



Stapleford Community
Primary School

A SCHOOL THAT CARES

Curiosity . Ambition . Resilience. Excellence

Stapleford Community Primary School

Positive Behaviour and Relationships Policy

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Related documents:

Safeguarding policy

Responding to Prejudice-related incidents policy

Anti-bullying policy

SCPS Behaviour Curriculum

A Stapleford Learner

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Positive Behaviour and Relationships Policy

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Aims and principles

The aim of this policy is to set out the way in which we support children to behave in a respectful, caring and socially responsible way. It applies to all children and adults in the school, including in the Nursery and Wrap Around Care Provision.

Our core aim is that pupils take growing responsibility for their learning and behaviour.

We recognise that behaviour, as like any learning, needs to be explicitly taught. At Stapleford Community Primary School, we teach behaviour through a consistent, relational approach, rooted in our values, curriculum and strong relationships. This ensures that all children understand expectations and are supported to succeed.

Adults are expected to understand and implement restorative and relational practice, working within the spirit of the policy:

Value Relationships:

- Build positive relationships through encouragement, praise, and actively listen
- Work '*with*' children, offering equal amounts of challenge and support
- Focus on prevention, rather than reaction
- Show empathy so children feel heard and understood
- Recognise that all behaviour is communication
- Support children to express themselves verbally in a safe environment
- Invite children into calm, not join them in their chaos.
- Demonstrate unconditional positive regard; every child is valued and belongs

Be consistent:

- Establish and maintain clear routines, rules and boundaries
- Reflect upon practice objectively to improve consistency
- Work collaboratively as a team to uphold high expectations across the school
- Apply high expectations fairly, with appropriate individualisation
- Notice and name both socially acceptable and unacceptable behaviours
- Model expected behaviours at all times
- Work closely with the SEND team to meet individual need, creating and implementing personalised behaviour plans where appropriate
- Work in partnership with parents/carers, school-based staff and external professionals to ensure consistency in approach

Monitoring, Evaluating and Communication:

- Record incidents appropriately pupil's pastoral records or 'My Concern'
- Inform SLT and parents/carers of serious incidents on the same day – victims and perpetrators
- Analyse behaviour data to identify patterns and underlying causes. Use multiple perspectives: at school level, group level (including protected characteristics, vulnerabilities), and pupil level.
- Ensure children understand the impact of their behaviour
- Maintain open and honest communication about behaviour with colleagues and leaders

Staff Training and Development

Consistency in relational practice is essential. All staff are supported through:

- A structured induction programme
- Regular briefings and whole-staff training
- Ongoing refresher training
- Coaching and guidance from SLT and the SENCo

This ensures a shared understanding of expectations, language and approaches.

This work forms part of our safeguarding responsibility, ensuring all pupils experience a safe, predictable and supportive environment.

These are our **3 Golden Rules** that underpin this behaviour policy:

We:

1. are respectful, truthful and hard-working
2. keep hands and feet to ourselves
3. look after people and property

These expectations will be made explicit in the following ways:

- At the beginning of each term by the class teacher to their class

- In a school display, in the entrance corridor
- In classrooms, through a notice on the wall
- Through assemblies
- Through daily interactions between adults and children
- In the school prospectus
- On the school website

How this policy supports Our Vision

Our Vision and Values :



At Stapleford Community Primary School, we are passionate about education and strive to foster a lifelong love of learning. We are ambitious for every child and create a vibrant, supportive and stimulating environment where curiosity is nurtured and excellence is expected. Our approach to behaviour is rooted in our CARE values. We expect all members of our community to be:

Curious – engaged and ready to learn

Ambitious – striving to do their best

Resilient – able to regulate emotions and persevere

Excellent – respectful, responsible and proud

These values underpin our expectations, language and daily interactions. They are explicitly taught, modelled and revisited regularly.

Equality and inclusion statement

We will ensure that our practices and procedures are adapted to suit children and families with all protected characteristics. This will involve adapting practices to be appropriate for children with different cultures and educational, physical or emotional needs. Such adaptations will be made on a case by case basis in consultation with families and external experts where necessary, and in the interests of the safety and well-being of all children. Wherever possible, we will take measures to pre-empt possible conflicts of interest, for example, by setting up individual behaviour plans and arranging additional staff training.

