management System. CPOMS is a software solution that allows quick, easy and secure recording of the information for a child in one place.
Child on child abuse	Inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships).
Suspension and Permanent exclusion	Headteachers can use suspension in response to a serious incident or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
Managed Move	Transfer of a pupil to another mainstream primary permanently
Bullying	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.
SEND	Special educational need and/ or disability
EHCP	Education, health care plan

### RESPONSIBILITIES INCLUDING LEADERSHIP AND MANAGEMENT

The Headteachers of each primary school will ensure the behaviour policy is well understood by staff, parents and pupils, and that it is consistently applied in their school (Behaviour in Schools 2024). Headteachers will promptly address any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

#### The role of teachers and staff

All staff must ensure their approach to behaviour is child-centred. This means that they should consider, at all times, what is in the best interests of the child. Staff who work directly with children must read:

[Behaviour\\_in\\_schools\\_Feb\\_2024](#)

It is the responsibility of all staff to familiarise themselves and comply with this policy and the school's procedures in accordance with relevant professional standards. The Teachers' Standards 2012 state that teachers (including Headteachers) should manage behaviour effectively to ensure a good and safe learning environment.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

### PARENTAL/CARER INVOLVEMENT

Parents and children are reminded of the behaviours expected through the Home-School Agreement issued to new pupils and there is constant reinforcement of the expected behaviour of the children in the everyday life of the school. When requested by the school, parents and carers should join school meetings to discuss their child's behaviour. Parents are expected to support their child in adhering to our aims and expectations. Inform the school of any changes in circumstances that may affect their child's behaviour. Discuss any behavioural concerns with the class teacher promptly.

### INCLUSION

Durham Lane Primary School welcomes children who, for whatever reason, are disadvantaged by their personal circumstances. There are some children in our school with complex social, emotional or behavioural needs. For the vast majority of our pupils, the guidelines that follow are wholly appropriate, but there are a very small number for whom a different approach may be necessary and for those children we may consider making reasonable adjustments in partnership with these children, their parents and any outside agencies involved. However, we believe **all** our children have a right to expect a well-ordered, caring environment conducive to learning. This right can only be provided where all individuals accept their obligation to our rules, ethos, and, in particular, to each other.

### **Role of the Behaviour Lead/Head Teacher (who is also the DSL)**

Manage behaviour incidents:

- Ensure children experiencing behavioural issues are supported in school;
- Be aware of pupils who have support from external agencies and disseminate information, as appropriate, to staff to ensure the educational needs of the pupil are being met and to ensure the pupil is being monitored and is kept safe;
- Keep detailed, accurate, secure written records of concerns and referrals, using CPOMS;
- Ensure staff are aware of the importance of the accurate recording of information, including concerns, discussions, decisions made, and reasons for those decisions, with timely actions and outcomes;
- Manage any part-time provision, timetable variation or AP provision.

Work with others:

- Act as a point of contact for staff in school;
- Have a working knowledge of how local authorities conduct exclusions, suspension and Alternative Provision;
- Work with the DDSL if the child is receiving support through Child Protection, Child in Need or Early Help.
- Inform the DDSL where there is an allegation of abuse (or low-level concern) against a member of staff, including supply staff, volunteer or contractor, and in act accordance with Part 4 of KCSIE by liaising with the local authority designated officer (LADO);
- Act as a source of support, advice and expertise for all staff;
- Where required, raise professional challenge with external agencies and provide support to staff to escalate any concerns;
- Work collaboratively with the School Pastoral Lead to monitor attendance carefully and address poor or irregular attendance without delay (including children missing from education) and act in accordance with the LA Attendance Policy and School Attendance Procedures;
- Be aware of all school excursions and residentials and clarify with the appropriate group leader(s) their role and responsibility in connection with behaviour during the visit;
- Be aware of pupils that are subject to Alternative Provision and Part-time provision and that there are adequate plans in place that are routinely monitored and reviewed.

### **Online safety / Cyberbullying:**

- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure from harmful online information from the school's IT system and devices;
- Ensure that education around online bullying is built into the curriculum;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and that staff are confident they have the capability to support SEND children to stay safe online.

