



NORTHIAM PRIMARY SCHOOL

BEHAVIOUR APPROACH

Approved by LGB: Nov 2025
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*“Where every child flourishes and everyday holds an
abundance of opportunities”*

FELLOWSHIP – TRUST – HUMILITY – COMPASSION – COURAGE THANKFULNESS

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Our Vision

At Northiam Primary School, our ambition goes far beyond the traditional confines of the classroom. We believe in a transformative approach to education, one that not only manages behaviour but fundamentally shapes it, empowering our children to become compassionate, contributing citizens within their communities.

At the core of everything we do is a powerful and enduring vision: “Where every child flourishes and every day holds an abundance of opportunity.”

This is more than a statement—it’s a steadfast commitment. We are passionately aspirational for every pupil, dedicated to helping them reach their goals and exceed their own expectations. We believe in nurturing each child to become the very best version of themselves, in every aspect of their growth—academically, socially, and personally.

We support this vision with the belief expressed in **John 10:10**: *“I have come that they may have life, and have it to the full.”* It is this promise of abundance—of opportunity, joy, and purpose—that underpins our daily work and inspires our unwavering dedication to every child’s flourishing.

We understand that the journey of growth is rarely linear, and perfection is an unrealistic expectation. That’s why at Northiam, we don’t just tolerate mistakes – we celebrate them as invaluable learning opportunities. Our approach is deeply rooted in resilience and reflection, encouraging children to learn from their errors and move forward together, stronger and wiser.

The path ahead for every child at Northiam is an exciting adventure in learning. While we acknowledge it’s a long journey, we promise to ensure that “no path is blocked and no door is closed to you.” This commitment underscores our determined and positive outlook, where we believe in fostering an environment of limitless possibilities. Through the power of reading and a wealth of inspirational experiences, we seek to guide our pupils to “rise above the ordinary” and discover their unique potential.

Our Christian ethos, inspired by the teachings of Jesus Christ and the golden rule to “do unto others as you would have them do unto you,” is woven into the fabric of our daily interactions. This fundamental principle guides our strategic approach to promoting positive behaviour and building strong self-esteem in every child.

Our methods are underpinned by therapeutic thinking and draw valuable insights from leading educationalists like Paul Dix. We focus on understanding the root causes of behaviour, nurturing emotional intelligence, and providing a supportive framework that encourages self-regulation and empathy. It’s an approach designed not just to manage actions, but to build character from within, ensuring that every Northiam child feels valued, understood, and equipped to thrive in a complex world. At Northiam Primary, we are dedicated to cultivating not just bright minds, but also kind hearts and resilient spirits, preparing our children to make a positive difference in the world around them.

Principles Underpinning the Code of Conduct

Planning and managing children’s behaviour creates a link between children’s mental health and behaviour. (See DFE White Paper: Mental Health and Behaviour in Schools, Nov 2018)

This policy is based on the rights, responsibilities and needs of individual and groups of pupils:

- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We are all responsible members of the school community.

Clear Expectations and Consistent Support

To foster this positive and productive environment, Northiam School operates with clear, explicit guidelines for behaviour. These expectations are consistently communicated and discussed with children, ensuring they understand the boundaries and the positive impact of their actions on their classmates and the wider school community. Our unified approach extends to all staff – teaching and non-teaching – ensuring consistency, fairness, and a cohesive message across all areas of school life.

Understanding the Individual: Empathy and Neurodiversity

Crucially, our approach is not simply about enforcing rules; it's about understanding the individual. We recognise that some children may face unique difficulties that impact their ability to meet behavioural expectations. When this occurs, our first step is always to seek to understand *why* a child is behaving in a particular way. This empathetic stance is supported by a foundational understanding of neurodiversity and the unique challenges some children may experience. Rather than solely focusing on the behaviour itself, we strive to identify and address the underlying causes, providing tailored support and strategies to help them overcome their difficulties.

Cultivating Self-Discipline and Responsibility

Our clear Code of Conduct, coupled with agreed strategies and responses, forms the backbone of our system. However, the true power lies in our emphasis on positive reinforcement. We maintain high expectations for all children, celebrating and encouraging acceptable behaviour. This positive culture is designed to cultivate self-discipline, enabling children to gradually take increasing responsibility for their own actions and understand the natural consequences that follow.

Beyond the Classroom: Developing Responsible Citizens

Ultimately, Northiam School aims to do more than just manage behaviour within our walls. Within our positive and inclusive community atmosphere, we actively encourage the development of social and emotional awareness. We equip children with the skills to manage their own behaviour not only within school but also beyond, nurturing them into confident, compassionate, and responsible citizens who contribute positively to the communities they live in.

At Northiam School, our commitment to behaviour is a commitment to the holistic development of every child. By creating a secure, understanding, and consistent environment, we empower our pupils to not only achieve academic success but also to grow into well-rounded individuals ready to make a positive difference in the world.

