Middleforth Church of England Primary School

Behaviour Policy	
Written By	N. Pilkington
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Let Your Light Shine – Matthew 5:16

Through the Behaviour Policy, the school will promote and teach the values we learn based on the example of the Christian faith:

- Forgiveness
- Respect for self and others
- Reconciliation and redemption
- Truth and honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

Such values, in turn, promote not only the Christian ethos and aims of Middleforth Church of England Primary School, but assist in the preparation of the children for the responsibilities and duties of adult life.

Vision

As a caring, Christian community, we aspire to 'let our light shine'. We will open up the world to celebrate God's wonderful creation and foster a sense of awe and wonder.
We will nurture our God given talents to ensure that everyone reaches their full potential academically, socially and spiritually.
'Let your light shine Matthew 5.16'

We believe that every child is uniquely created and loved by God. As a Church of England school, our approach to behaviour is rooted in dignity, hope, forgiveness, reconciliation and restoration. We seek to help every child learn from mistakes, repair relationships and flourish within our school community.

Introduction

Children learn best when they are happy, secure and clear what is expected of them and when they are encouraged consistently to behave well. Middleforth C of E School is a caring Christian, community, whose values are built on a strong Christian ethos, mutual trust and respect for all. We seek to provide a caring and stable environment in which every member of the school community feels valued, respected and safe. Our school is a place which respects and cares for others and where each person is treated fairly and well. High standards of behaviour and manners are fostered, expected, encouraged and displayed by staff and pupils alike.

At Middleforth, we recognise that behaviour is a form of communication. Whilst all children are responsible for their actions and choices, behaviour can sometimes indicate an unmet need, difficulty with emotional regulation, communication difficulties, sensory needs, anxiety, adverse childhood experiences or additional learning needs.

Through our Christian vision of *"Let your light shine"* we seek first to understand, support and teach positive behaviour whilst maintaining high expectations for all.

The ethos of the school, together with the planning of a broad and balanced curriculum, promotes the Christian values and attitudes necessary for individual

children to contribute positively to their own personal development and that of the school. The success of this policy relies on a commitment from all staff, governors and others involved within the school.

The aims and expectations of this policy are founded in the school's Christian ethos that pervades all aspects of school life.

Aims

- To develop and establish mutual respect between all members of the school
- To allow everyone to work together in an effective and considerate way
- To help children develop academically, socially and spiritually in a safe and secure environment
- To promote self-discipline and respect for self, others and the world by teaching values and attitudes as well as knowledge and skills
- To recognise good behaviour, as school believes that this will develop an ethos of kindness, cooperation and respect.
- To have consistent expectations and guidance about routines and procedures.
- To enable children to understand and experience Christian values through our daily relationships, including forgiveness, compassion, reconciliation, justice, respect, honesty and service to others.

Middleforth Golden Rules

✓ Be Ready
✓ Be Respectful
✓ Be Safe

These rules underpin our ethos in school and are an expectation for everyone in our school. They are clearly displayed throughout school.

Expectations at Middleforth Church of England Primary School

PUPIL EXPECTATIONS

Be ready

Will arrive at school on time
Will be organised and ready to begin work e.g. pencil, ruler etc
Will utilise class time widely and complete my work
Will take part in group discussions and projects
Will be willing to become actively involved in all areas of school life

Be respectful

Will respect the rights and property of others
Will display appropriate self-control in and around school

Will listen to others and show respect towards them
Will value the physical environment of the school
Will show kindness and respect for each other emotionally and physically
Will act with dignity and self-respect
Will act appropriately in different areas of school.

Be safe

Will use the correct entrances to enter and exit the school
Will dress appropriately for the weather and outdoor breaks
Will travel safely in and around school
Will talk to a trusted adult if I feel unsafe

STAFF EXPECTATIONS

All staff

Will refer to the rules, be ready, be respectful and be safe
Will refer to our expectations around school
Will model positive behaviours and foster strong relationships with children and their families
Will always be consistent when managing inappropriate behaviour
Will spot and stop children making the wrong choices around school
Will say a personal good morning to every child who walks through the classroom door
Will be calm
Will plan and deliver lessons that engage all learners
Will model and share good practice
Will raise every child's self-esteem and develop their full potential
Will recognise and celebrate that every child is an individual

Senior Leaders

Will be a visible presence around school
Will support all staff
Will celebrate staff and children's achievements

Creating a Sense of Security

At Middleforth we recognise that children are most likely to engage, learn and behave positively when they feel safe, connected and secure.
We understand that safety is not simply physical safety but also includes emotional safety and a sense of belonging within our school community.
To support this, all staff will:

- Greet children positively each day.
- Build consistent and trusting relationships.
- Establish predictable routines.
- Use calm and respectful communication.
- Ensure children feel known, valued and included.
- Promote a sense of belonging within every classroom.

Promoting Belonging

We believe that children thrive when they feel they belong.
Staff will actively foster a sense of belonging by:

- Ensuring every child is known and valued.
- Providing opportunities for responsibility and leadership.
- Encouraging teamwork and collaboration.
- Celebrating individual strengths and talents.
- Creating classroom communities where every child feels included and respected.