### **RULES**

As well as classroom rules which are compiled by each class during PSHE lessons, we have a set of Golden Rules which the children know they must follow. These rules are regularly revisited by staff in assemblies and are displayed around the school. The Golden Rules are as follows:

- ✦ We work hard – we don't waste our own or other's time;
- ✦ We listen – we don't interrupt;
- ✦ We are gentle and good friends – we don't hurt others or make people sad;
- ✦ We are always polite – we don't forget our manners;
- ✦ We are honest and take responsibility for our actions – we don't cover up the truth;
- We look after our school and everything in it – we don't spoil or break things.

**In addition, each year, the School Council generate playtime and lunchtime rules which they feel need to be put in place.**

## REWARDS AND SANCTIONS

At Durham Lane Primary School, we feel it is much better to place emphasis on the positive aspects of behaviour. We prefer to use praise and reward to recognise children's achievements and efforts, rather than punishing them.

### REWARDS

- ✦ All members of staff, including ancillary staff and lunchtime supervisors, award team points and give stickers for good work, behaviour, manners, helpfulness etc.;
- ✦ Positive comments are written on children's work;
- ✦ Recognition is given, for successes of different kinds also linked to our school values, in our Celebration Assembly through weekly certificates and bookworm of the week certificates from teachers and teaching assistants;
- ✦ All teachers welcome opportunities to praise individuals for good work or good behaviour;
- ✦ Individual teachers have their own reward systems to encourage groups of children, such as star charts, sunshine charts, Dojo points etc;
- ✦ Children may be sent to other classes, their previous teacher, Team Leaders, the Head Teacher, or the Deputy Head for praise.

### GOLDEN TIME

This is a period of time (20-30 minutes) given to each class within the week where the children may choose an activity they like doing. At the end of each half term, there is a Golden Time draw where each child, who has not lost any Golden Time, has the opportunity to be drawn from "a hat". The children, who are drawn out, then choose a prize and are awarded with a special golden sticker.

If the child's behaviour has been unacceptable, they lose some of their Golden Time. This time is lost in 3-minute divisions up to a period of 9 minutes. (In Year 5 and 6 the divisions are 5 minutes). The child then watches everyone else in the class having Golden Time, for the length of their lost minutes, whilst thinking about the reasons they lost the minutes and how they could behave differently if the same situation arose again. Older children may be asked to write down what they have done wrong, what they should have done and what they will do in future.

Any child who loses Golden Time is automatically taken out of the Golden Time draw.

Extreme behaviour, such as swearing, not keeping themselves or others safe, disrespectful or impolite behaviour to an adult, deliberately hurting another child, fighting, frequently disrupting the learning of others, the purposeful destruction of school property or bullying will result in the loss of all golden time. This behaviour will be reported to the Head Teacher who may decide on further sanctions.

### DISCIPLINARY PROCEDURE AND SANCTIONS

This is the procedure adopted by the school in dealing with unacceptable behaviour. Parents are encouraged to come into school to discuss the problems and possible solutions whenever staff or parents feel concerned.

The primary responsibility for discipline lies with the member of staff concerned and, in the first instance, is to be dealt with by them. Depending on the type of behaviour, the following **classroom** sanctions will be applied:

- ✦ Verbal reprimand;
- ✦ Use a punishment to fit the 'crime' i.e. cleaning up if child has made a mess;
- ✦ 'Time out' in a specified area for example a spare table in the classroom, the reading corner;
- ✦ Withdrawal of privilege (golden time, break time, lunch time) when losing playtime, children are to sit in the hall outside the Head Teacher's office;
- ✦ Withdrawal from football if a golden rule is broken during a game of football;
- ✦ Being removed from their peers by sitting in another class (internal exclusion);
- ✦ Being removed from all peers and spend time in the Head Teacher's office; this will be known as 'Time Away from the School Community' (TASC);

Persistent bad behaviour or behaviour deemed to be of a more serious nature, such as bullying will also result in:

- ✦ Referral to Deputy Head;
- ✦ Referral to Headteacher.

Parents will be involved as and when the class Deputy/Head Teacher deems appropriate and an individual behaviour record book may be set up at any time.

Further action could include:

Referral to outside agencies e.g. Psychological Services, Educational Social Work support (ESW), Early Help;

Failure to improve, may result in the child being excluded, although this is always seen as a last resort. For all exclusions, the Local Authority and Governing Body Guidelines will be followed.