Our policy is underpinned by the principles of Therapeutic Thinking and the research and work of Paul Dix.

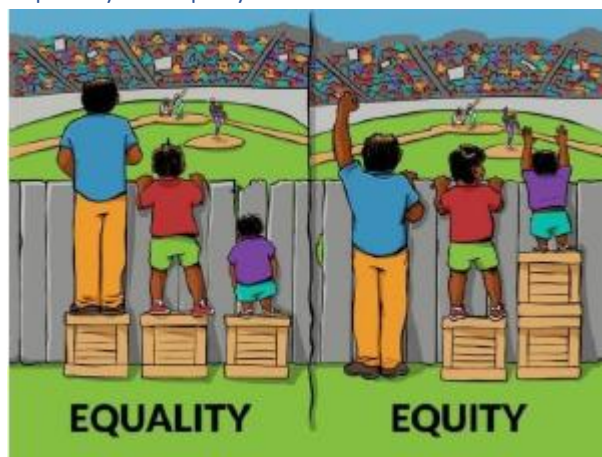
What is Therapeutic Thinking?

An approach to behaviour that prioritises the pro-social experience of everyone within the dynamic
When we use the therapeutic approach:

- ✓ We analyse behaviour rather than moralise about it.
- ✓ We look for root causes from feelings and experiences rather than a blanket behaviourist theory
- ✓ We model therapeutic practices with all children, adults in school and parents and visitors from outside.

Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

Equality vs Equity



Beyond "Treating Everyone the Same": The Power of Equity

Often, people understand 'equality' as treating everyone the same. While well-intentioned, this approach assumes a level playing field, which rarely exists in reality. True equality, in this sense, can only truly work if every child starts from the exact same place and requires the same type and amount of support. In a diverse learning community, this is rarely the case.

This is where equity becomes our guiding principle. At Northiam CEP Primary, we embrace the principle of equity: giving every child exactly what they need to achieve success. This means ensuring each child receives the appropriate resources, tailored experiences, timely interventions, and consistent support in their learning journey. Our aim is to ensure that individual circumstances never hinder a child's journey towards reaching their full, God-given potential. We believe that true fairness – a more profound form of equality – is achieved when every child receives the support necessary to overcome their unique challenges and leverage their individual strengths.

The Heart of Discipline: Teaching, Not Just Controlling

Our philosophy extends to how we view and manage behaviour within our school community. We distinguish between:

External Discipline: This approach is often seen as simply "controlling behaviour" through rules and consequences imposed from the outside. While clear boundaries are necessary, this method can often suppress actions without addressing their root causes.

Internal Discipline: Our focus, instead, is on teaching behaviour. This distinction is crucial. To foster lasting positive change, we understand that we must delve deeper than merely suppressing unwanted actions. To create genuine, lasting change in behaviour, we need to understand it, rather than simply trying to suppress it. This involves empathy, investigation, and guidance.

A Community of Compassion and Consistency

This commitment to understanding and nurturing is reflected in the expectations we place on every member of our staff. School expects every adult to behave in a considerate and compassionate way, setting a powerful example that positively influences the attitudes and behaviour of our pupils. Our approach is consistently applied, genuinely tolerant, and undeniably just.

Central to our ethos, and as taught by Jesus, we specifically teach children to treat others as they would wish to be treated themselves. Great attention is paid to how pupils are treated, listened to, and spoken to. Their feelings and views are not only important but are actively sought and genuinely considered. Integral to all our learning programmes is a strong emphasis on raising pupils' self-esteem, empowering them with confidence and a sense of worth that underpins their learning and personal growth.

Roles and responsibilities

Staff Responsibilities – In Line with Our Behaviour Values

Warm, Consistent Welcome

Greet each pupil individually and positively as they arrive each morning, setting the tone for a calm and respectful day.

Model High Standards at All Times

Demonstrate the behaviour we expect from pupils through calm, respectful, and consistent actions. Be patient, fair, and considerate in all interactions.

Take Pride in the School Environment

Maintain a tidy and organised classroom and shared spaces.

Treat school resources with care and encourage pupils to do the same.

Challenge Behaviour Calmly and Consistently

Address behaviour that does not meet expectations, even outside your own classroom, using non-confrontational language.

Refer to the agreed rules and clearly explain the behaviour you would like to see.

Communicate Expectations Clearly

Use clear instructions and explanations to help pupils understand what is expected and why.

Reinforce boundaries with consistency and kindness.

Celebrate Positive Behaviour Generously

Notice and praise good behaviour frequently and sincerely.

Use recognition to reinforce the school's values and build positive relationships.

Be Organised and Prepared

Plan and prepare lessons in advance to ensure smooth delivery and minimise disruption.