This sense of belonging supports wellbeing, engagement and positive behaviour.

By creating a secure environment, we enable children to let their light shine academically, socially and spiritually.

PARENTAL EXPECTATIONS

We will refer to the rules, be ready, be respectful and be safe
We expect that parents/carers will support the school's Behaviour Policy
We expect that parents/carers will support their child by agreeing to discuss any problems that arise
We expect that parents/carers will celebrate with us, their children's successes

OUR CURRICULUM

We will motivate, excite and challenge our children in a nurturing Christian environment.
We will promote a broad and balances curriculum which meet the needs of all our children and help them to develop.
We will encourage children to explore and understand their faith
We will explicitly teach emotional literacy, self-regulation, resilience and healthy relationships so that children can successfully manage emotions, solve problems and flourish as members of our community
We will aspire children to be independent, imaginative and resilient learners.

Enabling Environments

All learning environments should support children to feel safe, valued and ready to learn.
Classrooms should include:

- Clear routines and expectations.
- Visual support where appropriate.
- Calm and welcoming environments.
- Opportunities for movement.
- Areas that promote belonging.
- Spaces that support regulation.
- Accessible resources which promote independence.

Professional Language Around Behaviour

At Middleforth Church of England Primary School, we recognise that language influences attitudes, relationships and outcomes. We use professional, respectful and solution-focused language when discussing behaviour with children, families, colleagues and external agencies.
Whilst maintaining high expectations and accountability, we seek to understand the reasons behind behaviour and recognise that behaviour may communicate an unmet need, difficulty with regulation, anxiety, sensory needs, communication differences or social and emotional challenges.

The following language supports a shared understanding across our school community:

Traditional terminology	Preferred terminology
Challenging behaviour	Presenting big feelings
Attention seeking	Connection seeking
Lazy / not trying	Disengaged
Out of control	Dysregulated
Low level behaviour	Unsettled behaviour
Naughty	Making an unsafe or unhelpful choice
Refusing	Finding it difficult to engage
Acting up	Seeking regulation or support

As a Church school, we believe that language should uphold the dignity of every person. Whilst we do not excuse inappropriate behaviour, we seek to speak about children in ways that reflect God's love, grace and belief in the potential of every individual.

Supporting Regulation
We recognise that children sometimes require support to regulate their emotions before they are ready to reflect, repair relationships or engage in learning.
Adults will support regulation through:

Emotional Check-Ins
At Middleforth, we recognise that children are more likely to engage in learning when they are able to identify and communicate their feelings.

Teachers may use a range of age-appropriate emotional check-in strategies throughout the day to support wellbeing, regulation and emotional literacy. These may include:

- Whole-class emotional check-ins.
- Individual regulation tools and visuals.
- Journaling opportunities.
- Visual feelings scales.
- Daily or session-based wellbeing check-ins.

These approaches help adults to identify when children may need additional support and enable children to develop a greater understanding of their emotions and self-regulation strategies.

Adults Will Support Regulation Through:

- Positive relationships
- Calm communication
- Emotional literacy
- Co-regulation strategies
- Calm spaces
- Movement breaks where appropriate
- Sensory resources when required
- Restorative conversations

Where a child is dysregulated, adults will prioritise helping the child become calm and ready to learn before engaging in restorative reflection.

Managing Behaviour

High quality behaviour for learning is underpinned by positive relationships, lesson planning and positive recognition. Middleforth's Golden Rules, Be Ready, Be Respectful, Be Safe must be displayed in each learning space and referred to in conversations around conduct by all staff.

Recognition and rewards for effort

How do we encourage good behaviour?

We will recognise and highlight good behaviour as it occurs linked to our Middleforth Golden Rules – Be Ready, Be Respectful and Be Safe. Recognition at Middleforth is designed not simply to reward achievement, but to celebrate children who demonstrate our Christian values and use their gifts to let their light shine within our school community.

We recognise that relationships are central to encouraging positive behaviour. Recognition may take many forms including verbal affirmation, restorative feedback, celebration of effort, acknowledgement of character strengths and opportunities for responsibility and leadership.

We will ensure that all children are praised in public and reprimanded in private (PIP/RIP)

Will ensure that feedback is constructive.

Stars of the week
Each week, staff nominate two children from each class who have shone brightly and this is shared with the school and parents in worship. These are in place to encourage all children to reach their full potential academically, socially and spiritually.

Values Awards
Each half term, staff will choose someone from each class who has demonstrated one of our Christian values throughout the half term, they will receive a certificate.

Golden Welly Award
Each week our OPAL leads will choose two children who have shown great curiosity with OPAL, demonstrated new skills, supported peers etc. This will be recognised with a certificate and Golden Welly which they keep for the week.

Classroom Rewards
Although there are many whole school rewards in place, all of the classes have their own ways of rewarding and encouraging good behaviour. These are used as a way for children to earn either individual rewards or collective rewards for the whole class.

Headteacher Postcards
These are presented to children for examples of outstanding achievement, either academic or for an act of kindness to another person. These are rare awards and are sent directly to the children's home address.

