Behaviour Policy 2026-27

This policy has been approved by the Local Governing Body on **30th September 2026,** having been reviewed in March 2026 to ensure it was in line with the updated DfE guidance on mobile phones and restrictive interventions.

School vision

At All Saints School, our vision is underpinned by Jesus' mustard seed parable - Matthew 17:20

If you have faith as small as a mustard seed you can say to this mountain move from here to there and it will move. Nothing will be impossible for you.

"Together we Aspire, Believe, Explore, Achieve"

At All Saints' School we believe that our success is tested not by the absence of problems, or mistakes, but by the way we deal with them and learn from our mistakes. We believe that the smallest change can make a big difference. We understand that staff have an influential role in modelling behaviour, values and how we live out our school vision supporting the children to be the best that they can be. We conduct ourselves in a way that supports the vision of our school and demonstrates Christian values. (Please see staff Code of Conduct). *When reviewing our behaviour policy in Sep 2023, we first reflected on how we ourselves model our school values and vision before thinking about how we can support our children and community.*

All adults in school are required to follow this policy and to act as good role models for the children.

Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Restrictive interventions, use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 out requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies shall publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Objectives of this policy:

- To promote Christian values that create a culture of excellent behaviour for both learning and for life in the wider community.
- To support the school vision and values of the school allowing the school community to work together to Aspire, Believe, Explore and Achieve.
- To define systems that ensure that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To outline the expectations and consequences of behaviour
- To provide a consistent approach to behaviour management that is applied equally and fairly to all pupils
- To help learners take control over their behaviour and choices and responsible for the consequences of this
- To define what we consider to be unacceptable behaviour, including bullying and discrimination

All Saints' School Guiding Principles

At All Saints School, we recognise that behaviour is a means of communication and there are always reasons behind behaviours. We do our best to reflect upon these reasons to prevent behaviour escalation and support individual children's needs.

We uphold the following behaviour principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The behaviour policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions

- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the *Local Governing Body* each year.

The expectation of positive behaviour is embedded in the way we interact with the children and how we foster positive relationships and manage conflict. It is explicitly taught through the use of Zones of Regulation, JIGSAW, our PSHE (Personal, Social, Health and Economic education) scheme of work (see PSHE policy) and through acts of worship/assemblies. Underpinning all of this, we have our School Charter. Both in and out of school, children are expected to follow this Charter. Every year, children are reminded of this and families are reminded through the sharing of a Family Contract (Appendix 1).

Whole School consistencies

- All Saints School Charter outlines expectations for behaviour across the whole school
- Meet and greet- every child is welcomed into the school, and this is a chance to check in
- Whole school stop signal- a raised hand above head and this is copied by the children
- Whole school shared timetable- we have a shared routine across the school for continuity. We have a consistent visual timetable across the school and timetables are shared with the children and displayed so children know what to expect each day.
- Walking around school- children walk around the school safely and calmly. They keep to the left-hand side of corridors.
- Behaviour expectations are displayed in all classrooms. All classrooms from Years 1-6 have yellow warning card on display.
- Zones of Regulation to support emotional literacy/ self regulation
- We use shared language across the school- see scripts.

All adults are expected to model these consistencies at all times in all areas of school. They are rehearsed and their purpose is explained to the children

The School's Behaviour Curriculum

Evidential Praise and Growth Mind-set

Central to our school vision is the belief that with God working in us nothing is impossible. The loving forgiveness of God means that we can be free of the fear of failure and be willing to take risks and fully explore new possibilities and experiences that enhance our lives.

At our school, we encourage children to have a growth mind-set and believe that with hard work and effort, anything is possible and you can 'Aspire, Believe, Explore, Achieve.' When praising a child, we use clear evidential praise making sure we give examples of what the child has done well.

e.g. "Great work, you have used capital letters." "That was so kind. You offered help

to your friend when you could see the were finding it tricky."
We praise effort over outcome to make sure we recognise hard work and achievement. *e.g. "You have worked so hard" "Keep trying you are getting better and better."*

School Vision in Action
We use the language of our school vision when praising children to commend values and attitudes which reflect our School Charter and Vision.
E.g "You kept trying and didn't give up. You showed that you could achieve even when it was difficult."
"You really believed in yourself and had faith in what you could do. That helped you to be successful even when it was tricky"
"You made mistakes but you learnt from them."
"You worked together to solve it. You explored different ideas and ways and possibilities"

Zones of Regulation
We use The Zones of Regulation to teach and promote healthy emotional literacy, self regulation and mental health. This is displayed in every classroom and language of the zones is used in every classroom. Teachers will support children to be in the 'green zone' ready to learn and achieve their very best each lesson.
E,g. "I can see you are in the yellow zone, let's have a movement break to move into the green zone."
"Child's name, have some time out of the classroom to take a break and get back into the green zone."

