DANE ROYD J&I SCHOOL

Behaviour, Positive Handling, Restrictive Interventions and Suspension Policy

Review frequency: Annually

Approval by: Nick Rook

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Lead personnel: J.Davison

Aims which guide our policies and practice at Dane Royd School



PERSEVERANCE

As a school, we aim to nurture an environment where children and staff achieve and thrive. We want to build strong foundations and a love of learning where every member of our school community feels they belong, can be, and become the very best version of themselves. We want our children to understand the rich heritage of the world; to be a positive member of their community and to become skilled citizens who have self-belief, passion and empathy for the world in which they live.

Our Agreed Strong Foundations are:



RESPECTFUL

- To create a school environment which nurtures and encourages a life-long love of learning.
- All members of the school community will live the school values. Through these values, we will equip our young people with the skills for life, to make them reflective, empathetic and open-minded members of the community.
- To provide vital enrichment activities to provide opportunities for our children to experience and thrive in.



OPEN-MINDED

- To teach the knowledge and skills to enable our young people to make informed decisions about their well-being, health and relationships to build their self-efficacy.
- To celebrate differences and diversity, and promote equity of opportunity so all can thrive together.
- To have high aspirations for all our young people. We want every child to succeed in their own way. Successful learning means enabling every individual – regardless of background, race, gender, disability, sexuality or socioeconomic status – to flourish in our school.



UNDERSTANDING

- To support pupils to become responsible, active citizens who can play their part in public life as young people and adults in modern Britain.
- We want our children and staff to be proud of their school. By following our school values, we will build a respectful, dynamic and inclusive school community where everyone's achievements are celebrated.

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.



DETERMINED

1. AIMS AND VISION

At Dane Royd School, we believe that every child has the right to belong, achieve and thrive. Inclusion is at the heart of everything we do and behaviour is viewed within the wider context of belonging, wellbeing, relationships, safeguarding and learning. This reflects the vision and principles set out within the school's Inclusion, SEND and Attendance policies.

We recognise that behaviour is a form of communication. Children's behaviour may be influenced by developmental stage, emotional wellbeing, trauma, attachment experiences, SEND, anxiety, sensory needs, family circumstances and wider life experiences.

We are committed to:

- Creating a safe, calm and predictable environment.
- Developing strong, trusting relationships.
- Promoting emotional wellbeing and belonging.
- Supporting pupils to develop self-regulation.
- Maintaining high expectations for all pupils.
- Understanding and removing barriers to success.
- Working in partnership with families.
- Using restorative and relational approaches.
- Reducing suspensions wherever possible.
- Ensuring behaviour systems support safeguarding, inclusion and attendance.

Our approach can be summarised by a simple belief:

Children do well when they can. When behaviour causes concern, we seek first to understand, then to support, and finally, where necessary, to apply appropriate consequences.

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2. LEGISLATION AND GUIDANCE

This policy is informed by:

- Education Act 1996
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (0-25) 2014
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Behaviour in Schools (DfE)

- Suspension and Permanent Exclusion Guidance (DfE)
- Searching, Screening and Confiscation
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions
- Children Missing Education Guidance

This policy also reflects the principles of Team Teach training and evidence-informed trauma-informed practice.

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3. UNDERPINNING PRINCIPLES

The school's approach is based upon the following principles:

Every Child Belongs

Children are more likely to succeed when they feel safe, valued and connected.

Relationships Matter

Positive relationships are the foundation of behaviour support.

Behaviour is Communication

Behaviour often communicates an unmet need, anxiety, difficulty or barrier.

Regulation Before Reasoning

Children who are dysregulated cannot effectively engage in reflection, learning or problem solving.

High Expectations and High Support

All pupils are entitled to clear boundaries and appropriate support.

Consistency with Flexibility

Responses should be predictable whilst remaining individual and proportionate.

Inclusion is Behaviour Support

Removing barriers and meeting needs is often the most effective behaviour intervention.

Behaviour Expectations

At Dane Royd School, we maintain high expectations for all pupils.

We teach and promote behaviour through three simple expectations:

- Be Safe
- Be Respectful
- Be Ready to Learn

These expectations are explicitly taught, modelled, practised and reinforced throughout school life.

Children are supported to understand what these expectations look like in classrooms, around school, during social times, on educational visits and within the wider community.

Behaviour is viewed as a teachable skill rather than simply a compliance expectation.

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4. BEHAVIOUR AS COMMUNICATION

The school recognises that behaviour may communicate:

- Anxiety
- Fear
- Frustration
- Confusion
- Overwhelm
- Sensory discomfort
- Communication difficulties
- Attachment needs
- Trauma responses
- Social difficulties
- Unmet SEND needs
- Physical or emotional distress

Staff will therefore seek to understand:

- What has happened?
- What need may be driving the behaviour?
- What support is required?