**Dealing with more serious behaviour within the classroom:**

Staff should always consider the context of each situation carefully. A one-size-fits-all approach is never appropriate, as every incident has unique nuances. This guidance provides a general framework to support consistent practice, but professional discretion and judgment must be exercised in every case.

There will be occasions when a child's behaviour can be addressed promptly and resolved immediately. It is essential that staff evaluate the severity and specific circumstances of each incident individually to ensure responses are fair, proportionate, and tailored to the needs of the child and the classroom environment.

Examples of behaviour	Suggested Consequence/Action
<b>Answers an adult back / speaks disrespectfully or aggressively to or about a member of staff</b>	<ol style="list-style-type: none"> <li>1.Warning: Child reminded that this behaviour is unacceptable. Apology required.</li> <li>2.Loss of some break time if reflection is needed, especially if related to the incident.</li> <li>3.If no remorse or improvement shown, child is asked to leave the classroom to work in another area of the school for the rest of the day and possibly the following day (depending on timing of the incident and child's remorse).</li> <li>4. Senior Leadership Team (SLT) to decide next steps based on the child's presentation at the end of day and time already spent out of class.</li> </ol>
<b>Speaks aggressively to another child</b>	<ol style="list-style-type: none"> <li>1.Warning and adult intervention to explain why behaviour is unacceptable. Child required to apologise with genuine remorse.</li> <li>2.If more reflection is needed, child may be moved seats until understanding is demonstrated.</li> <li>3.If no remorse or cooperation is shown, removal from classroom as above, with SLT review.</li> </ol>
<b>Slams, bangs, or kicks furniture in the classroom</b>	<ol style="list-style-type: none"> <li>1.Told to stop and given time to reflect. Spoken to about why behaviour is unacceptable.</li> <li>2. If more reflection is needed, child may be moved seats until understanding is demonstrated.</li> <li>3. If no remorse or cooperation is shown, removal from classroom as above, with SLT review.</li> </ol>
<b>Disrupts learning by making noises, shouting, wailing, etc.</b>	<ol style="list-style-type: none"> <li>1.Told to stop and given time to reflect. Spoken to about impact on others.</li> <li>2. If more reflection is needed, child may be moved seats until understanding is demonstrated.</li> <li>3. If no remorse or cooperation is shown, removal from classroom as above, with SLT review.</li> </ol>
<b>Refuses to complete work</b>	<ol style="list-style-type: none"> <li>1.Warning and time reminder.</li> <li>2.Miss break time until work is complete.</li> <li>3.If there are signs of remorse and understanding, the child remains in class.</li> </ol>

	4.If refusal continues over the day: removal from classroom as above, with SLT review.
<b>Refuses to follow a reasonable instruction from an adult</b>	1.Warning and reminder of consequences. Given time to comply and apologise. 2. If non-compliance continues or is repeated, removal from classroom as above, with SLT review.
<b>Physically hurts or attempts to hurt another child (outside the classroom)</b>	1.Context considered (e.g. provocation). The child needs to listen, understand, reflect, and apologise. 2. Restorative conversation and/or loss of break time depending on context. 3.Repeated incidents may lead to time out of class and/or immediate loss of next break time.
<b>Physically hurts or attempts to hurt another child (in the classroom)</b>	Context is key and each case reviewed individually. Consequences and support as above.
<b>Says unkind things to another child (one-off)</b>	1.Discussion with child and apology requested.
<b>Says unkind things to another child (repeated behaviour)</b>	1.Immediate loss of next break time. 2.Referral to Head Teacher who may decide on next steps.

In some instances of **more serious cases of unacceptable behaviour**, the child will be referred immediately to a member of SLT or the Headteacher.

**These include:**

- Persistent defiance,
- Refusing to comply with reasonable requests,
- Damaging property, disrupting the learning of others,
- Threatening to harm or harming others,
- Use of swearing
- Violence
- Putting others and the school in danger
- Persistent bullying
- Child on Child abuse
- Racial and sexual harassment
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. 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)

**PLAYGROUND BEHAVIOUR**

**LUNCH TIME BEHAVIOUR**

Lunchtime supervisors are employed to oversee the lunch hour, supervising the lunches, the playground and the buildings to ensure the safety of the children.