House System

- Every child is a member of the schools four houses – Ruby, Sapphire, Emerald or Amber.(School Parliament are re-vamping these this year so these may change)
- Key stage 2 classes have a house captain for each house.
- The children earn points for their houses through the house points system and the house captains count up the total each week. The total number of points is announced each week in class and families are informed on the weekly newsletter.
- The House Award winners are announced either in class or in Celebration Assembly.
- At the end of each half term, in Celebration Assembly or in class the winning house announced by the Year 6 house captains.
- At the end of each term the winning house have a reward
- All staff are also members of houses.

Restorative Model

Our restorative approach reflects the Christian principles of forgiveness, reconciliation and restoration. We recognise that mistakes are opportunities for learning and growth. Our aim is not simply to address behaviour but to repair relationships and help children make positive choices in the future.

1) Redirection & Reminder	Gentle encouragement, a 'nudge' in the right direction, small act of kindness A reminder of the expectations **Be Ready, Be Respectful, Be Safe** delivered privately wherever possible. Repeat reminders if necessary. Visuals for Be Ready, Be Respectful and Be Safe can also be used. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
2) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. • **"stop, think, (insert name) make the right choice"** • **"think carefully about your next step"**

3) Last chance (5 minutes after class for restorative conversation and 5 minutes reflection time)	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. <u>Use the 30 second scripted intervention</u> • **I have noticed that you are... (having trouble getting started, wandering around etc.) right now.** • **At Middleforth, we… (refer to the 3 golden rules – be ready, be respectful and be safe)** • **Because of that you need to... (refer to action to support behaviour** **e.g. moving to another table, complete learning at another time)** • **I am going to help you get back on track and make a better choice.** • **Do you remember yesterday/last week when you... (refer to previous positive behaviour)?** • **That is who I need to see today...** • **Thank you for listening... then give the child some 'take up' time and WALK AWAY.** At this point the learner will be informed that they will have to complete a reflection activity, this may be in their own time depending on the time of day or incident. Adults may use the following prompts: • "I can see you are finding this difficult." • "I wonder if something is making this harder today." • "How can I help you get back on track?" • "Let's solve this together." • "I know you can do this."
4a) Time Out within class	At this point the child should be directed to use the 'Calm Space' within the classroom. Initially this will need to be supported through co-regulation with a trusted adult. Adults will use calm language, reassurance, active listening and appropriate regulation strategies to help pupils return to a calm and regulated state. Only once regulation has been achieved should restorative conversations take place. This should promote self-regulation for the child and allow them to return to their work. If this point is reached during **break or lunch times**, the member of staff dealing with the incident should bring the child into their own class calm space and ring for support from SLT to supervise the child.

4b) Time Out in another class (If the above is unsuccessful)	At this point the learner will be referred internally to another room in the Key Stage for 10 minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. All internal referrals must be recorded on CPOMS.
5) Repair (All incidents that reach step 4 will need to have stage 5)	Before beginning a restorative conversation, adults should ensure that the child is calm, regulated and ready to engage. Where appropriate, children may require additional time, movement, sensory regulation or support from a trusted adult before completing reflection activities. Restorative Conversation 5 questions is usually enough from the following: • **What happened?** • **What were you thinking at the time?** • **What have you thought since?** • **How did this make people feel?** • **Who has been affected?** • **How have they been affected?** • **What should we do to put things right?** • **How can we do things differently in the future?** Restorative conversation prompts sheet can be used to support conversations, where appropriate.
Logical Consequences	Once a pupil is regulated and ready to learn, logical consequences may be used to repair harm, restore relationships and support learning. Teaching points will also follow this. Logical consequences are directly linked to the behaviour and aim to help pupils develop responsibility, reflection and positive future choices. Examples may include: • Reflect and Reset Sheets (age-appropriate versions) • Better Together Sheets • Good to Be Green Sheets • Emotional Literacy Reflection Sheets Further examples of logical consequences can be found in **Appendix 7: Logical Consequences Guidance for Staff and Families**.

Restorative Model EYFS (including Nursery)

1) Redirection & Reminder	Gentle encouragement, a 'nudge' in the right direction, small act of kindness A reminder of the expectations **Be Ready, Be Respectful, Be Safe** delivered privately wherever possible. Repeat reminders if necessary. Visuals for Be Ready, Be Respectful and Be Safe can also be used. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
2) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. • **"stop, think, (insert name) make the right choice"** • **"think carefully about your next step"**
3) Last chance (5 minutes after class for restorative conversation and 5 minutes reflection time)	**Give the learner a chance to reflect away from others.** Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. <u>Use the 30 second scripted intervention</u> • **I have noticed that you are... (having trouble getting started, wandering around etc.) right now.** • **At Middleforth, we follow our 3 golden rules – be ready, be respectful and be safe)** • **Because of that you need to... (refer to action to support behaviour** **e.g. moving to another table, complete learning at another time)** • **I am going to help you get back on track and make a better choice.** • **Do you remember yesterday/last week when you... (refer to previous positive behaviour)?** • **That is who I need to see today...** • **Thank you for listening... then give the child some 'take up' time and WALK AWAY.** At this point the learner will be informed that they will have to complete a reflection activity, this may be in their own time depending on the time of day or incident. Adults may use the following prompts: • "I can see you are finding this difficult." • "I wonder if something is making this harder today." • "How can I help you get back on track?" • "Let's solve this together." • "I know you can do this."