- What can be adapted or adjusted?
- How can we help the child succeed?

Staff will avoid assumptions and seek to understand the context surrounding behaviour before reaching conclusions.

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5. TRAUMA-INFORMED AND PACE APPROACH

Dane Royd School adopts a trauma-informed approach.

We recognise that adverse childhood experiences, attachment difficulties, anxiety and developmental trauma can significantly affect behaviour, learning and relationships.

Staff will be supported to use the PACE approach:

Playfulness

Using warmth, humour and connection to reduce anxiety.

Acceptance

Accepting feelings whilst maintaining clear boundaries for behaviour.

Curiosity

Seeking understanding rather than judgement.

Examples:

- "I wonder what made that feel difficult?"
- "Something seems to have upset you."

Empathy

Demonstrating understanding and emotional attunement.

Examples:

- "That looks like it was really hard."
- "I can see that you're finding this difficult."

Children should experience correction that preserves dignity and maintains relationships.

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6. ROLES AND RESPONSIBILITIES

Governing Board

The Governing Board will:

- Monitor behaviour trends.
- Review suspension data.
- Monitor positive handling incidents.
- Scrutinise outcomes for vulnerable groups.
- Ensure compliance with legislation.
- Promote inclusion and safeguarding.

Headteacher

The Headteacher will:

- Implement this policy.
- Maintain strategic oversight.
- Monitor behaviour outcomes.
- Authorise suspensions and exclusions.
- Ensure staff training is effective.

Inclusion Lead

The Inclusion Lead will:

- Monitor behaviour across school.
- Evaluate behaviour systems.
- Coordinate support plans.
- Oversee reintegration arrangements.
- Monitor vulnerable group outcomes.

Class Teachers

Teachers will:

- Build positive relationships.
- Establish clear routines.

- Apply expectations consistently.
- Identify concerns early.
- Liaise with families.
- Support self-regulation skills.

Parents and Carers

Parents are expected to:

- Support behaviour expectations.
- Engage with school support plans.
- Attend meetings when requested.
- Work in partnership with school.

Pupils

Pupils are expected to:

- Follow school expectations.
- Respect others.
- Seek support when needed.
- Take responsibility for their actions.

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7. CREATING A POSITIVE BEHAVIOUR CULTURE

All pupils benefit from:

- Strong relationships.
- Predictable routines.
- Clear expectations.
- High-quality teaching.
- Inclusive classroom practice.
- Recognition and praise.
- Opportunities for leadership.
- Celebration of effort and achievement.
- Emotional literacy development.
- Consistent adult responses.

The school promotes positive behaviour through:

- Verbal praise.
- Recognition systems.
- Celebration assemblies.
- House points.
- Positive communication home.
- Leadership opportunities.
- Restorative conversations.

Recognition should significantly outweigh correction.

7A. THE BEHAVIOUR CURRICULUM

The school believes that behaviour should be explicitly taught in the same way as academic learning.

Children will be taught:

- Emotional regulation skills.
- Self-awareness.
- Managing disappointment and frustration.
- Conflict resolution.
- Positive relationships.
- Respectful communication.
- Problem solving.
- Responsible decision-making.
- Safe behaviour.
- Online behaviour and digital citizenship.
- Social interaction skills.
- Resilience and perseverance.

These skills are taught through:

- Classroom practice.
- Modelling by adults.
- PROUD Curriculum
- Assemblies.
- PSHE.
- Circle time.
- Restorative conversations.
- Daily interactions.

The school recognises that behaviour develops over time and requires explicit teaching, rehearsal and reinforcement.

7B. BELONGING AND CONNECTION

The school recognises that strong behaviour outcomes are achieved through strong relationships and a genuine sense of belonging.

Children are more likely to engage positively when they:

- Feel safe.
- Feel valued.
- Feel connected.
- Feel successful.
- Feel understood.

The school therefore aims to ensure that every child has:

- Positive relationships with adults.
- Opportunities for success.
- A sense of identity within the school community.
- Access to support when required.
- Their voice heard and valued.

Belonging is viewed as a protective factor which supports behaviour, attendance, wellbeing and achievement.

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8. GRADUATED BEHAVIOUR SUPPORT FRAMEWORK

Tier 1: Universal Support

All pupils receive:

- High-quality teaching.
- Positive relationships.
- Emotional coaching.
- Consistent routines.
- Behaviour modelling.
- Regulation support.

Tier 2: Emerging Concerns

Where concerns emerge:

- Increased staff monitoring.