Positive Behaviour

Positive behaviour is caring, respectful and socially responsible.

Teaching Positive Behaviour

Long-term behavioural change comes from developing internal discipline.

At Stapleford we explicitly teach behaviour through our **Stapleford Behaviour Curriculum** and **Stapleford Learner** documents which define the behaviours, routines, habits and attitudes we expect.

We recognise that positive behaviour is not assumed; it is:

- taught
- modelled
- practised
- revisited over time

Children learn expected behaviours through:

- Explicit teaching
- Strong relationships
- Scripts and routines, repetition and structure
- Positive phrasing and reminding
- Role modelling
- Clear boundaries and expectations
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness
- Emotional literacy development

Our behaviour curriculum is delivered through:

- PSHE, assemblies and class teaching
- Daily routines and interactions
- Planned opportunities to practice behaviours
- Consistent use of shared language
- Reflection using "The Stapleford Learner" document

This ensures all children are supported to succeed.

Praise, Reward and Celebration

We recognise and celebrate positive behaviour consistently. Children should understand that positive behaviour is rewarding in itself and contributes positively to others.

We aim to "catch children getting it right" through meaningful, specific recognition:

1. Positive recognition through non-verbal interactions - E.g. Smile, handshake, high five, fist bump, pat on the back, thumbs up.
2. Praise and positive feedback from all adults and peers. This includes direct specific praise e.g. 'Great listening Bob. Well done!', indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Bob/this group is listening today?', anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.
3. Children provided with stickers
4. Children given a special job or responsibility
5. Thank you letters written by staff to pupils for demonstrating specific positive behaviours.
6. Rewarding of house points. House points will be given for good work and attitude and charted in class. A record of the house points earned by each child will be kept by the class

team who will inform the Headteacher if they reach the following milestones and they then receive certificates which are handed out in Friday's celebration assembly :- bronze (50 housepoints), silver (100), gold (150), platinum (200), diamond (300), star (400) and awesome (500). The house points for each house will be counted up and sent to the Headteacher (Thursday afternoon) to be shared in the 'Celebration Assembly'. The house whose members earn the most house points at the end of each term are rewarded with a house treat, which is planned and implemented by the House link teacher.

7. Sharing good work with other classes, teachers, Deputy Head or Head Teacher.
8. Good work and achievements displayed around the school, on the school website and on Facebook
9. Giving positive feedback to parents/carers at the end of the day or over the phone
10. Marbles for the whole class showing positive behaviours where pupils work together to earn a reward when the jar is full. A full jar equates to 50 marbles.
11. Weekly Value Postcards are given to individual children and celebrated in celebration assembly
12. Children chosen to be the class Star of the Day and told why they have been selected.
13. Hot Choc Fridays: At appropriate times, the headteacher or deputy will either choose or teachers can nominate individuals or groups of children who have been demonstrating the golden rules and enjoy a hot chocolate together.

We recognise that all of our children need recognition for positive behaviours. Children who are always demonstrating them should be noticed, as should those who are working hard to improve their behaviour and attitude. It is the responsibility of the class teacher to ensure that all of their children receive equal recognition for remembering the Golden Rules and for 'over and above' behaviour.

In this policy we are defining '**reward**' as a desirable object or experience given to celebrate outcomes already achieved.

Supporting all learners to maintain positive behaviour

Some children will require differentiation or reasonable adjustments to enable them to continue to show positive behaviours. These will be based on the needs of the children but may include:

1. Arriving in class prior to the other children to have a quieter environment to enter
2. Adapted seating or environments
3. Adult support on arrival
4. Movement breaks
5. Opportunities for 1-2-1 staff support, (including check in, check up, check out approach)

Reminders and Redirection

Some children will need reminders or redirection. Staff will select strategies appropriate to the situation, using calm, consistent and respectful approaches. These may include:

1. Proximity praise – praising the children who are near to the child for their prosocial behaviour which encourages the child to copy their behaviour.
2. Quiet, non-verbal reminder, e.g. a look or a sign, e.g. finger to lips to indicate non-talking time
3. Quiet, verbal reminder using positive phrasing, e.g. 'smart sitting... thank you'
4. Quiet verbal reminder of the relevant rule or routine, e.g. 'Remember our rule for safe scissors? ... Thank you.'
5. Quiet verbal reminder of a recent example of their valued behaviour.
6. Moving the child to sit closer to an adult.
7. An adult moving to sit closer to the child.