Anticipate potential challenges and have strategies ready to support all learners.

Pupil Responsibilities

Enter and Leave Calmly

Walk quietly and calmly into and out of classrooms and shared spaces, showing respect for others.

Respect the Learning Environment

Tuck chairs in carefully when leaving your place.

Keep all four legs of the chair on the floor to stay safe and focused.

Speak with Respect

Raise your hand to speak during discussions—no calling out.

Listen carefully when someone is speaking. If you can, look at the person to show you're listening.

Take Pride in Your Workspace

Keep your desk tidy and free from clutter to help you concentrate and learn well.

Move Safely and Sensibly

Walk quietly and safely around the classroom and school.

Be aware of others and avoid running or pushing.

Look After Shared Spaces

Keep cloakrooms tidy and store bags and lunchboxes safely.

Use bins properly and help keep the school clean—even if the mess isn't yours.

Use Resources Responsibly

Know where things are kept and return them after use.

Treat all equipment with care and respect.

Respect Property

Take care of your own belongings and respect those of others, including school property.

Wear Uniform with Pride

Wear the correct school uniform neatly. Shirts tucked in, jumpers worn properly, and no hats or caps indoors.

If you don't need your jumper, place it in your locker or bag.

Take Responsibility for Your Actions

Think about your choices and how they affect others.

Understand that actions have consequences and learn from mistakes.

Show Respect to Everyone

Be kind and respectful to classmates, staff, and visitors.

Treat everyone's opinions and feelings with value—even if they're different from your own.

Parental responsibilities

Support and Uphold the School's Behaviour Code

Accept and actively support the school's behaviour policy, which is rooted in consistency, kindness, and relational practice.

Encourage their child to follow the school's expectations and routines, reinforcing the importance of respectful and safe behaviour.

Engage with the Therapeutic Approach

Understand and support the school's therapeutic and restorative approach to behaviour, which prioritises emotional regulation, connection, and repair.

Model calm and respectful communication when discussing behaviour with staff and children.

Accept Responsibility for Their Child's Conduct

Take an active role in encouraging positive behaviour at home and school.

Offer appropriate praise, encouragement, or consequences when necessary, in line with the school's values and approach.

Sign and Honour the Home-School Agreement

Read, agree to, and sign the Home-School Agreement upon enrolment.

Revisit the agreement as needed to ensure continued alignment with school expectations.

Maintain Open and Honest Communication

Keep the school informed of any home circumstances that may affect their child's emotional wellbeing, behaviour, or ability to engage in learning.

Respond to communication from the school and attend meetings when requested to discuss behaviour, progress, or wellbeing.

Collaborate in Behaviour Support Plans

Work in partnership with staff to support any individual behaviour or therapeutic plans for their child.

Contribute positively to strategies that promote regulation, resilience, and repair.

Promote Respect for All Members of the School Community

Encourage their child to treat peers, staff, and other adults with kindness and respect.

Model respectful attitudes towards school staff and policies in conversations at home.

Support Consistency Between Home and School

Reinforce the same values and expectations at home that are promoted at school.

Help their child understand the importance of consistency, boundaries, and routines.

Our Three School Rules

Be Ready, Be Safe, Be Respectful

This is the Northiam Way

Be Ready

This principle sets the stage for active engagement and effective learning. "Be Ready" means more than just physically being present. It encompasses:

- **Being in the right place at the right time:** Punctuality and preparedness for transitions ensure valuable learning time is maximized.
- **With the right equipment:** Having necessary materials demonstrates responsibility and enables immediate participation.
- **And the right mindset:** Approaching learning with an open mind, a willingness to participate, and a positive attitude is crucial for success.

This proactive approach empowers students to take ownership of their learning journey from the outset.

Be Respectful

Respect is the cornerstone of any healthy community, and our classrooms are no exception. "Be Respectful" fosters empathy and understanding, guiding interactions through:

- **Treating others, the way you would like to be treated:** This golden rule encourages students to consider the impact of their words and actions on others.
- **Using appropriate language:** Fostering a polite and constructive communication environment.
- **Listening when others are speaking:** Valuing diverse perspectives and contributing to meaningful dialogue.

This principle cultivates a sense of mutual appreciation and belonging, where every voice feels heard and valued.

Be Safe

The physical and emotional well-being of our students and staff is non-negotiable. "Be Safe" instils a sense of personal responsibility and care for the collective, by emphasizing:

- **Keeping hands, feet, and objects to yourself:** Promoting physical boundaries and preventing accidental harm.
- **Making choices that protect yourself and others:** Encouraging students to be mindful of their surroundings and actions, contributing to a secure environment for all.

This principle ensures that the learning space remains a haven where students feel secure enough to explore, question, and grow without apprehension.