4a) Time Out within class	At this point the child should be directed to use the 'Calm Space' within the classroom. Initially this will need to be supported through co-regulation with a trusted adult. Adults will use calm language, reassurance, active listening and appropriate regulation strategies to help pupils return to a calm and regulated state. For younger children, adults may use play-based regulation activities, sensory resources, visuals, stories or modelling to support self-regulation. Only once regulation has been achieved should restorative conversations take place. This should promote self-regulation for the child and allow them to return to their work. If this point is reached during **break or lunch times**, the member of staff dealing with the incident should bring the child into their own class calm space and ring for support from SLT to supervise the child.
4b) Time Out in another class (If the above is unsuccessful)	At this point the learner will be referred internally to another room in the Key Stage for 10 minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves. All internal referrals must be recorded on CPOMS.
5) Repair (All incidents that reach step 4 will need to have stage 5)	Before beginning restorative conversations, adults should ensure that the child is calm, regulated and ready to engage. Where appropriate, children may require additional time, movement opportunities, sensory regulation or support from a trusted adult before reflection takes place. For younger children, restorative conversations may be supported through visuals, stories, drawing, role play or adult modelling. Teaching points will also follow this. **Age Appropriate Restorative Prompts:** • **Adults may use:** • **What happened?** • **How are you feeling?** • **How do you think your friend feels?** • **What can we do to make it better?** • **What can we do next time?** Visual supports may be used to support understanding. Restorative conversation prompts sheet can be used to support conversations, where appropriate. Reflection activities in EYFS

	may include drawing, role play, storytelling, visual prompts, social stories or adult-supported discussions rather than written reflection.
Logical Consequences	Once a pupil is regulated and ready to learn, logical consequences may be used to repair harm, restore relationships and support learning. Logical consequences are directly linked to the behaviour and aim to help pupils develop responsibility, reflection and positive future choices. Examples may include: • Reflect and Reset activities (age appropriate). • Better Together Sheets. • Emotional Literacy Reflection Activities. • Adult-supported restoration tasks. Further examples of logical consequences can be found in Appendix 7: Logical Consequences Guidance for Staff and Families.

Follow Up and Monitoring	**Understanding Patterns** When behaviour concerns persist, staff will seek to identify any underlying patterns, triggers or unmet needs. This may include consideration of: • Relationships. • Learning barriers. • Anxiety. • Sensory needs. • Changes at home. • Attendance. • Neurodiversity. • Emotional wellbeing. Parents and appropriate professionals may be involved to ensure the correct support is in place. **Exploring Underlying Causes** Where behaviour concerns persist, staff may consider: • When the behaviour occurs. • Where the behaviour occurs. • Relationships involved. • Changes at home or school. • Learning barriers. • SEND needs. • Sensory processing differences. • Emotional wellbeing. • Communication difficulties.

	• Patterns of engagement. This reflective approach helps staff identify appropriate support strategies whilst maintaining clear expectations and accountability.
Stage 1	If a child has two incidents in a week requiring reflection that are recorded on CPOMS the class teacher must inform parents.
Stage 2	If a child has three or more incidents in a week requiring reflection a meeting with SLT/pastoral team and parents/carers will be arranged. This must be recorded on CPOMS.
Stage 3	A serious breach or a failure to improve may lead to a fixed term suspension and then a Trauma Informed Reflective Practice Sheet should be completed with SLT and **all** other staff involved.

A serious breach is an incident that may lead to a fixed term suspension. Alternatives to exclusion, where appropriate, include attending provision off-site at a local school. Appropriate support for pupils with Special Educational Needs will be provided. If there are suspected learning difficulties then school will provide screening to ensure this is not impacting on behaviour.

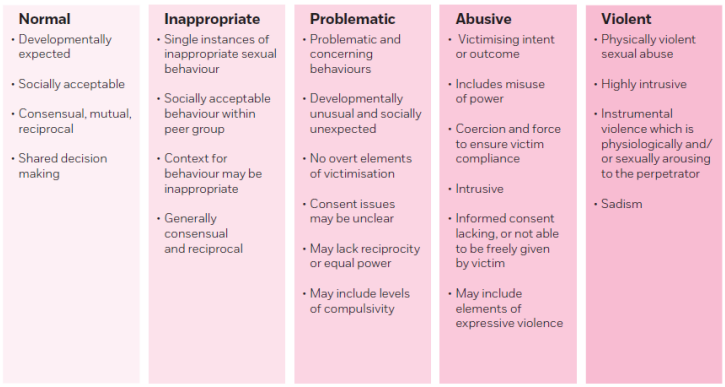
Serious Incidents

If a child commits a serious incident, then the stages outlined above may be bypassed with the Headteacher recommending a fixed term suspension, or in very serious cases permanent exclusion. The following is a list of serious incidents that the school can act on, including exclusion. All serious incidents should be referred straight through to the Headteacher or Deputy Headteacher and also recorded on CPOMS. The Headteacher or Deputy Headteacher will speak to the parents, with the child present in a meeting in school as soon as possible after the incident.