8. An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. 'Let's look at what you've done so far...'

In the Classroom:

- Staff will focus on the positive rather than the negative
- Be proactive when dealing with behaviour, rather than reactive. "If it can be predicted, it can be prevented" - consider the support children may need to show valued behaviour in different situations.
- PIP and RIP - praise in public, reprimand in private to always avoid public humiliation.
- Acknowledging children's feelings
- Scan classroom - Maintain regular scanning of the children in your class - so you can see when they are off task or a situation is developing
- Be prepared - have clear routines for transition. Have resources ready to reduce waiting times
- Provide engaging learning or experiences
- Consider your seating plan and lining up order to support children to show positive behaviours.
- Use ordinarily available provision (OAP) to support children to demonstrate positive behaviours, e.g. visual timetables, now and next boards, different seating options, etc.

In the Playground:

- In the playground, staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with children, monitoring their behaviour and any developing situations. Staff must not stand together chatting. Children are less likely to misbehave if they know staff are vigilant.
- If a child approaches a member of staff to talk about the behaviour of another child, they must always be listened to and appropriate action must be taken. They must never be told to ignore the child who has upset them or to go away and play with someone else. Staff should support children in resolving disputes where possible, e.g. if a child reports that 'Child X' has been unkind to them, the child should be supported in telling 'Child X' how they are feeling and how things could be improved.
- Report incidents to class teachers either verbally or by recording on pastoral file/my concern

Inappropriate behaviour

Inappropriate behaviour is behaviour that causes harm to individuals, groups, the community or the environment.

Staff will respond consistently, using strategies to de-escalate situations, maintain safety and support learning.

Children must understand:

- positive behaviour leads to positive outcomes
- inappropriate behaviour leads to consequences that support learning

Staff will initially use the strategies detailed above to encourage positive behaviour, however there will be times when children may display inappropriate behaviours. Such behaviours will be consistently challenged by all staff with the aim of de-escalating any situation and ensuring all children are safe and that learning can continue uninterrupted.

It is important for children to know that their positive behaviours will be met with positive reinforcement and reward. It is equally important for children to understand that inappropriate behaviours will result in consequences to help them learn how to deal with situations in appropriate ways.

Adults must always speak to children calmly, with the greatest respect and with positivity. Initially adults should use non-verbal signals e.g. eye contact, a shake of the head or a disapproving look and allow the child some take up time. Following this, adults state which behaviour they expect to

cease and present a calm, clear statement of expectations, this is done through the use of the following scripts:

- Name - Command - Thank You
- When... Then...
- Yes... When...
- What/Where, rather than WHY
- Use 'rule reminder' for minor behaviours eg The rule is... e.g coats in class
- Use "I need you to"Thank you' rather than 'please'

Consequences:

Consequences are used to support learning and maintain safety.

At Stapleford, consequences are:

- logical
- proportionate
- focused on learning

We use two types:

Protective consequences – to reduce risk

Educational consequences – to teach and develop behaviour

Detailed below are some examples of the two types of consequences:

Protective consequences (measures put in place to manage risk of harm):

- Increased staff ratio e.g. specific supervision of a child in the playground
- Limited access to an area of the school
- Escorted in social situations e.g. to lunch
- Differentiated teaching space
- Suspension or Permanent Exclusion

Educational consequences (this learning, rehearsing, or teaching is necessary to enable the child to move forward in a positive way)