The Philosophy in Practice: Consistency, Flexibility, and Mutual Respect

What makes these principles truly effective is the profound philosophy underpinning them. They are deliberately kept to a minimum and expressed in positive terms, focusing on desired behaviours rather than prohibitions. This positive framing immediately shifts the emphasis from punishment to empowerment.

Crucially, while these principles provide a clear framework, our approach acknowledges the rich tapestry of individual circumstances. There must be flexibility in the approaches and responses we take to account for individual circumstances, without ever compromising our core standards or lowering our expectations for behaviour and academic engagement. This balance ensures support where needed, without diluting the high bar we set for all our students.

At the heart of the "Be Ready, Be Respectful, Be Safe" framework is the notion of mutual respect. These aren't rules imposed from above, but shared commitments that apply to everyone within the school community – students, staff, and visitors alike. They are reinforced continuously, not through rote memorization, but by example set by staff, and through a conscious, ongoing policy of praise, thanks, and encouragement.

By consistently modelling these behaviours and actively celebrating their demonstration, we transform these simple phrases into deeply ingrained values.

Rewards and recognition:

- House points
- Praise Postcards
- Star of the week/values certificates
- Positive noticing

Rewarding Positive Actions

Throughout the school day, children are awarded house points in the form of coloured tokens, each matching the distinct colour of their assigned house. These tokens are given for demonstrating good

behaviour in all its forms – from showing kindness to a classmate, demonstrating impeccable courtesy towards staff, offering a helpful hand, or simply going the extra mile in their learning journey.

Each act of commendable behaviour is instantly recognised with the award of a single token, ensuring immediate positive reinforcement for their actions.

Tokens are initially collected within individual classrooms, creating a visual tally of each house's progress throughout the week. As Friday approaches, these tokens are transferred to the house tubes prominently displayed in the main school entrance. The Tokens will then be counted and the winning house will be declared during Fridays Celebration Assembly.

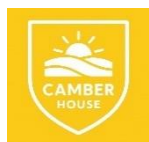
The School Houses

At Northiam, our House System is deeply rooted in the rich local heritage and the diverse landscapes that surround our village. Each of our four houses is named after a nearby location of historical, geographical, or cultural importance. These names serve not only as a celebration of our local identity but also as a foundation for fostering pride, belonging, and shared values within our school community. Our house system encourages friendly competition, teamwork, and the development of personal character, with each house embodying distinct qualities that inspire and guide our pupils



Rye is a historic hilltop town, once a key member of the Cinque Ports, known for its vital role in England's defense and maritime trade. With cobbled streets and tales of smugglers and seafarers, Rye embodies bravery, resilience, and bold leadership.

The house colour red reflects the town's fiery spirit and cultural vibrancy. Red House encourages students to take initiative, lead with conviction, and show courage in their actions—while building trust and fellowship within their community.



Famous for its golden beaches and expansive dunes, Camber symbolises adventure, creativity, and openness to new ideas. It represents a place of change and discovery—where imagination meets opportunity.

Yellow, the colour of sunshine and energy, reflects Camber's brightness and vitality. Yellow House inspires students to be curious and forward-thinking, nurturing a deep thankfulness for learning and the humility to grow from every experience.



The ancient High Weald, surrounding Northiam, is a landscape of forests, rolling hills, and enduring rural heritage. A place of deep roots and quiet strength, it has long supported sustainable communities through its natural resources.

Green represents growth, harmony, and renewal. Green House encourages students to care for the world around them, working with compassion, humility, and thankfulness. Rooted in heritage, students grow through trust and teamwork, reflecting the enduring strength of community.



The River Rother gently flows near Northiam, shaping the land and supporting life for generations. Once a vital waterway for transport and trade, the river exemplifies quiet strength, connection, and progress.

Blue symbolizes calm, clarity, and cooperation. Blue House values adaptability, peaceful perseverance, and unity. Like the river, students are encouraged to move forward with thoughtful determination, fostering fellowship, trust, and compassion in all they do.

Star of the week

Parents and pupils highly value this reward and the children themselves decided on the criteria for being given this. Children who consistently try their best and who behave in a kind and thoughtful manner, following all school rules are eligible to be awarded 'Star of The Week' which is awarded on Friday During celebration Assembly.

Guidelines for Awarding Star of the Week

The Star of the Week award recognises pupils who consistently demonstrate exceptional behaviour, positive attitudes, and a commitment to learning over time. It is a celebration of sustained excellence, not short-term improvement.

Key Criteria

Consistent Positive Behaviour

The award is intended for children who consistently behave well and follow expectations over a significant period.

It is not intended to reward recent short-term improvements in behaviour. Other recognition strategies (e.g. praise, verbal recognition, class shout-outs) should be used in those instances.

Attendance and Punctuality

Consideration should be given to the child's attendance and punctuality.