**LUNCHTIME SANCTIONS**

- ✦ Verbal reprimand;
- ✦ Time out standing on a coloured spot;
- ✦ Being taken in to sit in the hall until a member of SLT speaks to the child;
- ✦ Minor incidents will be reported to the classroom teacher who will then take the appropriate action;

- ✦ Major incidents must be reported to the Head Teacher (i.e. as 'Extreme behaviour' above, swearing, disrespectful or impolite behaviour to an adult, deliberately hurting another child, fighting or bullying) Continuous bad behaviour or serious incidents may result in lunchtime exclusions at the discretion of the Headteacher.

### **PLAYTIMES/LUNCHTIMES**

KS1 and KS2 children have playtime at 10:40am and lunchtime at 12:00 until 1:00PM. In addition KS1 have a ten minute playtime at 2:15pm (although this time may vary to accommodate curriculum activities such as PE). EY have flexible outdoor times as part of the outdoor provision, and have flexible lunchtimes between 11:30 and 1PM to allow teaching staff to have a lunch break.

### **PLAYTIME BEHAVIOUR**

Children are expected to observe the playground rules. These have been generated by the School Council and are displayed around the school. Children who persistently ignore the rules or who are involved in a serious incident will be dealt with by the Team Leader, Deputy Head teacher or Head Teacher, depending on the severity of the misdemeanour. Any serious behaviour issues will be recorded on CPOMS and parents will be informed.

### **SUSPENSIONS/EXCLUSIONS**

The school works within Stockton LA policy and guidance for Exclusion Procedures. The Local Authority work with the 2024 DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England- see link <https://www.gov.uk/government/publications/school-exclusion>. It is stated in this document (pg. 11) 'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.'

Suspensions/exclusions are extremely rare in Durham Lane Primary School and it is hoped that the measures outlined above will be adequate to ensure appropriate work and behaviour in our school. However, should behaviour be deemed unacceptable and not adhering to this policy, suspensions/exclusions may be considered and the Headteacher retains the right to suspend pupils at any time, according to the agreed procedures.

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate, may be considered for suspension/exclusion.

This may also include pupils who frequently disrupt the learning of others because their behaviour does not follow the school rules.

Serious physical violence towards other pupils and members of staff, bringing smoking or vaping materials to school, onto the school grounds or near the school site, or risking the safety or the wellbeing of staff or pupils (including themselves) by bringing onto the school premises any form of offensive weapon or item which could be used in such a manner, may face serious consequences which may include a suspension or be grounds for exclusion.

### **Internal Exclusions**

Sometimes a pupil may be internally excluded which may range from a short period of time spent away from their peers, to spending a whole day away from them. This would be for demonstrating behaviours which are not in keeping with our values and not following the school rules. If a pupil is going to be internally excluded for more than half a day, parents and the child will be notified of this the day before, wherever possible. Appropriate work will be provided for the pupil to complete. Failure to complete work or meet behaviour expectations whilst being internally excluded, will result in further sanctions such as longer internal exclusion, Time Away from the School Community (TASC - see below) external exclusion/suspension or ultimately, permanent exclusion.

### **TASC (Time Away from the School Community)**

In the event of a pupil still not following the school rules/procedures, he/she will spend time away from all children in school in the Head Teacher's office. Parents will be informed and children will be expected to complete their school work whilst with the Head Teacher. In the event of the Head Teacher not being available, the pupil will be supervised by alternative member of staff.

## Suspensions

A suspension will be the sanction for serious one-off incidents such as physical assault or verbal abuse directed at a member of staff or another child or intentional damage to school property. Suspension may also be used as a response to an accumulation of incidents and persistent disruption to the learning in our school. Any act in public that brings Durham Lane Primary School into disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in suspension or permanent exclusion.

## Permanent Exclusions

Permanent exclusions will only be used as a last resort or if serious breaches of the school's behaviour policy have taken place. Included in this definition would be pupils who have risked the safety or the wellbeing of staff or pupils by bringing onto the school premises any form of offensive weapon or item which could be used in such a manner. As stated in the DfE document entitled 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', *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*

As a school, we will adhere to this definition.