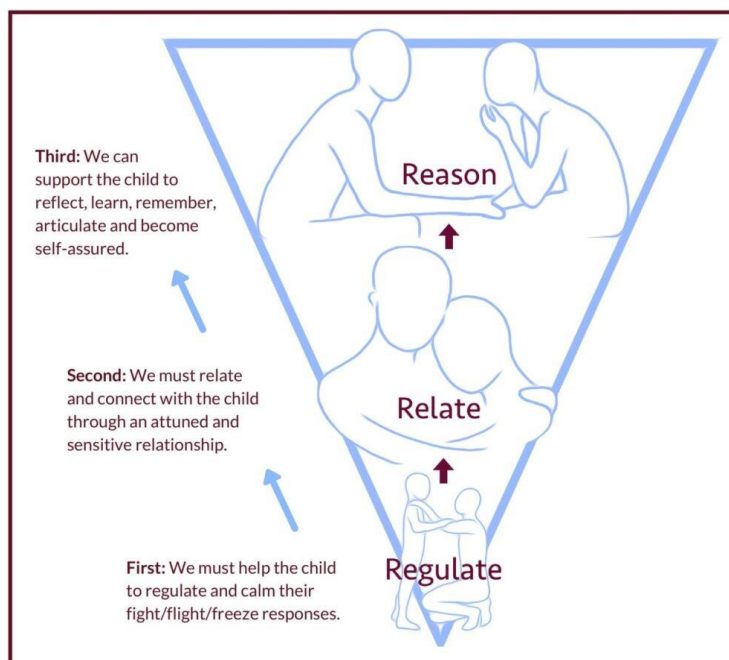
- Completing tasks - Children may need to miss their break or lunch time (with a staff member from their class or from SLT) to catch up on work they have not completed due to their behaviour choices.
- Rehearsing
- Assisting with repairs
- Educational opportunities e.g. research
- Whole class/Small group PSHE lessons on specific topics
- Restorative conversations and meetings
- Reflection Time: It may be necessary for learners to have a reflection time with a member of staff in order to complete the Reflect, Repair and Restore process (see below)

An SLT member will intervene as needed, agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process, whether the behaviour was a conscious or subconscious choice, the seriousness of the behaviour and any history of such behaviours.

Appendix A details specific behaviours and responses, although is not an exhaustive list.

Adults' responses to anti-social behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Taking note of Bruce Perry's neurosequential model, as by prioritising regulation and building connection (relating) before engaging in higher-level thinking (reasoning), this sequence allows individuals to access their thinking brain and learn from their experiences more effectively. Provide opportunities to regulate and relate prior to reasoning.



- The use of 'PACE' in interactions with the children, routinely used as part of school practice.

'PACE'

Playful (spontaneous and fun) – "Can I join in?"; "Let's skip or dance!"; "What game can we play?"

Acceptance (unconditional and positive) – "You are loved, no matter what,"

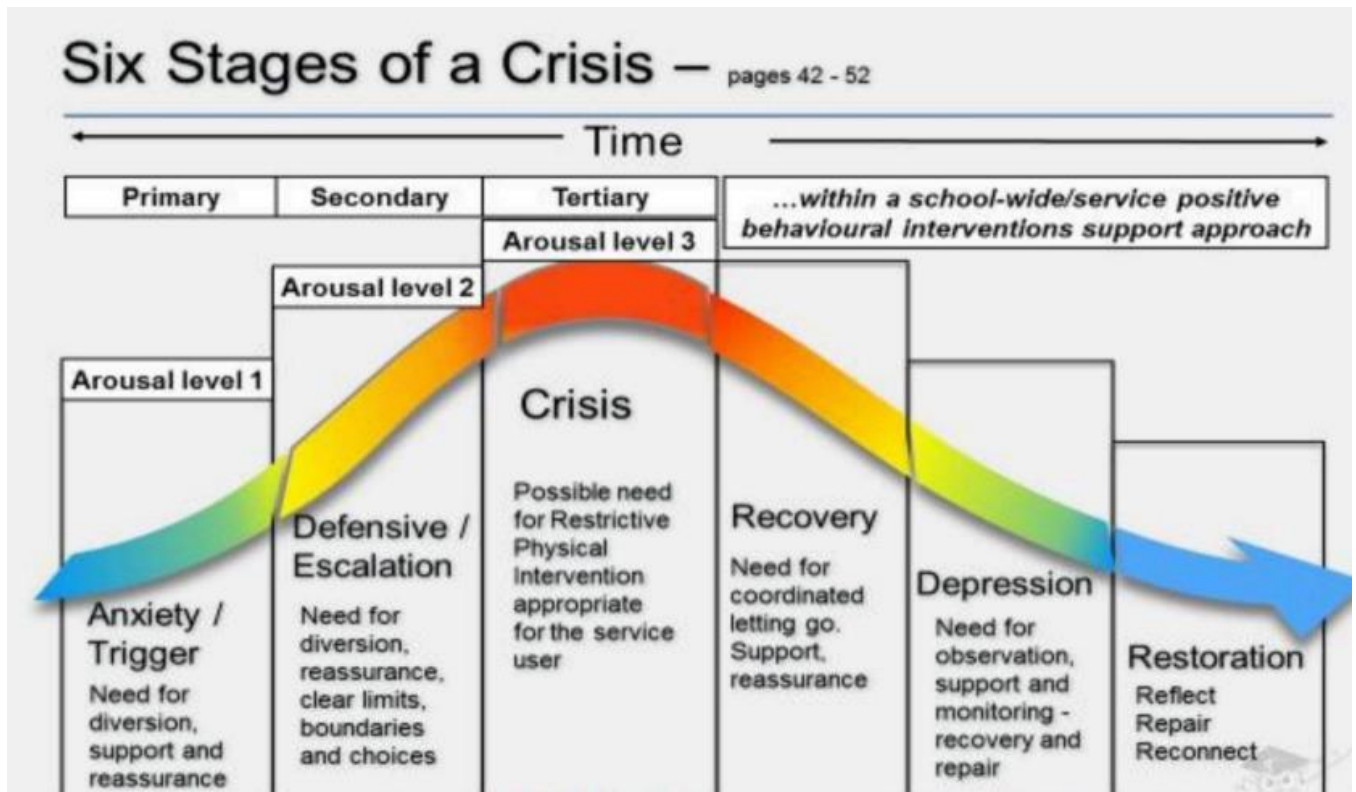
Curiosity (be curious for them) – "I wonder...?"; "Tell me about that,"

