



Behaviour & Relationships Policy

Code: S17

Date of approval: Summer 2026

Date of next review: Summer 2027

Agreed by Whitchurch Primary School & Nursery Governing Body	Name
Co-chairs of Governing Body	Peter Tenconi & Deepa Samani
Chair of Curriculum and Standards Committee	Darcy Louch
Headteacher	Rachel Inniss

Policy Statement:

At Whitchurch Primary School and Nursery, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Governing Body and staff at Whitchurch Primary School & Nursery believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged in an age-appropriate and proportionate manner that is applied equally to all pupils.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Behaviour and Relationships policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

Aims:

At Whitchurch Primary School & Nursery, we aim to:

- Foster excellent relationships between all members of our Whitchurch community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, promotes good manners, tolerance and empathy for others.

The purpose of this Policy:

- Recognise and encourage good behaviour
- Provide a framework for staff and pupils which aims to achieve consistency in classroom practice and expectations which promote self-esteem and self-discipline
- Provide guidelines for behaviour that foster good relationships between staff and pupils.

Legislation, statutory requirements and statutory guidance:

This policy is based on legislation and 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](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Fundamental Principles:

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Behaviour and Relationships policy are centered on a trauma-informed approach:

- unconditional positive regard for all pupils;
- a no shouting policy;
- a focus on choice: we refer to good choices linked to our school values (which lead to good consequences) and choices which are poor (which lead to negative consequences).

Whitchurch Primary School & Nursery is a happy, friendly school and we encourage the children to be

thoughtful and polite to each other, both in school and on outings and on their journey to and from school.

The main reasons for using a language of choice are:

- self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child;
- recognising, acknowledging and rewarding pupils for their positive choices; use of our school values to reinforce good behavior choices;
- consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behavior;
- adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly;
- using 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate;
- encouraging pupils to be proud of their school;
- using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations;
- encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

Consistency of Approach:

In implementing this Behaviour and Relationships policy, Whitchurch Primary School & Nursery acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behavior
- Consistent follow up: ensuring "certainty" at the classroom and Senior leadership level. Never passing problems up the line, teachers and support staff taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behavior
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent environment code of conduct evident of our values

Positive behaviour is most likely to be achieved when:

- there are clear expectations of appropriate standards of behaviour in class and around school (including on the playground and before and after school);
- staff consistently reward positive behaviour and support the understanding of consequences for poor behavior choices;
- staff emphasise and model positive behaviour choices and their impact on the well-being

- of others and the quality of learning;
- relationships in school are stable and positive and underpinned by mutual respect.

Ethos and Values:

At Whitchurch Primary School & Nursery our six values (Respect, Generosity, Resilience, Responsibility, Honesty and Aspiration) are actively taught and promoted to create a positive and caring ethos.

The aims of this policy will be met by everyone observing our six agreed school values. These are:

- > **RESPECT:** kindness and care
- > **GENEROSITY:** encouragement and support
- > **RESILIENCE:** determination to keep going
- > **RESPONSIBILITY:** pride in our actions
- > **HONESTY:** building trust through truth
- > **ASPIRATION:** aiming high and achieving goals

By displaying behaviours linked to following these six values we will create a safe and positive learning environment which leads to a culture of excellence and success.

The governing board

The curriculum and standards committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour and relationships policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governors' curriculum and standards committee.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they

- understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff

Staff are responsible for:

- Meeting and greeting children at the classroom door.
- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour and relationships policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Modelling and reinforcing calm, respectful behaviour in shared spaces, including assemblies and corridors, by positioning themselves strategically to ensure safe, orderly movement around the school.
- Planning lessons that engage, challenge and meet the needs of all learners.
- Never ignore or walk past learners who are making / displaying poor behaviour choices.
- Follow up every time, retain ownership and engage in reflective dialogue with learners using a restorative, trauma-informed approach.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly using CPOMs for incidents that occur at stage 3 or above as per the behaviour escalation process.
- Challenging pupils to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Senior and Middle Leaders