Children with attendance below 90% over the academic year (unless supported by valid medical evidence) or frequent unauthorised holidays should not receive the award.

Where attendance concerns exist be discussed sensitively with parents or carers in advance.

Home Learning and Attitude to Learning

Engagement with home learning tasks and a positive, consistent attitude in class should also be considered.

Additional Guidelines

A child may receive the award more than once in a year, if they continue to meet the criteria.

It is possible that a child may not receive Star of the Week if they do not consistently meet the standards set, in this instance parents, the pupil and the school will discuss actions that can be taken to avoid this.

Praise Postcards

At Northiam CE Primary School and Nursery, **Praise Postcards** are used to celebrate exceptional behaviour, effort, and attitude in a way that is **personal, meaningful, and relational**. They are not given for routine compliance or academic achievement alone, but for moments that reflect our core values and expectations.

Praise Postcards may be awarded for:

Consistently Living the School Values

Demonstrating kindness, respect, responsibility, and resilience over time.

Showing integrity and doing the right thing, even when no one is watching.

Exceptional Effort or Attitude

Going above and beyond in effort, perseverance, or attitude towards learning.
Responding positively to feedback and showing a growth mindset.

Positive Behaviour Choices

Making a significant improvement in behaviour or emotional regulation.
Choosing to repair relationships or resolve conflict respectfully.

Acts of Kindness or Service

Supporting peers or staff in a thoughtful and selfless way.
Taking initiative to help others or improve the school environment.

Demonstrating Leadership or Responsibility

Taking responsibility for their actions and reflecting on their impact.
Leading by example in group settings or supporting younger pupils.

Overcoming Personal Challenges

Showing courage or determination in the face of difficulty.
Managing emotions or behaviour in a way that shows personal growth.

Praise Postcards are written **personally by staff**, highlighting the specific behaviour and its impact. They are sent home to celebrate the child with their family, reinforcing the connection between school and home.

This approach ensures that recognition is **relational, not transactional**, and that every child has the opportunity to be noticed for who they are and how they contribute to the school community.

Consequences

At Northiam CE Primary School and Nursery, we believe that behaviour is best managed through clear expectations, consistent adult responses, and relational practice. Consequences are used to help pupils reflect, repair, and learn from their actions—not to punish or shame.

Consequences are applied fairly, proportionately, and consistently, and always with the intention of restoring relationships and maintaining a safe, respectful learning environment.

Examples of Consequences May Include:

1. **Verbal Reminder**
 - A calm, clear reminder of expectations and the behaviour we want to see.
2. **Time Out or Removal from Class**
 - A short time away from the group to reflect and regulate emotions, either within the classroom or in a designated space.
3. **Reflective Task**
 - Completion of a written reflection, apology letter, or restorative activity to encourage accountability and repair.
4. **Completion of Work Outside Lesson Time**
 - Expectation to finish missed or incomplete work during break, lunch, or at home.
5. **Loss of Privileges**
 - Temporary removal from a role or responsibility (e.g. monitor duties, team captain) where behaviour has not met expectations.
6. **School-Based Community Service**

- Tasks such as helping tidy the classroom or shared spaces to promote responsibility and contribution.
- 7. **Referral to Senior Leadership Team (SLT)**
 - For repeated or serious incidents, pupils may be referred to a member of SLT for further support and intervention.
- 8. **Communication with Home**
 - A staged approach:
 - **Stage 1:** Informal conversation or note home.
 - **Stage 2:** Formal letter or phone call.
 - **Stage 3:** Meeting with parents/carers to discuss next steps.
- 9. **Internal Exclusion**
 - Temporary removal from the classroom to work in a supervised space elsewhere in school.
- 10. **Suspension**
 - Fixed-term exclusion in line with statutory guidance, used only when necessary to ensure safety and uphold school standards.
- 11. **Permanent Exclusion**
 - Used only in the most serious cases, where all other interventions have been exhausted and the pupil's continued presence would seriously harm the education or welfare of others.

All consequences are delivered with **dignity, consistency, and care**, and wherever possible, followed by **restorative conversations** to rebuild trust and understanding.

Behaviour Response Framework

At Northiam CE Primary School and Nursery, we follow a clear, consistent and relational approach to managing behaviour. Our responses are designed to guide pupils back to positive choices, support emotional regulation, and build long-term behavioural change.

1. Reminder

- A quiet, non-confrontational reminder of the rule or expectation.
- Delivered calmly and privately to refocus the pupil without public shaming.
- Example: *"Remember, we're using kind words."*

2. Caution

- A clear, calm warning that gives the pupil agency to make a better choice.
- Example: *"Think carefully about your next step."*

3. Last Chance

- A final opportunity to change behaviour, using a consistent script.
- Example: *"I've noticed you're struggling to follow our expectations. This is your last chance."*
- Sets a clear boundary while maintaining dignity.