Empathy (listen until they stop) – "I can help you with these feelings,"; "No wonder you're upset, that must have been hard,"

- Connect before we correct in order to balance challenge and support
- To connect, staff must commentate out loud what it is they think the child is trying to say to them
- Successful connection will result in the child feeling listened to heard and understood.
- If the child understands that the staff understand them the behaviour will decrease.
- To help connect staff need to match their affect to the young persons
- Use therapeutic language to help with this connection - WIN (Wonder, Imagine, Notice) will also help with connection - I wonder if..., I imagine that..., I noticed that...
- After successful connection staff can challenge the behaviour through correction
- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"

- Limited choice e.g - “Put the pen on the table or in the box” - “When we are inside, lego or drawing” - Talk to me here or in the playground”
- Disempowering the behaviour e.g. tactical ignoring - “You can listen from there” - “Come and find me when you come back” - Come down in your own time”
- Use of a De-Escalation Script e.g - Use the person’s name – “David” Acknowledge their right to their feelings – “I can see something is wrong” Tell them why you are there – “I am here to help” Offer help – “Talk to me and I will listen” Offer a “get-out” (positive phrasing) – “Come with me and.....”
- Physical intervention
There are situations when physical intervention may be necessary. Staff are trained how to safely use physical intervention. Staff are instructed to be aware of the child’s age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:
 - To comfort a student in distress, appropriate to their age and understanding.
 - To support a child with their physical care (toileting, self-care, changing clothes).
 - To gently direct a person.
 - For activity reasons (drama, physical games).
 - To avert danger to the child, other people or significant damage to property.

Repair - Reflect and restore (after a crisis)



Once a child is calm and regulated, the experience is revisited with an adult.

This process supports:

- understanding
- reflection
- repair of relationships
- learning for the future

TELL

Time

- Children and staff both need time to recover from a crisis.
- It takes different lengths of time to recover depending on age and developmental stage.
- Younger children or more emotionally underdeveloped children can recover from a crisis quickly.
- Older children or adults often take longer to recover from a crisis.

Environment

- Consideration of the environment when having a post incident conversation is important.
- Try to avoid the conversation in the same place that the incident took place, a comfortable and private place would be appropriate.
- Think outside of the box, some of the best conversations happen walking around the building.

Listen

- Staff need to ensure they are demonstrating active listening skills
- Paraphrasing, summarising
- Remove frame of reference
- Take away your want to reply
- Listen with the intent to understand not reply
- Putting yourself in the other person's shoes

Learn

- The aim of the conversation is to help the young person understand how to express themselves in a more socially acceptable way.

HELP

Hear

- Ask the child "what happened?"
- Your aim here is not to find out the truth, you are creating a platform for the young person to speak about the incident

Explain

- Member of staff to explain why they responded the way they did, try to link this to safety.
- The member of staff having this conversation needs to be the member of staff who has been involved in the incident.