Senior and middle leaders are responsible for:

- Meeting and greeting learners at the beginning of the day.
- Being a visible presence to encourage appropriate conduct and especially at transition times and recreational periods.
- Regularly sharing good practice.
- Supporting staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.
- Supporting staff in managing learners with more complex or entrenched negative behaviours.
- Regularly celebrating staff and learners whose efforts go above and beyond expectations.
- Encouraging the use of house points, star awards, positive notes and positive phone calls to families.
- Using behaviour data to target and assess school wide behaviour policy and practice.
- Regularly reviewing provision for learners who fall beyond the range of written policies.

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners

Pupils will:

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school (see Pupils' Code of Conduct - Appendix B).
- That they have a duty to follow the behaviour and relationships policy.
- The school's values and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour and relationships policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour and relationships policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Parents / Carers will:

Parents and carers, where possible, should:

- Get to know the school's behaviour and relationships policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour and relationships policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Recognition and rewards for effort:

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations

and norms of the school's behaviour culture.

Our approach to positive behaviour:

Classroom level:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Create in partnership with pupils a class charter that links to pupils' rights and awareness of what constitutes positive behaviour.
- Establish clear routines.
- Communicate expectations of behaviour in ways other than verbally.
- Use positive reinforcement.
- Highlight and promote positive behaviour.
- Award house points with reference to which school value the pupil is demonstrating. House points can be linked to other behaviour management systems such as Class Dojo where required and recorded as a tally across a week.
- Have a plan for dealing with low-level disruption.
- Assign positions of responsibility to the children.
- Conclude the day positively and start the next day afresh.
- Mention/note/phone call to parents/carers.

Whole School level:

- House coins awarded by either members of SLT, SMSAs or other non-class based staff to reward positive behaviour choices.
- House point winners are announced weekly during celebration assemblies with rewards for the house that wins the most number of weeks at the end of every half-term and term.
- Star Awards (each class chooses children every week), these can be specific to sport and/or music star awards chosen by other staff. Children receive a star award during celebration assemblies held weekly.
- Wow cards (Lunchtime supervisors choose a child from each key stage at their discretion each week). Children receive a wow card during celebration assemblies held weekly.
- Opportunities to share learning with other staff or children, for example in celebration assembly, or sending a child to a senior leader to celebrate good work
- Awards and certificates in celebration assemblies.
- Communication with parents through weekly phone calls, or Home-link Books where required.

Attendance:

Excellent attendance certificates will be handed out during termly Celebration Assemblies for pupils that are only ever absent from school due to authorised absence. Bronze certificates are awarded in the Autumn term; Silver certificates are awarded in the Spring term and Gold certificates are awarded in the Summer term to recognise excellent attendance throughout the academic year.

Our approach to inappropriate behavior:

The majority of our children are well behaved, but we must address any inappropriate behaviour as swiftly as they occur. Children must be made aware that their behaviour choices may have consequences.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Sending the pupil out of the class to a parallel class
- Attending reflection at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Putting a pupil 'on behaviour report'
- Agreeing a behaviour plan/home-school agreement
- Removal of the pupil from the classroom i.e. internal reflection
- Suspension or permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Practical steps in managing and modifying negative behavior:

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always and consistently in every lesson be praising the behaviour they want to see. Learners are held responsible for their behaviour. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps.

Stages of Behaviour:

If a child demonstrates negative behaviour then this escalation procedure should be followed:

Behaviour Escalation Process

In the event of an incident regarding inappropriate behaviour, please follow the procedure below. All serious behaviour incidents should be recorded on CPOMS. Only YTLs/SLT should send pupils to lunchtime reflection.



Staff will always deliver any of the above sanctions calmly and with care.
It is in nobody's interest to confront poor behaviour with anger.