## TEACHERS' POWERS

Although staff in our school aim to promote good behaviour through positive means, we believe that all paid staff have the following powers:

- ✦ To discipline pupils whose behaviour is unacceptable, who break the school rules or who purposefully fail to follow given instructions;
- ✦ To discipline pupils at any time they are in school or elsewhere in their charge;
- ✦ To use reasonable force to stop a child from injuring themselves or others (see paragraph below);
- ✦ To search for banned items, such as mobile phones and confiscate any which are found. Any searches undertaken, must be carried out in the presence of a senior member of staff and any confiscated items must be collected by the child's parent or guardian;

In addition, teachers have a statutory power to discipline pupils for misbehaving (non-criminal) beyond the school gates. We may discipline a pupil for:

Any misbehaviour when the child is:

- ✦ Taking part in any school-organised or school related activity;
- ✦ Travelling to or from school;
- ✦ Wearing school uniform;
- ✦ In some other way identifiable as a pupil at the school.

Misbehaviour at any time that:

- ✦ Could have repercussions for the orderly running of the school;
- ✦ Poses a threat to another pupil or member of the public;
- ✦ Could adversely affect the reputation of the school.
- ✦ Discipline will always be carried out in accordance with the staged consequences laid out in this policy. On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. the police. Parents will usually be informed of these instances.

## Behaviour outside school premises

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

Where non-criminal poor behaviour, [suspected criminal behaviour](#) and bullying occurs off the school premises or online, which is witnessed by a staff member or reported to the school with evidence shown, the school will take the following actions:

Please see 'Dealing with more serious behaviour within the classroom' section page 8 and 9.

At Durham Lane conduct outside the school premises and online conduct may include:

- School educational visit or related activity;
- Travelling to and from school;
- When wearing school uniform;
- Any way which identifies the child with the school;
- Any actions which may have repercussions for the school;
- Actions which pose a threat to another pupil; or
- Actions which could adversely affect the reputation of the school.

### **Child on child sexual violence and sexual harassment**

At Durham Lane Primary guidance from KCSIE (Part 5) is followed following any report of child-on-child sexual violence or sexual harassment offline or online and safeguarding procedures as outlined in the Safeguarding and Child Protection Policy.

Schools should refer to the [Respectful School Communities: Self Review and Signposting Tool - Educate Against Hate](#) for advice and guidance.

### **Behaviour incidents online**

At Durham Lane Primary we are clear that the same standards of behaviour is expected online as offline and that everyone is treated with kindness, respect and dignity.

At Durham Lane online behaviour may include:

- Bullying;
- Use of inappropriate language;
- Soliciting and sharing of nude images and videos.

Where appropriate these incidents should be referred to H Gregory DSL or C Williams DDSL.

### **Parental responsibility**

At Durham Lane we recognise that parents are responsible for online behaviour incidents outside the school day and off the school premises, however we recognise that this can affect the school culture and will sanction pupils to ensure their behaviour online does not adversely affect the school or cause harm to another pupil.

### **Mobile phones**

Children are not permitted to bring mobile phones into school.

### **USE OF REASONABLE FORCE**

At Durham Lane School, we believe that it is part of our duty of care to ensure that our pupils are safe at all times. However, Durham Lane Primary School is aware of the difficulties that staff can sometimes be faced with in their everyday dealings with pupils on matters of behaviour and discipline. The school's approach to physical restraint is based on the beliefs that:

- pupils are entitled to a safe and secure environment in which a high value is placed upon learning how to behave toward others
- staff are also entitled to a safe and secure environment at work and should be offered personal support and guidance about what is expected of them in difficult situations.

In extreme circumstances, when a member of staff has used their professional judgement and feels there is no other option, 'reasonable force' may be used to control, or guide (caring Cs – a terminology used by Team teach), a pupil who they consider is endangering themselves, or those around them. School staff will always try to avoid acting in a manner which may cause injury and reasonable force will only ever be used as a last resort.

Most members of staff have had Team teach training and have received training about de-escalation strategies as well as physical restraint and incidents which require physical restraint, remain low at Durham Lane.