Peaceful Problem Solving

Positive relationships are central to our school vision, and we share the loving forgiveness of God by promoting the value of forgiveness to foster positive and harmonious relationships. We always strive to encourage children to resolve friendship disputes and we facilitate Peaceful Problem Solving as a strategy to support this. We use this approach to repair relationships after social and friendship challenges. This encourages the children to take responsibility for their actions to develop the skills needed for conflict resolution under the guidance of a member of staff (See scripted language in Appendix 2).

Promoting Positive Behaviours
Rewards and positive messages are key to promoting and recognising positive behaviour at our school. We want to celebrate and rejoice that we are all brothers and sisters working together to aspire, believe, explore and achieve. In order to promote a child's self-esteem, we recognise and reward positive behaviour. We reward positive behaviour at an individual level, whole class level and whole school.

Individual rewards include:
- Achievements acknowledged in 'Mountain Mover Assembly weekly'
- Positive reaction from adults. Verbal praise and reaction
- Stickers, postcards home, praise card, raffle ticket
- Head teacher or Deputy Headteacher award
- End of term rewards and certificates (Mathematician of the Term, Sports Star of the Term, English Star of the Term)

- End of year awards
- House points
- Share success with parent/ carers

Class rewards include:

- Attendance reward for class in weekly assembly.
- Whole class reward (examples include marble in the jar, puzzle piece)

Whole school rewards include:

- House trophy
- Winning house team treat

At All Saints' School, we have four houses. Every child (from Reception to Year 6) belongs to one of these houses; staff are also part of a house team. The houses are named after Inspirational People who have shown our school vision and values in action.

Malala
Rashford
Thunberg
Attenborough

How are house points awarded?

- Written- by writing the letters **HP** on a child's work or in their workbook
- Verbally- by telling a child that they have earned a house point
- Physically- by handing a child a coloured house point token

What are house points awarded for?

- Hard work and effort
- Progress in work, including progress in presentation/ handwriting
- Good manners and being helpful (e.g. opening the door for adults, helping adults where needed)
- Being kind to others and being a good friend
- Effort with homework and for extra work at home to help their learning (e.g. completing extra research/ practising times tables etc)
- Children responding well to feedback
- Showing/using initiative
- Working independently
- Problem solving skills- especially where children show resilience/perseverance to solve a problem
- Honesty and upholding our school rules (including when in challenging situations e.g. child makes good choice during playground argument etc.)

How many house points are awarded at one time?

- 1 house point can be awarded for each occasion mentioned above
- In exceptional circumstances, 2 house points may be given. 2 house points may be awarded for children who have really gone the extra mile, being a good role model to others and upholding our school rules and values

Sanctions

We understand that there are times when we will make mistakes. We know that the loving forgiveness of God means we can be free to make mistakes and at All Saints School mistakes are central in our learning journey.

Since behaviour is a means of communication, we endeavour to explore the reasons behind a child's behaviour. At All Saints School we 'notice' subtle changes in children's behaviour. We notice when a child is behaving a little bit differently or out of character, and we talk to the child about this (see scripts).

Teachers take note of behaviour patterns that may have a specific trigger for certain children. These triggers need to be identified and appropriate action taken. We use the language of choice and consequence (see scripted language in Appendix 2). We encourage the children to recognise that they have a choice in their behaviour and to make good choices to maintain positive behaviour in our school.

At All Saints school we use a range of sanctions and consider the individual's personal circumstances, along with the incident, carefully.

Some examples of sanctions include the following:

- Time out/ Thinking Time in classroom or in another classroom
- Loss of lunch or break time
- Loss of privileges
- Informing the parents
- Removal from the classroom (parents will be informed of this)
- Suspension
- Permanent exclusion

If a child loses time from their lunch break, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Loss of lunch time/ break time will be in chunks of 5 minutes. If children improve their behaviour promptly following loss of this time, they may be able to earn half of this time back again. This is upon the teacher's discretion.