Link

- Ask the question "How did that make you feel?"
- Some children will struggle to talk about emotions and may need scaffolding through using visuals such as emojis, feelings fans, Makaton or flash cards.

Plan

- Ask the question "What can you do the next time you feel that way?"
- Be prepared for children to not know
- Teach the child an achievable way to express their feelings the next time they occur

- Ask the question, “What can you do to repair what’s happened?”

Graduated Response

Some pupils require a more targeted approach.

Where needed:

- behaviour is analysed
- personalised plans are created
- support is regularly reviewed

These plans are overseen by SLT and the SENDCo.

Recording, Reporting and Communication

Behaviour incidents should be recorded accurately and promptly.

Clear communication between staff, leaders and parents ensures consistency and supports pupils effectively.

Behaviour that is dealt with by the senior leadership team (SLT) or causes concern should be recorded on the electronic tool ‘My Concern’ with details of actions taken after inappropriate behaviour was shown.

Online Class pastoral file:

- This can be found on teams where all children have a folder to record unusual or worrying behaviours (along with other significant incidents such as family circumstances, changes in behaviour, notes from parents).
- The class teacher is responsible for recording these in the pastoral file and if he/she feels that a child’s behaviour is being noted frequently, he/she should inform the SENCO/headteacher and contact the parent(s)/carers to discuss the behaviour
- The class pastoral file should be reviewed by the next class teacher at the end of the year to support positive transition.

Staff, including Midday Supervisors must communicate playground behaviour issues with the children’s class teachers.

Information about behaviour could be shared with other professionals, e.g. SENDS, Family workers after parental consent is acquired.

Communication with Parents/Carers

Parents will be regularly informed of positive behaviour examples through teacher/parent dialogues, assembly certificates shared and rewards such as ‘Star of the Day’. Parents will be informed if ongoing poor behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. In the case of behaviour that is dealt with by class teachers, they have a responsibility to inform parents what has happened, and what consequences are in place. They may also discuss future actions to support behaviour, for example seeking support from outside agencies, interventions or personal behaviour plans. They should not name other children involved. This conversation could be face to face in the classroom or on the telephone. Other parents must not be within earshot.

SLT will inform parents when they are dealing with the behaviour. This may be alongside the class

teachers. Conversations with parents regarding behaviour are to be recorded on “record of conversation” forms and saved in the pastoral folder on the drive.

Class teachers will also ensure that at times they will give positive feedback to parents/carers at the end of the day or over the phone.

Suspension or Permanent Exclusion

Serious incidents may result in a suspension (The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period) or permanent exclusion. These decisions are not made lightly and the school follows the principles and procedures shared in the DFE document - [“Suspension, Exclusion from Maintained Schools, Academies and pupil referral units in England, including movement”](#). Anglian Learning guidance is also used to support this process. Parents are informed of the decision and reasons for the suspension or permanent exclusion. A reintegration meeting is held with the parents and child on their return to school after a suspension.

Bullying

Incidents of bullying or alleged bullying will be dealt with according to the anti-bullying policy.

Prejudicial Behaviour

Incidents of behaviour where prejudice is evident will be dealt with according to the Responding to Prejudicial Incidents Policy.

Complaints

Parents who have complaints about the way incidents are dealt with should be encouraged to use the complaints procedure.

Monitoring

Behaviour is monitored through:

- behaviour data
- learning walks
- pupil voice
- staff feedback

The impact of training and the behaviour curriculum is regularly reviewed to ensure consistency and effectiveness.

The core aim of our approach to behaviour is developing relationships with pupils taking growing responsibility for their learning and behaviour.

“Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.”

Paul Dix. When Adults change. Everything changes (2017)

Appendix A

Responding to Positive Behaviour at Stapleford Community Primary School

The table below shows examples of how we encourage valued behaviours.