Examples of times when reasonable force might be used are as follows:

- ✦ When removing a disruptive child from the classroom where they have refused a direct instruction to leave and where they are behaving in a manner which is likely to harm themselves or someone else;
- ✦ When preventing a pupil from behaving in a way which would disrupt a school event or trip;
- ✦ When preventing a child from leaving a classroom or the school building, where leaving could put the pupil at risk or would disrupt others;
- ✦ When preventing a pupil from attacking a member of staff or another pupil;
- ✦ When stopping a fight in the playground;
- ✦ When restraining a pupil who is at risk of harming themselves.

Staff may use active physical contact such as leading a child from a room by the arm or physically holding back a pupil who may be about to attack another child or a member of staff. Passive physical contact may also be used such as standing between pupils or blocking a pupil's path.

Any incidents of use of reasonable force will be recorded on CPOMS and reported to the Head teacher. Parents/carers will also be informed of what has taken place and will be invited to discuss the incident with the staff involved and with the Head Teacher.

Specific plans/ risk assessments may be set up between school and parents when a pupil has a recognised behaviour problem. This plan will include what will happen when the child misbehaves, what triggers this behaviour and how parents will be informed if any force needs to be applied. If physical restraint were deemed to be necessary, staff have already undertaken Team Teach training and will take part in refresher courses as required.

## **TIME OUT ROOMS**

The Rainbow Room, at the end of the Early Years corridor maybe used for only Early Years children and only if it is not in use.

The Hub, which is located in the KS1/KS2 corridor again may be used as a time out room, but only if it is not of detriment to the learning of other children.

The Head Teacher's office may also be used, especially for internal exclusions whenever possible.

## **Legislation**

- [Behaviour in schools - advice for headteachers and school staff Feb 2024](#) This publication provides advice to schools on behaviour in schools and the related legal duties of headteachers, and members of staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour.
- [Children Act 1989](#) provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm.
- [Local Government Act 2000](#) establishes effective joint working across local authority sectors.
- [The Education Act 2002](#), [The Education \(Independent School Standards\) Regulations 2014](#) (including Academies/Free Schools) [The Education \(Non-Maintained Special Schools\) \(England\) Regulations 2011](#) sets out the standards for

safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet.

[The Children Act 2004](#) established under section 11 a duty for partner agencies to participate with the local authority in a range of safeguarding and child protection provisions.

- [Children and Families Act 2014](#) (Part 3: Children and young people with special educational needs (SEN) and disabilities) gives vulnerable children greater protection, paying special attention to those with additional needs, and also helping parents and the family as a whole.
- [Use of Reasonable Force March 2026](#) This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.
- [Suspension and permanent exclusion guidance August 24.pdf](#) The document provides statutory guidance to which headteachers, governing boards, local authorities, academy trusts, independent review panel (IRP) members and special educational needs (SEN) experts, social workers and Virtual School Heads (VSHs) must have regard when carrying out their functions in relation to suspensions and permanent exclusions.
- [Alternative Provision Statutory Guidance for Local Authorities February 2025](#),
- [Working Together to Safeguard Children 2026 - GOV.UK](#),
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Education and Inspections Act 2006](#)

#### **Reviewed June 2018 Changes made:**

Pg 3 Raising Achievement and Performance Team (RAPT) **removed**

Pg 4 Name will be put into the lunchtime incident book –**removed**

- ✦ Child will then stand outside the staff room door. Parents will be informed by letter if their child's name appears in the book 3 times in a term **removed**
- ✦ Being taken in to sit in the hall until a member of SLT speaks to the child- **added**
- ✦ will be put in the playtime incident book. This book will then be passed to the Deputy Headteacher who will deal with the incident appropriately. Parents will be informed by letter if their child's name appears in the book 3 times in a term –**removed**
- ✦ Children who persistently ignore the rules or who are involved in a serious incident will be dealt with by the Team Leader, Deputy Head teacher or Head Teacher, depending on the severity of the misdemeanour- **added**
- ✦ Any serious behaviour issues will be recorded on CPOMS and parents will be informed **added**
- ✦ Their job is to help others who are lonely or sad and to encourage them to join in and this happens **at playtimes only**. Buddies will enlist the help of a teacher if a problem is too difficult for them to handle themselves- **removed**
- ✦ The children are trained through Stockton's Sport Partnership, to lead and play a range of games at lunchtimes. They work in teams and any problems are reported, in the first instance, to the Lunchtime Supervisors. Any persistent offenders or any difficulties that the children have when carrying out their Playground Leaders duties, are reported to Class 5's teacher or the Deputy Head teacher- **added**
- ✦ Some members of staff have had Teamteach training- **added**