- Racist, sexist or homophobic remarks
- All forms of bullying
- Physical violence
- Verbal abuse
- Theft
- Wilful damage to property
- Continual disturbances in the classroom/areas of school
- Refusal to carry out appropriate tasks linked to the curriculum
- Running out of class or school without permission
- Sexualised behaviour including child on child abuse
  (As a school we use training from AIM – Understanding and Managing Sexual Behaviours in Education to support pupils.)

Sexualised Behaviour

As a school we use training from AIM – Understanding and Managing Sexual Behaviours in Education to support pupils. To support with this, we use Hackett's Continuum of Need (2010), see below:



School Support systems

As a fully inclusive school we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability or emotional difficulties. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional or behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN register. An individual behaviour plan will be established in consultation with the class teacher and the parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. When required advice from outside agencies will be sought in order to meet the needs of every child.

We are committed to ensuring that every child is treated with dignity and respect, recognising the unique gifts and needs that God has given them. We believe that inclusion is an expression of our Christian commitment to seeing the value and worth in every individual.

We recognise that behaviours may at times be linked to:

- Autism
- ADHD
- Speech and language needs
- Sensory processing differences
- Attachment needs
- Trauma experiences
- Social, emotional and mental health needs

Where appropriate reasonable adjustments may include:

- visual supports
- personalised routines
- sensory resources
- movement breaks
- adapted environments
- individual regulation plans

Suspensions

There are two kinds of suspensions:

1. fixed period - when a pupil is not allowed in school for a fixed amount of time (including suspensions over lunch time)
2. permanent - when a child is permanently barred from the school premises and their name removed from the school roll.

Alternative education arrangements and procedures for challenging the exclusion will depend on the type of exclusion.

The headteacher can take a decision to exclude a pupil:
In response to serious breaches of a school's behaviour policy, where allowing your child to remain in school would seriously harm the education and welfare of your child or others in the school.

https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/

Records of internal and external exclusions will be kept on CPOMs and recorded by the person who dealt with the incident.

Whilst suspension and permanent exclusion remain necessary powers available to the Headteacher, our commitment is always to seek understanding, support, reconciliation and positive change wherever possible. Before formal suspension consideration, school will seek to provide appropriate support, reasonable adjustments and opportunities for restoration wherever possible, whilst maintaining the safety and wellbeing of all members of the school community.

Criminal law

It is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence for example under the Protection from harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order act 1986. For example, under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender. If school feel that an offence may have been committed they may elect to seek assistant from the Police but any reference to the police should only be undertaken with the agreement of the Headteacher.

Pupil confidentiality

It is important to note that in any cases of altercations between pupils, pupil confidentiality will be upheld and parent/carers of each child will not receive any information about a child other than their own. In this instance parents should be reassured that the school's behaviour policy and procedures have been followed and implemented.

The following section of the policy is based on advice from Lancashire Education Authority.

Home school agreement

We recognise that children flourish when school and family work together in a spirit of mutual respect, trust and shared commitment to the wellbeing of the child.

Family Support and Parent Resources

To strengthen the partnership between home and school, Middleforth provides families with access to a parent portal containing information, guidance and practical resources linked to:

- Emotional literacy
- Regulation strategies
- Positive behaviour support
- Healthy relationships
- Online safety
- Special Educational Needs and Disabilities (SEND)
- Mental health and wellbeing

Parents and carers are encouraged to access these resources so that children experience a consistent approach to behaviour, regulation and wellbeing both at home and at school.

Therefore Middleforth collaborates actively with parents and carers so that children receive consistent messages about how to behave at home and at school. A home school agreement is sent home and signed by the Headteacher, parent/carer and by the child as well. This outlines the responsibilities of the child, parent and the school.

Search and Screen

Schools in England have powers to search and screen pupils and confiscate prohibited items. The Department for Education released Departmental Advice called "Searching, screening and confiscation" in January 2018. This advice applies to all schools in England. If a child is believed to have a prohibited item in school staff have the right to ask the child's permission to be searched. If permission is not given the Headteacher or a member of SLT has the right to search the pupil if there are reasonable grounds to suspect that a prohibited item is in school.

Prohibited items include:

knives or weapons alcohol illegal drugs stolen items tobacco and cigarette papers fireworks pornographic images any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

Physical Intervention - see Appendix 2

At Middleforth Church of England Primary School there is a behaviour programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. (Appendix 1 – links to the use of reasonable force government guidance)

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

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

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

The role of the Headteacher

- To implement the Behaviour Management policy consistently through the school
- To support its implementation by all other relevant members of the school community
- To keep clear and complete records of all serious incidents and keep parents informed of such
- To take decisions about exclusions, if necessary, in compliance with the Local Authority guidelines and the schools exclusion policy
- To monitor regularly the effectiveness of the Behaviour Management Policy and report on this to the governing body when required
- To ensure the behaviour management policy is made available to all parents and carers through the school website.