Supporting Behaviour at Lunchtimes:

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunchtime supervisors (SMSA staff) will consistently 'catch children being good' and share this with them. SMSA staff are encouraged to hand out 'wow slips' to reinforce this message and will rotate weekly to identify a child from each key stage to be included in the 'golden book', which will be shared during Celebration Assemblies.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'poor behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty

Reparation conversation:

As part of our approaches to managing behaviour, adults should hold a restorative conversation for any child who reaches stage 3 or above. This conversation will normally take place during either break or lunch time depending on the severity of the incident. Sometimes it may include other adults / children. If a negative behavior incident arises after lunchtime, a year team leader or member of SLT will hold a restorative conversation with the pupil involved during either break or lunchtime the next day.

Staff will have a script for the restorative conversation (see appendices D and E) that they feel comfortable with. The pupil will complete an age-appropriate reflection record (see appendix) to reflect on the poor behavior choices they made.

Pupil's reflection records and a summary of the behavior incidents and responses should be saved on CPOMS.

Behaviour Report:

If behaviour is consistently poor as shown by internal referrals, CPOMs or becomes a cause for concern, a formal meeting will take place with the pupil and their parents/carers. This will be led by either a year team leader or a member of SLT alongside the pupil's class teacher. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'behaviour report'. Parents/carers will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

If a pupil's behavior continues to be challenging beyond a two-week period then a behaviour plan, or home-school agreement, may be deemed necessary. The class teacher, with the support from a senior member of staff, will arrange a time to discuss the plan with parents so that both home and school are working in partnership. The behaviour plan will be shared with those, who on a daily basis are in constant contact with the child, in order that strategies are fair and consistent. The behavior plan will be monitored weekly by the class teacher and a member of SLT with updates shared with the pupil's family on a termly basis for as long as the behavior plan/home-school agreement is required.

Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents/carers will be called and asked to come to school. This will only differ if it is a child with SEND who often runs away from adults and they have a risk assessment that outlines steps staff can take to safely escort them back into the school building. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with a member of SLT via walkie talkies.

If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school has a comprehensive Anti-Bullying Policy. Bullying of any kind is not tolerated and will be treated very seriously. The school encourages caring attitudes and makes it clear that bullying is unacceptable. This is done through a planned programme of personal, social and health education, through school and class assemblies and themed events within the curriculum, as well as through the recognition of cyber bullying in

Computing. All staff regularly review any incidents of behaviour that give cause for concern about bullying and all reported incidents are followed up immediately by a member of the senior leadership team.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm, or could be an indicator of behaviours associated with radicalisation and/or extremism as outlined in the PREVENT agenda.

Where this may be the case, we will follow our safeguarding and child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Restrictive Interventions and the Use of Reasonable Force

As an extension of our core behavioural principles, we are committed to creating a calm, safe, and supportive environment where relationships are built on mutual respect, care, and safety. This policy complies with the statutory and non-statutory requirements of the Department for Education (DfE) guidance *Restrictive interventions, including use of reasonable force, in schools*, the *Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025*, and accredited Team-Teach training principles.

We are committed to proactively minimising the need for restrictive interventions through early support, positive relationship building, and effective de-escalation.

1. Statutory Definitions and Terminology

To ensure absolute clarity, the school operates under the following official DfE definitions:

- **Restrictive Intervention:** The overarching umbrella term used to describe both physical and non-physical actions aimed at preventing, restricting, or subduing the movement of a pupil's body (or part of their body).
- **Reasonable Force:** The legal term describing physical contact by a member of staff to control or restrain a pupil's actions or movements. 'Reasonable' means using no more force than is necessary for the least amount of time possible.
- **Restraint:** An intervention that immobilises a pupil or limits their movement. This includes direct physical holds as well as non-physical restrictions (e.g., intentionally removing a pupil's mobility equipment or blocking their exit).
- **Seclusion:** A non-disciplinary safety intervention involving the supervised confinement and isolation of a pupil, away from others, in an area from which they are prevented from leaving of their own free will (either by physical obstruction or by being led to believe they will be punished if they attempt to leave). *Seclusion is never used as a punishment or disciplinary sanction; it is exclusively a temporary safety measure to protect others from harm during severe emotional dysregulation.*
- **Significant Incident:** Any incident where the use of force goes beyond appropriate, everyday professional physical contact (such as guiding or comforting). All significant incidents trigger our statutory recording and reporting duties.