The below information details the daily rewards and sanctions used across All Saints Primary School:

All Saints CE Primary School Rewards and Consequences **Early Years**		
Rewards	**School Charter**	**Sanctions**
If you choose to keep the rules one or more of the following can/will happen… ✓ Your teacher will praise you. ✓ You can/will earn a sticker, a certificate. ✓ You may get to show other teachers how well you are doing. ✓ You may earn a Mountain Mover certificate, given weekly ✓ You may get a Headteacher's award. *(individual reward systems may be in place for some children as needed)*	Blue: Be friendly and share. Purple: Be gentle and kind. Orange: Follow instructions. Yellow: Do your best. Red: Be honest and truthful. Green: Be polite and listen to each other.	If you choose to break the rules… ➢ You will have the rule explained to you and an adult will model the correct behaviour ➢ You will be given a verbal warning and a restorative conversation ➢ You will be given a verbal warning and a choice/ consequence. ➢ You will have time out for 3 minutes. ➢ You will have time out with another teacher for 3 minutes. ➢ You will be sent to a senior member of staff. ➢ You will be sent to a member of SLT ➢ Your parents/carers will be contacted. ➢ You will have a suspension in school. ➢ You will be suspended from school for an agreed time. ➢ You will be permanently excluded from school.

All Saints CE Primary School Rewards and Sanctions **Year One to Year Six**		
Rewards	**School Charter**	**Sanction**
If you choose to keep the rules one or more of the following can/ will happen… ✓ Your teacher will praise you. ✓ You can/will get an individual reward (house point, certificates, postcards, termly certificate). ✓You may get a reward towards your class treat. ✓ You may get to show other teachers how well you are doing. ✓ You may get a Deputy Headteacher/ Headteacher's award. *(individual reward systems may be in place for some children as needed)*	Blue: Be friendly and share. Purple: Be gentle and kind. Orange: Follow instructions. Yellow: Do your best. Red: Be honest and truthful. Green: Be polite and listen to each other.	If you choose to break the rules… ➢ You will be given a verbal warning and a choice/ consequence ➢ You will be given a yellow warning and you will be reminded of the choice/consequence. ➢ KS1- you will have time out in your classroom KS2- you will lose 5 minutes of lunch/ break time ➢ You will have time out with another teacher. ➢ You will be sent to a member of SLT ➢ Your parents/carers will be contacted. ➢ You will have a suspension in school. ➢ You will be suspended from school for an agreed time. ➢ You will be permanently excluded from school.

After School and Breakfast Club Rewards and Sanction		
Rewards	**Golden Rules**	**Sanction**
If you choose to keep the rules one or more of the following will/may… ✓ An adult will praise you. ✓ You can/will be given a sticker, note home, praise card. ✓ You may earn certificates for particular areas of responsibility e.g. tidying/ helping/ being kind/ good manners.	Be friendly and share. Be gentle and kind. Follow instructions. Do your best. Be honest and truthful. Be polite and listen to each other. Use good table manners. Tidy up after myself. Respect the toys and play space. Be aware of others around me so that we are all safe.	If you choose to break the rules… ❖ You will be given a verbal warning ❖ You will be given a final verbal warning. ❖ You will be given time to think about your choices and reflect on your behaviour for 1 minute per year of age. ❖ You will be asked to think about how you can repair the relationship. ❖ If your behaviour continues following time in the reflection zone, we will inform parents of this. ❖ If appropriate, school staff will be informed, and an incident record may be written. ❖ If appropriate, you will be denied access from After School and Breakfast club.

Sanctions continued…

Level of Incident	Action from the responsible adult might include
Minor Incidents: ● Initial lack of cooperation ● Ignoring ● Less serious rudeness ● Not following the school charter ● Low level disruption ● Unkind play	● You will be given a verbal ○ warning and a choice/consequence ● You will be given a yellow warning and you will be reminded of the choice/consequence. ● KS1- you will have time out in your classroom ● KS2- you will lose 5 minutes of lunch/ break time

Medium Incidents: (Continuation of minor incidents after following steps above) ● Being deliberately rude ● Being disruptive – no physical danger ● Being involved in negative/aggressive arguments ● Teasing ● Swearing ● Minor untruths ● Rough play (gone wrong)	● You will have time out with another teacher (may be in own time e.g. lunch/ break) ● You will have time out with another member of staff (may be in own time e.g. lunch/ break). ● Class teacher to inform parents/ carers. ● Record kept of meetings and incidents via CPOMS recording system.
Major Incidents (Continuous Medium Incidents) ● Racial comments ● Child on Child abuse ● Sexualised behaviours ● Online abuse ● Threatening/aggressive behaviour ● Hurting another child ● Spitting ● Stealing ● Deliberate damage to property ● Unsafe behaviour ● Hurting staff/ adults ● Throwing ● Bullying	● Seek support from SLT/ pastoral team ● SLT will contact parents/ carers. ● You may have a suspension in school (this could be for part of the school day e.g. lunch time). ● You may be suspended from school for an agreed time. (this could be for part of the school day e.g. lunch time). ● You may be permanently excluded from school. ● Record kept of meetings and incidents via CPOMS recording system. All major incidents will be unpicked and discussed with SLT and any necessary action taken to reduce recurrence. This could involve whole school assemblies, pastoral support, referrals for agency advice, behaviour assessment or necessary de-escalation paperwork implemented (see below). *Please refer to the Trust exclusion policy alongside school anti bullying policy in addition to this policy.*