If behaviour continues:

- The pupil will miss **5 minutes of playtime (KS1)** or **10 minutes (KS2)** for a **supportive discussion** with the adult involved.
- This conversation focuses on understanding the difficulty and helping the pupil problem-solve, encouraging ownership and reflection.
- The pupil may also be ineligible for **Star of the Week** that week.

4. Time Away (Regulation Space)

- If needed, the pupil may spend **15 minutes in a different environment** to reflect and complete work without disrupting others.
- The class teacher is responsible for sending appropriate work.
- This is not a punishment, but a chance to regulate and reset.

5. Coaching Conversation

- A restorative session will follow the incident, ideally during lunch, lasting **20–30 minutes**.
- Focuses on:
 - Exploring the root cause of the behaviour.
 - Understanding the impact on others.
 - Developing empathy and emotional insight.
 - Supporting the pupil to find their own solutions.

6. Persistent Behaviour

- If concerning behaviour occurs **three or more times in a week**, the class teacher will:
 - Send a letter inviting parents/carers to a meeting.
 - Consider placing the pupil on a **Behaviour Support Plan**.

7. Escalation and Further Support

- If the Behaviour Support Plan is not effective, the **Headteacher or Assistant Headteacher** will meet with parents to:
 - Review the plan.
 - Explore additional support strategies.
 - Consider involvement of external agencies.
- Continued misbehaviour may result in a **fixed-term exclusion**.

8. Serious Incidents

- In cases of **aggression, defiance, or abusive language**, the above steps may be bypassed.
- The **Headteacher** will be involved immediately to determine the appropriate response.
- Parents/carers will be contacted as soon as possible.

ARBOR – reporting serious or dangerous behaviours

- Incidents of serious or dangerous behaviour – to be reported on ARBOR and SLT informed the same day
- Other incidents of behaviour – recorded on ARBOR. Class teacher to speak to children, and if appropriate, parents/carers
- Serious incident, even if dealt with, should be reported to SLT the same day and parents informed.

Suspension/ Exclusion

The Headteacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of suspension/ exclusion.

When establishing the facts in relation to a suspension decision, the Headteacher must apply the civil standard of proof.

Internal Inclusion

Will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents

External

Will be considered for incidents of serious violence or continued disruption/ all the above have failed to change the behaviour.

In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.

Suspensions:

While we hope never to have to suspend a child from our school community, suspension remains a legal right afforded to all schools and is included in our behaviour policy. Our usual approach prioritises taking time to implement supportive and protective measures. However, in certain circumstances, suspension may be necessary as part of maintaining a safe and respectful learning environment.

There are 3 types of suspension: 1) an internal exclusion, 2) a fixed term suspension, 3) a permanent exclusion.

- 1) Internal exclusion means that a child is excluded from his or her class but stays at school. The child would spend the day with the Headteacher or SLT and would be given curriculum work to complete as well as spending time thinking about restorative practices to put their situation right.
- 2) A fixed-term suspension involves a child being suspended from school for a short period of time. During a fixed term suspension, a child should be supervised at home and should not be out in the community. When a child returns from a fixed term suspension, we ask parents/ carers to accompany the child for a meeting with the Headteacher/ SENco. In this meeting we will set targets for the child, share the revised risk assessments and behaviour plans and agree with parents on strategies that can the child meet these targets. The targets will be monitored by a senior member of staff and a review meeting will be held. We will ask parents/ carers attend this review meeting.
- 3) Permanent Exclusion remains a measure we need to retain in our policy. If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts him/ herself, others or property in danger – or – performs a uniquely dangerous act – the school can decide to permanently exclude a child.

If parents/ carers do not agree with the school's decision to exclude their child (fixed term or permanently) then they have the right to appeal. The letter informing parents/ carers of the suspension/ exclusion also informs them of how they can appeal against the decision.

Bullying: Please refer to the Anti-bullying policy

Use of Restrictive Interventions, Including Reasonable Force (Positive Handling)

Statement of Principle

At Northiam CE Primary School and Nursery, we are committed to creating a safe, calm, and nurturing environment based on strong relationships, prevention, and de-escalation.

The use of restrictive interventions, including reasonable force, is not part of our routine behaviour approach and will only ever be used when absolutely necessary to maintain safety.

Restrictive interventions will always be:

- A last resort
- Proportionate and time-limited
- Used solely for safety, never as a punishment, sanction, or means of enforcing compliance
- Delivered with dignity, respect, and care for the pupil involved

This approach is fully aligned with statutory guidance issued by the Department for Education and our safeguarding duties under the Education and Inspections Act 2006, the Equality Act 2010, and the Human Rights Act 1998.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Definition and Terminology

The school adopts the terminology set out in the current statutory guidance.