Positive Behaviour	Typical Adult Responses
Walking in the corridor	"Thank you for walking" "Super walking"
Holding a door open for someone	"Thank you so much, you are so kind/polite"
Using manners, saying please and thank you	"You're welcome" "Lovely manners"
Using good morning and good afternoon	Say "good morning" or "good afternoon" back and smile
Looking after another child who is sad or hurt	"Well done for helping your friend, you are so kind" "I'm sure they feel much better now"
Helping an adult to carry something or to pick something up	"Thank you so much for your help" "You are so helpful."
Sitting respectfully in assemblies	"Thank you for your super sitting/listening" "I can see that you are listening carefully"
Playing respectfully, including following the rules of games	"Thank you for showing respect to each other like sports people do."
Including everybody in games and activities	"Thank you for including everyone. You have made everyone feel important"

Inappropriate Behaviour at Stapleford Community Primary School

Inappropriate behaviour	Protective/Educational Consequence	Record Keeping
Low level, minor irregular off task behaviour e.g. chatting, calling out, wandering around classroom, tapping pencils, making faces and gestures	Class teacher discussion – teacher discretion to inform parents.	None - unless repeated
Low level, minor friendship issue/verbal/physical incident	Class teacher discussion – teacher discretion to inform parents Restorative conversation between pupils supported by CT PSHE lessons could focus on issues arising in the class	None - unless repeated

Child does not complete work in a lesson to expectation	The child could complete work with the class teacher at playtime. The child could work during lunchtime. They could be asked to continue work when the class is doing something else. If the work is still not meeting expectations, it will be sent home to be completed.	None - unless repeated
Pupil not following adult instructions	Positive phrasing or Limited choice Completion of tasks in break/lunch Teacher discretion to inform parents, unless repeated.	None-unless repeated or a safety concern
Unintentionally hurting someone's feelings/or hurting someone physically	Reflection with class teacher- Apology Restorative conversation if appropriate	If the teacher is noting a recurrence of this kind of event (e.g. ¾ times in a half term)
Physical response in a game – e.g. pushing, hacking, tripping	Protective consequence - miss one game Educational consequence - research rules of the game or reflect on an alternative response for next time the situation occurs Restorative approach with others if needed - apology Teacher to inform parents.	Record in pastoral file If occurs 3 x or more - pattern forming so inform SLT and record on 'My Concern'.
Not telling the truth	Discussion and reflection with class teacher on the importance of being honest. Teacher discretion to inform parents, unless repeated.	Record in pastoral file If it occurs 3 x or more -pattern forming so inform SLT and record on 'My Concern'.
Taking property/food that does not belong to them	Reflection with class teacher – written/verbal apology. Parents informed	Record on 'My Concern'
Spoiling the work of a peer.	Repair the damage - e.g. rub out pencil marks, support the peer to fix any damage. Parents informed If reoccurring child will need to sit away from their peers	Record in pastoral file If it occurs 3 x or more -pattern forming so inform SLT and record on 'My Concern'
Refusing to go where asked or leaving the classroom without permission	Parents informed	Record on 'My Concern' SLT informed

Use of swearing or rude or aggressive language.	Child sent to SLT or class teacher to de-escalate Reflection with SLT about swearing Parents informed by SLT	Record on 'My Concern' SLT informed
Intentionally, through anger or as a result of heightened anxiety/stress inappropriate physical response or hurting a peer. Breaking equipment, throwing objects to hurt someone, racism*, bullying* Inform SLT	Pupil is sent to member of SLT Structured play arrangements may be made; eg playtime is not with the class/whole school Restorative conversation to repair damage and restore relationships. Also to reflect on more appropriate responses. Repair of equipment where possible and appropriate Social story Possible internal exclusion with SLT Parents informed by SLT	Record on 'My Concern' *In the case of perceived racist comment then policy is followed *In the case of perceived bullying then policy is followed.
Repeated incidents of intentionally, through anger or as a result of heightened anxiety/stress, inappropriate physical response or hurting a peer. Use of swearing or rude or aggressive language. Breaking equipment throwing objects to hurt someone, racism*, bullying*, refusing to go where asked or leaving the classroom without permission *Inform SLT	Parents are informed and invited to meet with the class teacher/SLT. Class teacher to work with SLT to complete analysis and planning documentation, putting support strategies in place with Positive Behaviour Plan may be appropriate Possible EHCP procedure Possible internal exclusion with SLT. Possible suspension. Possible permanent exclusion may be considered Involvement of outside agencies	Record on 'My Concern' *In the case of perceived racist comment then responding to prejudice incidents policy is followed *In the case of perceived bullying then policy is followed. Appropriate documentation and analysis completed.