Persistent unacceptable behaviour

If unacceptable behaviour continues and no improvement seen, the following may be implemented with support of the school's Senior Leadership Team:

- Children may be assessed using the QCA Behaviour Assessment criteria or Boxhall Profile. This assessment will lead to intervention and support based on individual needs.
- A risk assessment may be written.
- Individual reward systems may be created with parental involvement.
- Home/school diary may be set up and monitored carefully – parents/carers involved with class teacher.
- Staff may set up an Inclusion Support Plan to ensure that reasons behind the behaviour are considered. The child is involved in the process where possible.
- A de-escalation plan can be written to recognise triggers and prevent escalation (See Appendix 4).
- Appropriate intervention will be considered and possible Emotional Literacy Support.
- For specific incidents, a fixed term suspension may be applied by the HT or Deputy HT only

(please refer to our school Policy for further information).

- If a child is at risk of permanent exclusion a Primary Intervention Meeting may be called.
- If there are concerns for a child going through any of these stages, an Early Help Assessment may be completed with the agreement of the parents.
- Head teacher discusses behaviour with the local governing body or Chair of Governors, as appropriate.
- Consideration of permanent or alternative placement.
- Consider applying for additional funding or an Education, Health and Care Plan.
- Seek support and advice from a range of relevant professionals and agencies.

Use of Reasonable Force

Please see our Use of Reasonable Force in Behaviour Management Policy (appendix 5).

Confiscation of Inappropriate items

Legally, staff are able to confiscate, retain or dispose of an item from a child so long as it is reasonable in the circumstances. This will also include any 'prohibited' items identified by the school in line with Section 94 of the Education and Inspections Act 2006. Parents will be notified if this occurs.

Mobile phone use in school

Pupils must not bring mobile phones into school. However, we acknowledge that some older children may bring phones with them to support their growing independence in walking to and from school. Where this is the case, these must be handed in to the school office at the start of the day, stored safely during school hours, and collected at the end of the day. A small number of children in school may need to keep mobile phones for medical purposes – for example, where these have blood sugar scanning apps for children with diabetes. In this situation, the headteacher will agree with parents, the pupil and class teachers where this phone is stored during the day, and who is able to access this.

Behaviour Beyond the Gate

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

(Please also refer to our Safeguarding and Child Protection Policy).

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- *It poses a threat or causes harm to another pupil*
- *It could have repercussions for the orderly running of the school*
- *It adversely affects the reputation of the school*
- *The pupil is identifiable as a member of the school*

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Exclusions Policy for more information.

Responding to behaviour incidents from pupils with Special Educational Needs and Disabilities

The school recognises that pupils' behaviour may be impacted by a Special Educational Need or Disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

At All Saints school, we make reasonable adjustments to support all pupils and this includes adaptations to sanctions following behaviour incidents if this is deemed appropriate due to the child's Special Educational Needs. Please see our SEN Information Report and SEND policy for further information and examples.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Mobile phone policy
- Anti-Bullying Policy
- Child Protection Policy/ Safeguarding Policies
- Exclusion Policy
- SEND Information Report
- SEND Policy

Responsibilities

The Local Governing Body will, in consultation with the Headteacher, staff and parents, establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. All Saints acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational need

The Local Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly protected characteristics. They will also ensure that the concerns of the students are listened to and appropriately addressed.