#### **TIME OUT/ SECLUSION ROOM**

The Rainbow Room at the end of the Early Years corridor may be used as a seclusion room, if necessary. If this room is to be used, a behaviour plan and risk assessment will have been carried out and it will only be used in accordance with these documents and/or as a last resort. This is a safe room and children can be taken to this room to time out or to calm down where necessary- **added**

#### **Reviewed September 2018 Changes made:**

- ✦ Pg 3 Removed isolation and replaced with "Being removed from their peers by sitting separately in class".
- ✦ Pg 3 changed Some members of staff to All
- ✦ Pg 4 removed seclusion and put in time out

#### **Reviewed September 2020 Changes made:**

- ✦ Pg 3 added "The Head Teacher has introduced a Head Teacher recognition award. Each classroom has a designated area where a sign is displayed. The teacher writes the name of a child, who deserves recognition for work or behaviour, on a post-it which is placed on the sign and the Head Teacher then gives praise and stickers to this child when she visits the classroom;"
- Pg 3 removed "If a child loses more than 9/15 minutes golden time they will lose the next playtime of the day and complete a behaviour record (which can be found in the photocopying room)."
- Pg 4 removed "resulting in completion of a behaviour report." although this is always seen as a last resort."
- Pg 4 added "
- Pg 5 removed "through Stockton's Sport Partnership.
- Pg 5 Covid 19 paragraph added

#### **Reviewed November 2021 Changes made:**

**Page 3 added**-The child then watches everyone else in the class having Golden Time, for the length of their lost minutes, whilst thinking about the reasons they lost the minutes and how they could behave differently if the same situation arose again. Older children may be asked to write down what they have done wrong, what they should have done and what they will do in future.

**Page 4 added**- Members of staff have had Teamteach training and, should the need arise to apply more forceful physical constraint, they would be retrained. However, incidents which require physical restraint, remain low at Durham Lane.

#### **Page 4 added - EXCLUSIONS**

Exclusions are extremely rare in Durham Lane Primary School. However, should behaviour be deemed unacceptable and not adhering to this policy, they may be considered.

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate may be considered for exclusion.

Serious physical violence towards other pupils and members of staff may also be grounds for exclusion.

The school works within Stockton LEA policy and guidance for Exclusion Procedures. The Local Authority work with the 2017 DfE Statutory Guidance on Exclusions from schools (and Changes to the school suspension and PEX process due to Covid restrictions) see link <https://www.gov.uk/government/publications/school-exclusion>.

**Page 5 added**- If physical restraint were deemed to be necessary, staff have already undertaken TeamTeach training and would take part in refresher courses.

Added: or if it is being used to isolate a particular “bubble” due to Covid 19.

**Page 6 added**- There are a range of toys available **at playtimes** for all to enjoy. The Year 5 children are responsible for bringing out and tidying these away each day. When “bubbles” are in operation, playground toys cannot be used due to safety reasons.

**Page 7 removed**-These are now staggered to avoid bubbles mixing. Key Stage 1 and Year 3 have playtime at 10:15 and go into the hall for their lunch at 12:00 where they have to stay until 12:20/12:25. They return to their classrooms for 5 or 10 minutes then stay on the playground until 1:00pm. Year 4,5,6 have playtime at 10:40 and go out onto the playground at lunchtime until 12:25/12:30. They stay in the hall until 12:50 and then return to their classrooms, spending 10 minutes watching DVDs, drawing etc. whilst their teacher supervises them.

**Page 7 added**- EY have flexible outdoor times as part of the outdoor provision, but have lunchtime between 12:00 and 1PM to allow teaching staff to have a lunch break.

KS1 and KS2 children have playtime at 10:40am and lunchtime at 12:00 until 1:00PM. In addition KS1 have a ten minute playtime at 2:15pm (although this time may vary to accommodate curriculum activities such as PE).