The role of the Governing Body

- To support the school in fulfilling its duty of care to our pupils through the Behaviour Management Policy
- To support the headteacher in implementing this policy, and offer advice with regard to specific issues as needed
- To facilitate and promote the regular monitoring and review of this policy

Appendix 1 – Useful Links

Use of Reasonable Force in Schools -
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Searching, Screening and Confiscation -
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Behaviour in Schools (September 2022) -
https://www.gov.uk/government/publications/behaviour-in-schools--2

Suspension and Permanent Exclusion Guidance (September 2023) -
https://www.gov.uk/government/publications/school-exclusion

Keeping Children Safe in Education 2026 -
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

SEND Code of Practice: 0 to 25 Years -
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Alternative Provision Guidance -
https://www.gov.uk/government/publications/alternative-provision

Mental Health and Behaviour in Schools -
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Education Inspection Framework -
https://www.gov.uk/government/publications/education-inspection-framework

Legislative and Statutory Framework

This policy has been developed with reference to:

- Education Act 1996
- School Standards and Framework Act 1998
- Human Rights Act 1998

- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- Keeping Children Safe in Education 2026
- Behaviour in Schools (DfE, 2022)
- Searching, Screening and Confiscation (DfE)
- Suspension and Permanent Exclusion Guidance (DfE, 2023)
- Use of Reasonable Force in Schools (DfE)
- Working Together to Safeguard Children
- United Nations Convention on the Rights of the Child (UNCRC)

This policy should be read alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Anti-Bullying Policy, Online Safety Policy, Equality Information and Objectives, Attendance Policy and Physical Intervention Procedures.

Appendix 2

PHYSICAL INTERVENTION

Rationale

The staff have a duty of care towards pupils and other staff to ensure that they are safe, not injured or property damaged. This may involve the use of physical intervention techniques, which are based on providing the maximum amount of care, control and therapeutic support. The decision to use physical intervention is based on a dynamic risk assessment made by the staff member and is in the best interest of the pupil using the minimum amount of force for the shortest time.

The techniques do not rely on any form of locks, or the use of pain to gain compliance but a gradual and graded response to the circumstances and level of intervention required.

The authority for teachers and carers to physically intervene to prevent injury, damage to property or prevent disruption within the school and community stems from the following:-

The Children's Act 1989

Taking Care, Taking Control DOH 11/96
DOH/DfES Joint guidance on Physical Intervention (July 2002)
The Care Standards Act 2000
The Education Act 1996
Health and Safety at Work Act 1974, 1992.
Circular 10/98, 11/04 and 04/11 guidance

Operational Procedures for the use of Physical Intervention.

1. Ideally, the minimum number of staff available to deal with any incident would be two. The second person may not necessarily be involved physically but may act as a witness, offer advice and support as a critical friend or get more help if required. If using a 2 person hold, another person will be brought in as advocate if possible.

2. Staff who have completed the initial training and undergone annual refreshers are given a certificate authorising them to use physical intervention techniques for which they have demonstrated competence.

3. It is the aim that calm, controlled de-escalation techniques account for 95% of the intervention necessary to allow our pupils to regain control. Physical intervention is a last resort positive strategy which should represent only 5% of incidents requiring intervention.

4. Positive, trusting relationships form the basis of our care and teaching strategies. Physical intervention relies on techniques which do not involve any form of locks-or pain to gain compliance. Accidental injuries can happen during physical interventions where the level of violence or lack of control requires a proportionately high level of force to contain the situation. In extreme circumstances bruising may occur but this should not be seen as malpractice on the part of the staff but is an unfortunate and infrequent side effect of keeping the child safe. Any injuries will be recorded on incident report forms.

5. Some children in school will have an individual behaviour plan and/or personalised risk assessment which documents the child's triggers and best de-escalation techniques for that child. These will be reviewed after each incident. Techniques that may be used include;
    - Time out – Pre-arranged strategy with child who has designated time alone away from the situation.
    - Withdrawn - Removed from the situation by a member of staff but observed and supported until they are ready to resume.

   School will not use seclusion where children are forced to spend time alone against their will.

6. Statistically it has been found that pupils who are involved in more than one physical intervention in one day will be involved in further incidents. Therefore:

    - Children having two restraints in a 12 hour period will be sent home if possible. This is defined as a second restraint which occurs at least 40 minutes after the first. A meeting will be held

the following day and a risk assessment completed to support the child and avoid further restraints.

- If a child has more than four restraints in a term parents will be invited in for a risk assessment.
- Prolonged restraints of more than 20 minutes may require the help of outside agencies, i.e. parents, carers, police, social services, in order to resolve the situation.

7. Physical Intervention forms must be completed on the same day and a copy uploaded to CPOMS and given to parents.

8. Following any physical intervention when the child has regained control and is in a calm, rational state a follow up discussion should take place for the purpose of repair, reflection and review and so that learning can take place which would avoid the situation happening again in the future and positive relationships maintained. This may require additional recovery time before taking place and will vary for each individual child.