- Pupil voice discussions.
- Parent consultation.
- Trusted adult support.
- Environmental adjustments.
- Behaviour tracking.

Tier 3: Targeted Support

Support may include:

- Behaviour Support Plan.
- Supporting Me to Thrive Plan.
- Risk assessment.
- ELSA support.
- SEND review.
- Early Help involvement.
- Multi-agency support.

Tier 4: Intensive Support

Support may include:

- Individual behaviour pathway.
- Enhanced risk management.
- Team Around the Child.
- Educational Psychology advice.
- Personalised provision.
- Alternative provision considerations.
- Personalised timetable where appropriate.

Teachers in KS1 and KS2 use a warning, yellow card and then red card to support the correction of behaviour alongside assessing why it may be occurring by using the underpinning principles in this policy. A red card in the morning session results in a child having a reflective conversation with the Key Stage Leader at lunch time or in the afternoon at 3:00pm.

In Nursery and Foundation, children will be supported by an adult on the green spot to reflect on why they have been asked to remove themselves from a particular situation.

8A. LISTEN, UNDERSTAND AND SUPPORT

When behaviour concerns emerge, the school's first response will be to understand the underlying factors contributing to the behaviour.

Staff may:

- Meet with parents or carers.
- Gather pupil voice.
- Review attendance information.
- Review safeguarding information.
- Consider SEND needs.
- Explore emotional wellbeing.
- Review classroom and environmental factors.

Support may include:

- Trusted adult support.
- Behaviour Support Plans.
- Reasonable adjustments.
- Regulation strategies.
- ELSA support.
- SEND assessment or review.
- Family support.
- Early Help involvement.
- Multi-agency support.

The school recognises that sustainable behaviour improvement is achieved through understanding and support rather than punishment alone.

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9. RESTORATIVE PRACTICE

The school's approach focuses on repairing relationships, learning from situations and building responsibility.

Restorative questions may include:

- What happened?
- What were you thinking at the time?
- What were you feeling?
- Who has been affected?
- How can we make this right?
- What needs to happen next?

The purpose is learning, restoration and relationship repair.

Humiliation, shaming or public reprimand are never acceptable.

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10. SUPPORTING PUPILS WITH SEND AND ADDITIONAL NEEDS

The school recognises that behaviour may be influenced by:

- SEND
- Autism
- ADHD
- Speech and language needs
- SEMH needs
- Attachment difficulties
- Anxiety
- Sensory processing differences
- Trauma
- Disability

Before significant sanctions are applied, leaders will consider:

- Whether SEND contributes to behaviour.
- Whether reasonable adjustments have been implemented.
- Whether behaviour indicates unmet need.
- Whether the graduated approach has been followed.
- Equality Act duties.

Reasonable adjustments will be made where appropriate.

Suspensions will never be used as a substitute for appropriate support.

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11. POSITIVE HANDLING AND RESTRICTIVE PHYSICAL INTERVENTION

The school follows Team Teach principles.

Physical intervention is:

- A last resort.
- Used only when necessary.
- Reasonable.
- Proportionate.
- The least restrictive option available.

The primary purpose is safety.

Physical intervention may only be used to prevent:

- Injury.
- Serious damage to property.
- Serious disorder.
- Criminal behaviour.
- Significant risk to safety.

Physical intervention must never be used:

- As punishment.
- To secure compliance.
- To humiliate.
- To cause pain.

Following any physical intervention:

- Parents will be informed in writing.
- Records will be completed.
- A debrief will take place.
- Lessons learned will be reviewed.

Post Incident Debrief and Learning

Following any restrictive physical intervention, the school will ensure that:

The Child

- Is given time to regulate.
- Is offered an opportunity to share their views.
- Is supported to understand what happened.
- Contributes to future planning where appropriate.

Staff

- Reflect upon antecedents and triggers.
- Consider whether additional support could prevent recurrence.
- Review any behaviour support plans.

Leaders

- Review proportionality and effectiveness.
- Consider whether reasonable adjustments are required.
- Identify any training needs.
- Monitor repeat incidents.

The purpose of review is learning, prevention and improved support rather than blame.

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12. RECORDING, MONITORING AND ANALYSIS

Behaviour information will be recorded through Arbor and CPOMS. Red cards will be recorded on Arbor and more serious incidents such as homophobia should be recorded on CPOMS. These systems are monitored by the Behaviour Lead and Designated Safeguarding Leads that can reassign them as necessary and for consistency.

The school will monitor:

- Behaviour incidents.
- Positive handling incidents.
- Restrictive Interventions
- Behaviour plans.
- Bullying incidents.
- Suspensions.
- Exclusions.
- Racist incidents.
- Prejudice-related incidents.
- Attendance patterns.
- SEND and vulnerable group representation.