If there are high incidences of Covid-19, these times may be reviewed as the children may need to be in “bubbles” to avoid cross-infection.

#### **Reviewed November 2022**

All covid restrictions removed.

#### **Reviewed November 2023**

Pg 3 Head Teacher reward removed; Dojo points added

Pg 4 exclusion link changed to 2023 update

Pg 5 All mention of Teamteach training removed

Pg 6 paragraph about sports leaders removed

Pg 6 Lunchtime for EY changed

#### **Reviewed September 2024**

Pg 4 Changed 2023 DfE Statutory Guidance on Exclusions from schools to 2024 DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England.

Pg 4 added **not keeping themselves safe or others** Pg 5 added **including themselves**

Pg 5 Changed from “Some members of staff have had Teamteach training and, should the need arise to apply more forceful physical constraint, they would be retrained. However, incidents which require physical restraint, remain low at Durham Lane.” to “Most members of staff have had Teamteach training and have received training about deescalation strategies as well as physical restraint and incidents which require physical restraint, remain low at Durham Lane.”

Pg 6 Removed- “If these rooms are to be used, a behaviour plan and risk assessment will have been carried out and it will only be used in accordance with these documents and/or as a last resort.”

Pg 6- Added- In addition, we have “Team-building Wednesdays” (organised and ran by a TA at lunchtimes) and “Musical Fridays” to keep the children engaged in play or movement.

Pg 6- changed from “Class 5 teacher” to “PE lead”

Pg 6 changed from “there are always at least **two** members of staff supervising the children” to there are always at least **four** members of staff supervising the children.”

Changes May 2025

Page 3 – Inclusion paragraph added may be necessary

Page 4 – removed Referral to Team leader;

- Page 4 – added Being removed from all peers and spend time in the Head Teacher’s office; this will be known as ‘Time Away from the School Community’ (TASC);

Page 5 – added **TASC (Time Away from the School Community)**

In the event of a pupil still not following the school rules/procedures, he/she will spend time away from all children in school in the Head Teacher’s office. Parents will be informed and children will be expected to complete their school work whilst with the Head Teacher. In the event of the Head Teacher not being available, the pupil will be supervised by alternative member of staff.

▪

Page 5 – added As stated in the DfE document entitled ‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’, *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*

As a school, we will adhere to this definition.

Added page 5/ page 6 - In addition, teachers have a statutory power to discipline pupils for misbehaving (noncriminal) beyond the school gates. We may discipline a pupil for:

Any misbehaviour when the child is:

- ✦ Taking part in any school-organised or school related activity;
- ✦ Travelling to or from school;
- ✦ Wearing school uniform;
- ✦ In some other way identifiable as a pupil at the school.

Misbehaviour at any time that:

- ✦ Could have repercussions for the orderly running of the school; ▪ Poses a threat to another pupil or member of the public; ▪ Could adversely affect the reputation of the school.
- ✦ Discipline will always be carried out in accordance with the staged consequences laid out in this policy. On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. the police. Parents will usually be informed of these instances.

Page 6 – added The school’s approach to physical restraint is based on the beliefs that:

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Page 6 – added In extreme circumstances, when a member of staff has used their professional judgement and feels there is no other option, ‘reasonable force’ may be used to control, or guide (caring Cs – a terminology used by Teamteach), a pupil who they consider is endangering themselves, or those around them. School staff will always try to avoid acting in a manner which may cause injury and reasonable force will only ever be used as a last resort. Most members of staff have had Teamteach training and have received training about de-escalation strategies as well as physical restraint and incidents which require physical restraint, remain low at Durham Lane.

Page 7 – paragraph altered

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The Head Teacher's office may also be used, especially for internal exclusions whenever possible.

Page 7 – changed In addition, we have a sports coach working with children every lunch time and “Musical Fridays” to keep the children engaged in play or movement.

Changes/updates May 2026

Page 2 added audience and purpose paragraphs

Page 2 and 3 added vision values in action paragraphs

Page 3 and page 4 added requirements paragraphs

Page 4 and page 5 added definitions

Page 5 added Responsibilities

Page 6 added role of the behaviour lead

Page 9, Page 10 added dealing with more serious behaviour within the classroom

Page 11- added Behaviour outside school premises

Page 13 added legislation