   Staff should be aware of their own physical and emotional state following a physical intervention. They may need time for adrenaline to dissipate prior to going into another challenging situation. The duty of care to colleagues and the wider team extends to recognising when they are in need of a period of repair and reflection and to facilitate this. If a member of staff is unhappy with a physical intervention they can make either the Headteacher or member of staff responsible for Positive Handling to express their concern.

9. Physical interventions are monitored by the Head Teacher and governors. These may result in further dialogue related to the intervention and/or further training for staff.

10. A record of each physical intervention is numbered and kept in a file which is maintained and archived for 75 years.

CONCLUSION

Physical Intervention is a planned positive intervention for out of control or violent behaviour when other de-escalation or limiting options have been exhausted. Through regular training, professional response and effective monitoring the risk of pupils or staff being injured is reduced and the positive relationships which exist between staff and pupils are maintained.

Supporting Resources and Practice

At Middleforth Church of England Primary School, we are committed to creating a culture where every child is encouraged to flourish and "let their light shine". Alongside the principles and procedures outlined within this policy, staff, children and families may access a range of tools and resources to support emotional literacy, self-regulation, restorative practice, positive behaviour and family partnership.

The following appendices provide examples of the approaches, resources and support systems used across school. They help ensure consistency in practice whilst

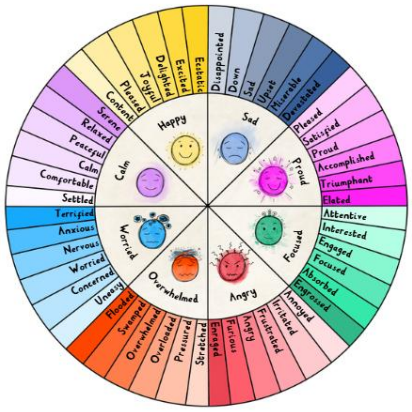
maintaining high expectations, strong relationships and a shared commitment to dignity, inclusion, reconciliation and restoration.

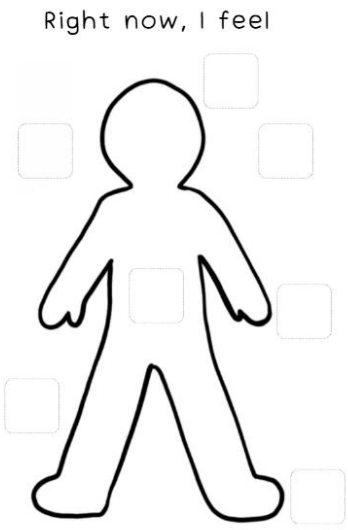
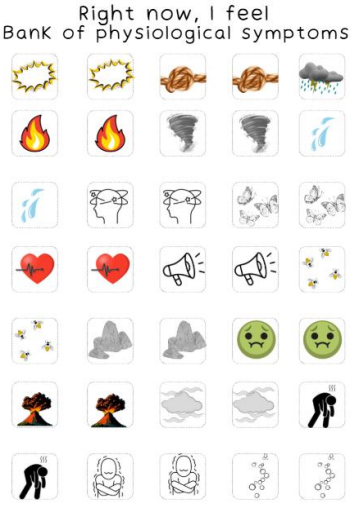
Appendix 3 – Emotional Literacy and Emotional Check-Ins

Emotional literacy is explicitly taught across school. Through regular check-ins and reflection opportunities, children learn to identify emotions, communicate feelings and develop regulation strategies that enable them to engage successfully with learning and relationships. Here are some examples below of the resources used in school.

<table>
<tr>
<td>Balls of Emotion

</td>
<td>Emotional Check-In Board

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</tr>
<tr>
<td>Feelings Wheel

</td>
<td>Whole Class Check-In

</td>
</tr>
<tr>
<td>Emotional Literacy prompts

</td>
<td>Emotional Literacy prompts

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</tr>
</table>

Parent information box
Families can access additional emotional literacy resources through the Parent Portal.

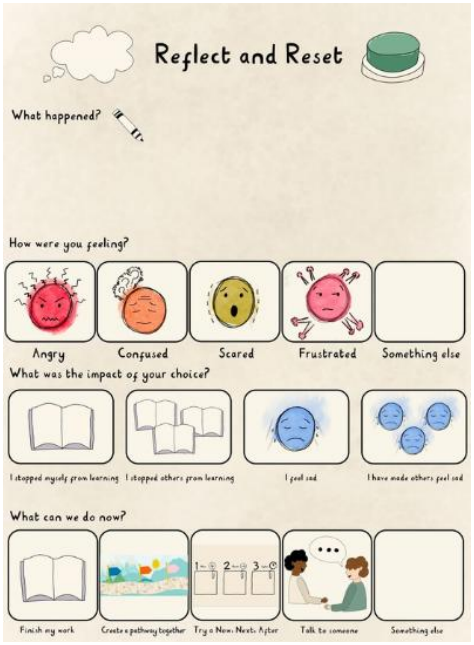
Appendix 4 – Restorative Practice Toolkit

Restorative approaches help children understand the impact of their actions, repair relationships and develop positive strategies for the future. Our goal is not simply to address behaviour, but to restore relationships and strengthen our school community.