Behaviour, attendance, wellbeing, safeguarding and SEND information will be considered together when evaluating pupil need.

Regulation Spaces and Withdrawal from Situations

The school may occasionally use supervised regulation spaces or temporary withdrawal from situations to support safety, emotional regulation and successful reintegration into learning.

Any such arrangements will:

- Maintain adult supervision.
- Preserve the dignity of the child.
- Be proportionate.
- Be time limited.
- Be reviewed regularly.
- Be recorded and reported in writing to parents

Withdrawal will never be used as punishment and children will never be denied access to safeguarding support, food, drink, toilets or appropriate adult supervision.

Equality and Inclusion Monitoring

The school will routinely analyse behaviour information to identify whether any groups are disproportionately represented within behaviour incidents, suspensions, positive handling incidents or support pathways.

Monitoring may include:

- SEND.
- EHCP.
- Disadvantaged pupils.
- Looked After Children.
- Previously Looked After Children.
- Ethnicity.
- Sex.
- Attendance groups.
- Children receiving Early Help.
- Other vulnerable groups.

Where disproportionality is identified, leaders will seek to understand underlying causes and implement appropriate support or adjustment.

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13. SUSPENSION AND PERMANENT EXCLUSION

Dane Royd School seeks to minimise suspensions through early intervention, support and inclusion.

Suspension will only be considered where:

- Serious breaches of the behaviour policy have occurred.
- The safety of others is at risk.
- All reasonable alternatives have been considered.
- Allowing the pupil to remain would seriously harm the education, welfare or safety of others.

Before a suspension is authorised leaders will consider:

- SEND needs.

- SEMH needs.
- Equality duties.
- Reasonable adjustments.
- Safeguarding concerns.
- Support already provided.
- The child's individual circumstances.

Permanent exclusion is used only in the most serious circumstances and in line with current DfE guidance.

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14. REINTEGRATION FOLLOWING SUSPENSION

Reintegration is a supportive process.

A reintegration meeting will:

- Explore what happened.
- Capture pupil voice.
- Review support needs.
- Identify barriers.
- Agree adjustments.
- Clarify expectations.
- Establish success measures.
- Identify key adults.

The focus will be successful return, belonging and future success rather than punishment.

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15. MONITORING ARRANGEMENTS

The policy will be reviewed:

- Annually.
- Following legislative changes.
- Following significant guidance updates.
- When school evaluation identifies a need.

Governors will receive regular reports regarding:

- Behaviour incidents.

- Positive handling incidents.
- Suspensions.
- Permanent exclusions.
- Behaviour trends over time.
- Repeat incidents.
- Outcomes for vulnerable groups.
- Equality monitoring information.
- SEND representation.
- Attendance and behaviour correlations.
- Impact of interventions.
- Staff training undertaken.
- Evaluation of behaviour support strategies.

Staff Development

The school recognises that effective behaviour support relies on knowledgeable and skilled staff.

Professional development may include:

- Team Teach.
- Trauma-informed practice.
- PACE approaches.
- Attachment aware practice.
- Autism.
- ADHD.
- Speech and language needs.
- SEMH.
- Emotional regulation.
- Restorative practice.
- Behaviour and attendance.
- Safeguarding vulnerable pupils.

Training priorities will be identified through monitoring, pupil need and school improvement priorities.

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16. EARCHING FOR PROHIBITED ITEMS

Headteachers and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for.

3. The list of prohibited items is:

• knives and weapons;

• alcohol;

• illegal drugs;

•suspected stolen items;

• any article that the member of staff reasonably suspects has been, or is likely

to be used:

• to commit an offence, or

• to cause personal injury to, or damage to property of; any person (including the pupil).

• an article specified in regulations:

• tobacco and cigarette papers;

• fireworks; and

• pornographic images.

Under common law, school staff have the power to search a pupil for any item if

the pupil agrees. The member of staff should ensure the pupil understands the reason for

the search and how it will be conducted so that their agreement is informed.

17. LINKS WITH OTHER POLICIES

This policy should be read alongside:

- Inclusion 2026
- DANE ROYD SEND Policy 2026
- Attendance Policy 2026-2027
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Mental Health and Wellbeing Policy

- Equality Policy
- Medical Needs Policy
- Online Safety Policy
- Attendance Strategy

Policy Statement

At Dane Royd School, behaviour is not achieved through fear, compliance or punishment. Behaviour is achieved through belonging, relationships, inclusion, regulation and support. By maintaining high expectations alongside high levels of care, we strive to ensure every child feels safe, valued and able to achieve, belong and thrive.