Appendix B

Restrictive Interventions, Reasonable Force and Seclusion

This appendix forms part of the school's Behaviour Policy and must be read alongside the Safeguarding and Child Protection Policy, SEND Policy and Staff Code of Conduct.

1. Our approach

The school is committed to a culture of safeguarding and belonging, in which pupils are supported to regulate, repair and reconnect.

In line with our commitment to relational approaches, we recognise that behaviour is a form of communication, strong relationships reduce escalation, and pupils are safest when they feel understood and valued.

Restrictive interventions are not behaviour management tools. They are exceptional safety responses, used only where necessary to prevent serious harm.

2. Core principles

Many scenarios can be pre-empted and avoided. In a scenario where a pupil is showing signs of heightened distress, or dysregulation, staff must use de-escalation techniques, refer to individual risk management or behaviour plans, and seek other adult support where possible. Staff should be alert to, and avoid triggers that might escalate pupil distress, and inflame a situation.

Staff should only use restrictive intervention, reasonable force or restraint when a child is at risk of causing physical harm to themselves or others.

Any use of restrictive intervention, reasonable force or restraint must be lawful, necessary, proportionate, respectful and reflective. Where possible, only staff who have been trained in positive handling should engage with any of the above.

Restrictive interventions must never be used as punishment or to secure compliance.

3. Definitions

3.1 Restrictive intervention: Any action that prevents or restricts a pupil's movement, whether physical or non-physical, to reduce immediate risk of harm. These are safety responses, not behaviour management strategies or sanctions.

3.2 Lawful reasonable force: Physical intervention used by staff, to prevent injury, criminal activity, property damage or serious disorder, applying no more force than necessary for the shortest possible time.

This is used to protect, not to punish or enforce compliance.

3.3 Restraint: A non-disciplinary intervention that limits a pupil's movement, with or without physical contact, to reduce immediate risk of harm to themselves or others.

This is not a routine response to challenging behaviour and must not be used to manage behaviour over time.

3.4 Seclusion: A non-disciplinary intervention involving temporarily confining a pupil away from others to manage acute risk to themselves or others during significant emotional or behavioural dysregulation.

This is a safety measure, not a previously agreed provision, sanction or consequence.

3.5 Significant incident: An incident where the use of force goes beyond everyday appropriate physical contact and triggers statutory recording and reporting duties.

4. Lawful use of reasonable force

All members of staff have a legal power to use reasonable force only to prevent injury, criminal activity, property damage or serious disorder.

Any force used must be the minimum necessary, time-limited and responsive to the pupil's age, needs and vulnerabilities. Force must never compromise breathing, circulation or dignity.

5. Seclusion

Seclusion may be used only as a short-term safety measure where a pupil is experiencing acute emotional or behavioural dysregulation and presents an immediate risk of harm to themselves or others.

It is not a disciplinary sanction, must never be enforced through threat or punishment, must take place in a safe and supervised space, and must end as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported. [Insert school name] will record all incidents through internal tracking systems and will log on My Concern. Parents will be informed of any incidents of seclusion through [insert process]

6. Pupils with SEND and additional vulnerabilities

The school recognises that pupils with SEND or disabilities may be disproportionately affected by

restrictive interventions.

The school will seek to understand underlying causes of distress, make reasonable adjustments, work collaboratively with pupils and parents, and co-produce behaviour support plans where appropriate. Each incident must still be judged individually, regardless of any pre-agreed plans.

7. Recording and reporting

The school will ensure that all uses of reasonable force and all incidents of restraint and seclusion are recorded and reported as soon as practicable, normally the same day. Records will include the context, triggers, duration, staff involved, pupil response, and any injury or follow-up actions.

Parents will be informed in writing as soon as practicable, normally the same day.

These duties apply even where restrictive interventions, or use of seclusion are anticipated within a behaviour support plan.

8. Post-incident support and repair

Following any restrictive intervention, the school must ensure appropriate checks where required, support pupil and staff wellbeing, facilitate reflective debrief and relational repair, and review behaviour support plans and preventative strategies.

9. Oversight and assurance

The governing body and Anglian Learning assure compliance with recording and reporting duties, review data for patterns or disproportionality, and seek assurance that practice reflects safeguarding, inclusion and equality duties.

Concerns or complaints will be managed through the school's complaints procedure. Allegations against staff will be managed in line with safeguarding procedures.