Example restorative questions

- What happened?
- What were you thinking at the time?
- How did this affect others?
- What should happen now?
- How can we make things right?

Reflect and Reset – KS1 and KS2



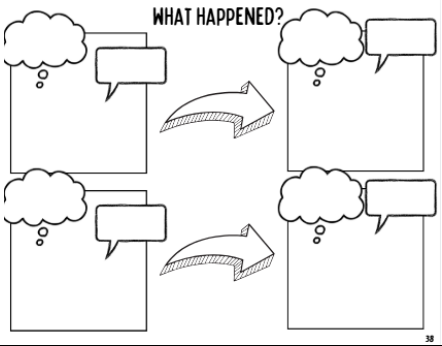
Reflect and Reset - EYFS



Something is Wrong Board



Comic Strip Conversation



Appendix 5 – Regulation Toolkit

Regulation supports children in becoming ready to learn. These strategies are not rewards or sanctions; they help children recognise, communicate and manage emotions so that they can successfully engage in learning and relationships.

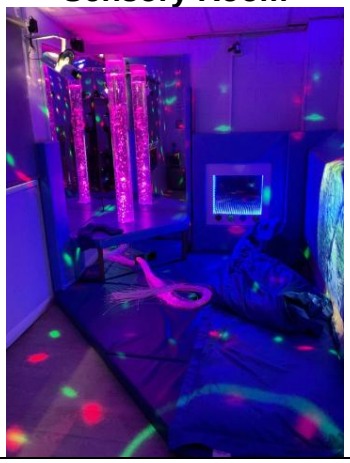
Adults may also use Co-Regulation Reminders such as:

- Remain calm.
- Sit alongside.
- Use active listening.
- Offer reassurance.
- Use "I wonder…" statements.
- Help identify emotions.
- Support problem solving.

Children are most able to reflect, repair relationships and engage in learning when they feel safe and regulated. Please see below some images of our calm space in school.

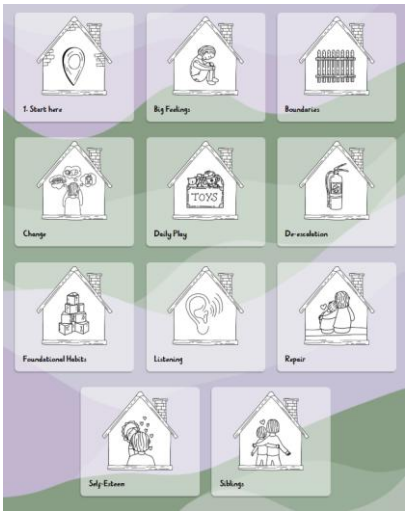
<table>
<tr>
<td>EYFS

</td>
<td>Key Stage 1
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<tr>
<td>Key Stage 2

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<td>Sensory Room
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</table>

Appendix 6 – Family Support and Parent Portal Resources

We believe children flourish when home and school work together. Families have access to a range of resources through the Parent Portal to support behaviour, regulation, emotional wellbeing and positive relationships at home.

<table>
<tr>
<td>Parent Portal Overview

</td>
<td>Digital Backpacks

</td>
</tr>
<tr>
<td>Feelsville Resources

</td>
<td>Access to resources and 1 min videos to support each house.

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</table>

Appendix 7: Logical Consequences Guidance for Staff and Families

Logical consequences help children understand responsibility, repair harm and develop positive future choices. Consequences are directly linked to the behaviour and are used alongside restorative approaches.

Behaviour	Possible Logical Consequence	Intended Learning
Graffiti or deliberate damage	Supporting cleaning or repairing the area	Respect for property and environment
Deliberate mess	Supporting tidy-up of the area	Responsibility for shared spaces
Broken equipment through misuse	Helping repair, tidy or replace equipment where appropriate	Respect for resources
Unkind comments	Restorative conversation and repair activity	Understanding impact on others
Friendship difficulties	Better Together sheet and agreed next steps	Restoring relationships
Physical altercation	Repair conversation, reflection and supervised re-integration	Safer conflict resolution
Disruption of learning	Completion of missed learning at another agreed time	Learning remains important
Running in corridors	Practising safe movement with an adult	Safety
Unsafe playtime behaviour	Reflection and practising safe play expectations	Keeping self and others safe
Refusal to complete learning	Supported completion of the learning task	Perseverance and responsibility
Damage to books	Helping repair materials where possible	Respect for learning resources
Excluding others from games	Supported restorative conversation and inclusive play plan	Belonging and inclusion
Inappropriate use of technology	Restricted use and re-teaching expectations	Digital responsibility
Leaving class or an area without permission	Restorative conversation and practising safe routines	Keeping safe
Repeated calling out	Reflection and practising agreed classroom routines	Respectful learning behaviours

Logical consequences are intended to teach, restore and support growth rather than punish. Their purpose is to help children learn from mistakes, repair relationships and make positive future choices.