Restrictive interventions refer to any action that limits a pupil's movement, liberty, or freedom, whether physical or non-physical, and includes:

- Reasonable force
- Physical restraint
- Non-physical restraint
- Seclusion (where applicable)

Reasonable force is one form of restrictive intervention and refers to physical contact used by staff to prevent harm or serious risk, using the minimum force necessary and for the shortest possible time.

The school recognises that restrictive interventions can have an emotional and psychological impact and therefore places a strong emphasis on prevention, early support, and de-escalation to minimise their use wherever possible.

When Restrictive Interventions May Be Used

All members of school staff have a legal power to use reasonable force or other restrictive interventions only when it is necessary to:

- Prevent a pupil from injuring themselves or others
- Prevent the pupil from committing a criminal offence
- Prevent serious damage to property
- Prevent significant disruption or disorder where there is an immediate risk to safety

The decision to intervene is a professional judgement, based on the specific circumstances at the time, and must always prioritise the welfare, dignity, and rights of the pupil.

Safeguarding Boundaries and Prohibited Practices

Under no circumstances will staff:

- Use force as a punishment or disciplinary sanction
- Use any technique intended to cause pain, fear, or humiliation
- Restrict breathing or circulation
- Apply pressure to the neck, head, chest, abdomen, nose, or mouth
- Intentionally hold a pupil on the ground
- Use force for longer than necessary to reduce the immediate risk

Any use of restrictive intervention must stop as soon as the risk has passed and the pupil is safe.

Where a pupil appears injured, unwell, or distressed following an intervention, appropriate medical support will be sought immediately and the incident treated as a safeguarding matter.

Consideration for Pupils with SEND

The school recognises that pupils with special educational needs and/or disabilities (SEND) may be at increased risk of experiencing restrictive interventions.

For pupils with SEND:

- Individual needs, known triggers, and vulnerabilities will be considered at all times
- Behaviour Support Plans, risk assessments, and reasonable adjustments will be used proactively
- Staff will consider whether the use of a restrictive intervention could be disproportionate or discriminatory, and whether alternative strategies could reasonably be used
- Interventions will be consistent with the pupil's SEND profile, trauma history, and communication needs.

Seclusion

Seclusion refers to isolating a pupil in a controlled space from which they are prevented from leaving.

At Northiam CE Primary School and Nursery:

- Seclusion is not used as a behaviour management tool or punishment
- If ever required, it would be used only as a short-term safety measure where there is an immediate risk of harm
- Any pupil placed in seclusion would be continuously supervised
- Its use would be recorded, reported, and reviewed in line with statutory duties

The school prioritises alternative regulation strategies wherever possible.

Recording and Reporting

A written record will include, as a minimum:

- Name of the pupil and staff involved
- Date, time, location, and approximate duration
- The reason the intervention was considered necessary
- The type and level of force or restriction used
- Any relevant pupil needs, including SEND status
- Details of any injury or medical support required
- Post-incident support provided to the pupil and staff

Incidents will be reported to the Headteacher and parents or carers will be informed as soon as practicable, and normally on the same day, unless doing so would place someone at risk of serious harm.

Records will be stored securely and reviewed by senior leaders and governors to monitor patterns, ensure proportionality, and inform training and safeguarding practice.

Training and Oversight

The school uses fully accredited training providers to ensure staff:

- Are trained in prevention, de-escalation, and positive behaviour support
- Understand the legal, safeguarding, and ethical boundaries of restrictive interventions
- Are confident in safe, minimal, and proportionate intervention where absolutely necessary

The Headteacher is responsible for:

- Ensuring training is appropriate to staff roles
- Maintaining up-to-date training records
- Monitoring recorded incidents and safeguarding outcomes
- Reporting to governors and ensuring statutory compliance

Post-Incident Support and Review

Following any restrictive intervention:

- A restorative conversation will take place with the pupil at an appropriate time
- Pupil wellbeing will be monitored
- Staff involved will be offered support and debrief
- Risk assessments and Behaviour Support Plans will be reviewed where necessary

This reflective approach ensures learning, repair, and continuous improvement in practice.

Working with Parents as Partners:

At Northiam CE Primary School and Nursery, we believe that strong, respectful partnerships with parents and carers are essential to promoting positive behaviour and emotional wellbeing. Our behaviour policy is rooted in the principles of relational practice, consistency, and kindness. We recognise that parents and carers are the most important people in a child's life, and we aim to work collaboratively to support each child's development, happiness, and success.

We ask parents and carers to:

- Follow the parental expectations as set out within this policy.
- Communicate openly with the school, keeping us informed of any circumstances at home that may affect their child's behaviour, wellbeing, or learning.
- Attend meetings and discussions when requested, to work together on strategies that support their child's emotional and behavioural needs.
- Model respectful attitudes towards staff, pupils, and the wider school community.