Appendices
Appendix 1: Family Contract
Appendix 2: Useful school scripts
Appendix 3: Everyday routines
Appendix 4: De-escalation behaviour plan
Appendix 5: Use of Reasonable Force in Behaviour Management

Appendix 1

Home School Agreement

Please discuss the below with your child

Rights and Responsibilities

Children	
To be treated with respect	To behave respectfully towards others.
To be safe	To behave in a way which keeps yourself and others safe including behaviour online.
To learn	To attend school regularly. To be willing to learn. To allow others to learn. To complete homework on time.
To make mistakes	To own mistakes To allow others to make mistakes. To forgive.
To be listened to	To give opinions in a constructive manner To listen to others
Families	
To be treated with respect	To behave respectfully towards others.
To be kept informed about their child's progress	To make sure their child attends school. To talk about school with their child. To talk to teachers if they have any concerns about their child's learning or well-being. To help and support their child in completing homework. To celebrate successes and praise their child's efforts.
To be listened to	To listen to others. To respectfully share their views and opinions.
To have access to information about the school's approach to behaviour and attendance	To read the information, ask any questions and share concerns. To support the school's systems for behaviour, especially the School Charter
To have concerns taken seriously.	To share concerns constructively.
Staff	
To be treated with respect and courtesy by all members of the school community.	To model respectful behaviour. To behave respectfully towards others. To recognise and value positive behaviour in others. To value children's learning and celebrate successes in and out of school.
To be listened to	To listen to others. To give opinions in a constructive and sensitive manner.

Appendix 2
School Scripts

Noticing changes in behaviour and mental health needs:
When an adult notices a difference in a child's emotional well-being or behaviour, a conversation will happen with the child and familiar adult:

- "I've noticed you don't seem quite yourself today, is there anything I can help you with?"
- "I wonder…."
- "I can see that….let's…."

We aim to help children understand their emotion by naming this. We use the Zones of Regulation to support emotional literacy and regulation.

"Child's name, I notice you seem angry. That means you are in the red zone. Let's look at what we can do to help us get into the green zone instead."

Language we avoid	Language we use instead
meltdown/ kicked off/ on one/ off the wall	dysregulated
Why did you do that?	What has happened?

Peaceful Problem Solving:
To be used to resolve social and friendship issues.
Group the children involved together and give them the sentence prompts but encourage them to discuss together and look at one another when talking. Try not to lead this but facilitate discussion. Every child should have their say in this discussion. The conversation should be solution focused and aims to restore friendship.

Child:

"I don't like it when…."

"Because it makes me feel…."

"Next time…"

e.g. 'I don't like it when I am left out, because it makes me feel lonely and sad. Next time, can I join in the game?

Choices and Consequences:
To be used when children are not making the right choices to remind children of expectations and make clear the consequences. The child should be given the choice and a time expectation in which they need to make their choice.

Adult: "Child's name, you have a choice."

“You can (state inappropriate behaviour being observed) or you can (state desired behaviour). If you (state inappropriate behaviour) then (name negative consequence). If you, (state desired behaviour) then (state positive consequence). You have 1 minute to make your choice.”

“ _____ you have a choice. You can continue to ignore me or you can stop and listen.” “If you ignore me, then your name will go on the warning card and you may lose lunch time. If you choose to listen to me, you can join in with the activity and you may earn a house point for working hard. I will come back in 1 minute to see the choice that you have made.”

Growth Mind-set

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Appendix 3

Everyday Routines
Start and End of the Day

- Teachers need to be in their rooms at 8:40am, a teacher from each year group or department should open the doors at 8.45am (Nursery, Reception and Key Stage One) 8:40am (KS2).
- After lunchtime teachers should be in classrooms by 12.25 (EYFS) 12.40 (Year 1) and 12.55 (Year 2-6).
- At the end of the day children leave to find parent or carer, if nobody is there they must return to their class teacher who will wait with them for ten minutes.
- Cloakrooms: Teachers and TAs to be present in the cloakrooms at whole school entering and exiting times
    - Nursery through separate entrance doors
    - Reception through main doors (each class a different entrance)
    - Y1 to enter and leave by Y1 infill
    - Y2 to enter and leave by Y2 entrance onto playground
    - Y3 leave by own classroom doors to playground
    - Y4, Y5 & Y6 leave by own entrances/exits

Worship

- Children should line up quietly in register order and walk silently to the hall in this line. They should walk on the left of the corridor.
- House Captains will monitor the corridor and hall door for good behaviour.
- Entry to and exit from the hall should be in silence.

Playtimes and Lunchtimes

- Children should play games relevant to designated areas
- Games which can cause physical injury are not allowed
- Football/netball in designated areas when timetabled
- Children should have consideration for the well-being of other children
- At the end of play a whistle is blown, children gather collectively and stand quietly, an adult will call the house team name and each house team will walk calmly back to class. KS1 children line up and walk into their classrooms.