We commit to:

- Treating all families with respect, empathy, and fairness.
- Communicating clearly and consistently, especially when concerns arise.
- Celebrating positive behaviour and progress, and sharing successes with parents and carers.
- Providing support and guidance when behaviour challenges occur, including access to therapeutic or pastoral interventions.
- Listening to parents' views and concerns, and working together to find solutions that are in the best interests of the child.

Complaints Procedure

At Northiam CE Primary School and Nursery, we are committed to working in partnership with parents and carers to resolve concerns swiftly and constructively.

If a parent or carer has concerns about the way their child has been treated in relation to behaviour or any other matter, they should first speak with the class teacher and if unresolved then the Headteacher. Most concerns can be resolved informally through open and respectful dialogue.

If the concern remains unresolved, parents may follow the school's formal Complaints Procedure, which is available on the school website or from the school office. All complaints will be handled in accordance with our policy, ensuring fairness, transparency, and timely resolution.

Data Protection (GDPR)

All personal and special category data collected or processed by Northiam CE Primary School and Nursery is handled in accordance with UK Data Protection Legislation, including the General Data Protection Regulation (GDPR).

We are committed to protecting the privacy and rights of pupils, parents, and staff. Further details about how we manage and safeguard personal data are available in our Privacy Notice, which can be accessed via the school website or by contacting the school office

Appendices



Appendix 1. Stage 1 – Initial Concern Letter

Northiam Primary School
Main Street,
Northiam,
Rye,
East Sussex,
TN31 6NB

01797 252141 or office@northiam.school

Headteacher:
Mrs Julia Bray

Chair of Governors:
Mrs Judith Koral - jkoral@northiam.school

Subject: Behaviour Concern – Opportunity to Support [Child's Name]

Dear [Parent/Carer's Name],

I am writing to share a concern regarding [Child's Name]'s behaviour in school. We have noticed a few incidents where expectations have not been met, and we want to work together to support [him/her/them] in making positive choices.

We have spoken with [Child's Name] and offered reminders, reflection time, and supportive conversations to help [him/her/them] understand the impact of their behaviour. Our aim is always to guide pupils back to success through calm and consistent support.

We would appreciate your support in reinforcing our shared expectations at home. If you would like to discuss this further, please feel free to contact me.

Kind regards,

[Class Teacher's Name]

Northiam CE Primary School and Nursery

Appendix 2: Stage 2 – Follow-Up and Invitation to Meet



Northiam Primary School
Main Street,
Northiam,
Rye,
East Sussex,
TN31 6NB

01797 252141 or office@northiam.school

Headteacher:
Mrs Julia Bray

Chair of Governors:
Mrs Judith Koral - jkoral@northiam.school

Subject: Ongoing Behaviour Concern – Invitation to Meet

Dear [Parent/Carer's Name],

Following our previous communication, we are continuing to see some challenges with [Child's Name]'s behaviour in school. Despite supportive strategies and reflection opportunities, the behaviour has persisted and is beginning to impact learning and relationships.

We would like to invite you to a meeting to discuss how we can work together to support [Child's Name] more effectively. During this meeting, we will explore possible causes, share strategies, and consider whether a Behaviour Support Plan would be helpful.

Please contact the school office to arrange a suitable time. We are committed to working in partnership with you to help [Child's Name] thrive.

Warm regards,

[Class Teacher's Name]

Northiam CE Primary School and Nursery

Appendix 3: Stage 3 – Escalation and Support Plan Review



Northiam Primary School
Main Street,
Northiam,
Rye,
East Sussex,
TN31 6NB

01797 252141 or office@northiam.school

Headteacher:
Mrs Julia Bray

Chair of Governors:
Mrs Judith Koral - jkoral@northiam.school

Subject: Behaviour Support Plan Review – Urgent Meeting Request

Dear [Parent/Carer's Name],

We are writing to express concern about the ongoing behaviour challenges involving [Child's Name]. Despite implementing a Behaviour Support Plan and offering coaching and reflection opportunities, the behaviour continues to cause disruption and concern.

We now need to meet with you urgently to review the current support and explore further options, which may include involvement from external agencies. Our aim remains to support [Child's Name] in the most constructive and compassionate way possible.

Please contact the school office to arrange a meeting with the Headteacher or Assistant Headteacher. We appreciate your continued partnership and support.

Sincerely,

[Headteacher/Assistant Headteacher's Name]

Northiam CE Primary School and Nursery

Appendix 4: Behaviour reflection sheet

Name:
Date:
Class:
1. What happened?
2. How were you feeling at the time?
3. How do you think others felt because of your actions?
4. What could you do differently next time?
5. Is there anything you need to help you make better choices?

Appendix 5: Behaviour Support Plan