What to do at playtime/lunchtime if an incident occurs - Follow school rewards and sanctions as detailed in above policy

Appendix 4
Positive Behaviour Plan for … name… (date)

Zone of Regulation	What you see in Child	Menu of typical support strategies (highlight)	Child specific strategies
Keeping it green…		•	•
Early Warning Signs **EXTRA STEP not in ZOR** Spot triggers, physical tells, enable self-regulation		•	•
Prevent Escalation Likely use of co-regulation		•	•
During an emotional crisis		•	
Recovery from crisis/depression		•	

Appendix 5 Restrictive Interventions and Use of Reasonable Force

In line with statutory DfE guidance Restrictive Interventions Including use of Reasonable Force in Schools, April 2026.

1. **Definitions**

Restrictive interventions include reasonable force, physical restraint and seclusion.
These are only used when necessary to prevent harm, serious disruption or damage, and must be proportionate to the risk presented.

Reasonable force: actions to control or guide a pupil using minimal physical contact.
Physical restraint: holding back or bringing a pupil under control to prevent injury, serious disruption or damage.
Seclusion: confining a pupil alone and preventing them from leaving a space; used solely to maintain immediate safety, time-limited, and never used as punishment. The pupil is monitored throughout, and arrangements for safe exit are made clear. Every use of seclusion is recorded and reported as a significant incident.
Significant event: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described on p7 of DfE Restrictive Interventions guidance. This includes where physical force is used to implement a non-physical restrictive intervention.

2. **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power also applies to individuals temporarily put in charge of pupils by the headteacher (for example, volunteers on school visits).
Where possible, staff should alert a senior member of staff if they anticipate that physical intervention may be required.

3. **When can interventions be used?**

There are some circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to question over the use of reasonable force or other restrictive interventions – for example, giving first aid, offering comfort or praise, demonstrating musical instruments or other equipment, or guiding / escorting pupils including helping a pupil to a space they have chosen to access to self-regulate.

Staff may use reasonable force or physical restraint to prevent pupils from harming themselves or others, causing serious disruption, or damaging property, and to maintain safety during school activities including trips.

Examples include removing a disruptive pupil from a classroom, preventing a pupil from leaving where this would create significant risk, stopping a fight, or restraining a pupil at risk of self-harm.

4. **Conducting a search**

Headteachers and authorised staff may search for prohibited items including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force may be used where lawful and necessary to conduct a search for prohibited items. Force must not be used to search for items banned solely under school rules.
Any use of force during a search is recorded and, where significant, reported to parents/carers.

5. **Prevention, de-escalation and communication**

Where necessary, staff work with pupils and their parents to co-produce behaviour support plans. These outline adjustments needed in order to ensure the pupil is most effectively supported, so reducing the likelihood of the need for restrictive intervention. They also outline the circumstances where it may be appropriate for staff to have additional physical contact with a pupil. Parameters around this contact are discussed with relevant people, typically including teachers and other adults, parents, the pupil (depending on their age), and any other professionals involved in providing support; these are included on the behaviour support plan.

Where there is an identified risk that there remains an increased likelihood of the need to use reasonable force and / or other restrictive intervention, a risk assessment will be written. This will include consideration of the need for additional training and other prevention strategies. Behaviour support plans are reviewed with the pupil (depending on their age) and their parents periodically and following any significant incident so that amendments can be made based on the evidence of what has and has not worked in practice for the individual pupil.

6. **Staff training and support**

Staff receive role-appropriate training covering prevention and de-escalation techniques; safe and lawful use of reasonable force and physical restraint; seclusion safeguards; and statutory recording and reporting requirements. Training equips staff to judge where it is appropriate to use restrictive intervention, including where quick decisions are needed, and helps ensure staff understand how to assess that their response is reasonable under pressure.
Additional support is provided following incidents, including supervision and reflective practice.

7. **Recording and reporting**

Each significant incident involving force or seclusion is recorded on CPOMs, to include reason; type and duration of intervention; staff involved; injuries; and outcome. Records are made by the staff member/s involved as soon as practicable after an incident and no later than the same day.

Parents/carers are informed as soon as practicable following a significant incident; staff endeavour to do this no later than the end of the same day. Reports are shared in writing (typically via email) alongside, as far as possible, a verbal discussion (phone call, video call or in person).

The Local Governing Body reviews restrictive intervention data three times a year in the Headteachers Report to identify patterns, ensure compliance, and support improvement of preventative and de-escalation strategies. The Trust Board, through its Standards and Safeguarding Committee, reviews aggregated trust-wide restrictive intervention data three times a year through the CEO Report.