2. Legal Framework and Staff Powers

Under Section 93 of the *Education and Inspections Act 2006*, all members of school staff have a legal power to use reasonable force. This power also extends to any individual whom the Headteacher has temporarily authorised to have charge of pupils (e.g., volunteers, teaching assistants, or parent escorts on school trips).

Staff may exercise this legal power to prevent a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing severe, persistent disorder among pupils that prejudices school discipline and safety.

Important Legal Protections & Restrictions:

- **No 'No Contact' Policy:** In line with DfE mandates, this school does not operate a 'no contact' policy. Staff must feel empowered to make appropriate professional contact to keep pupils safe, and the school will not grant parental requests to exempt specific pupils from the use of reasonable force when safety is compromised.
- **Unlawful Use of Force:** It is strictly unlawful to use force or restrictive interventions as a form of punishment or disciplinary sanction. Doing so constitutes corporal punishment, which is illegal in all UK schools.

3. Strict Safety and Restraint Standards

When a physical restrictive intervention becomes unavoidable, it must be executed as an act of care and safety. Staff must strictly adhere to the following medical and safety standards:

- **Protecting Airways and Circulation:** Under no circumstances must a pupil be restrained in a way that affects their airway, breathing, or circulation. Staff must never apply pressure to a pupil's neck, throat, chest, or abdomen, nor cover their mouth or nose.
- **Avoidance of Ground Restraints:** Holding a pupil on the ground is highly dangerous. If a pupil is unintentionally held on the ground during a dynamic incident, staff must immediately release their holds or safely re-position the pupil into a standing or seated position as quickly as possible.
- **Minimum and Proportional Force:** Any force used must be the absolute minimum necessary to resolve the danger, applied for the shortest time possible, and relaxed immediately once the pupil begins to regain self-control.

4. De-escalation and Prevention

Before resorting to any restrictive intervention, staff must make every effort to de-escalate the situation using proactive, non-physical strategies, unless immediate danger makes doing so unsafe. Planned de-escalation includes:

- Using calm, low-toned verbal instructions and giving the pupil adequate processing time.
- Reminding the pupil of their safety plans and reassuring them ("*I am here to help you stay safe*").
- Removing the 'audience' by moving other pupils away from the area.
- Making the immediate environment safer by removing hazardous objects.
- Using non-restrictive physical guidance (e.g., a "caring C" hand guide or a side-by-side supportive escort to a quieter space) to allow the pupil to self-regulate.

5. SEND and Individual Risk Assessments

The school recognises that pupils with Special Educational Needs and Disabilities (SEND), medical conditions,

or past trauma can find restrictive interventions highly distressing.

- Individual Risk Assessments & Support Plans: Any pupil whose behaviour presents an ongoing, predictable risk to safety must have a detailed Individual Risk Assessment and positive behaviour support plan. This plan must be co-produced with parents/carers and be fully compatible with their Education, Health and Care Plan (EHCP) or One-Page Profile.
- Specific Triggers: These plans must clearly identify individual triggers, preferred non-physical de-escalation strategies, and specific physical holding techniques to be avoided due to medical, physical, or sensory vulnerabilities.

6. Statutory Recording, Reporting, and Governing Board Oversight

Under the *Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025*, the school has a strict statutory duty to record and report all significant incidents.

- Statutory Incident Log (CPOMS): Every incident involving the use of reasonable force, physical restraint, or seclusion must be logged on CPOMS before the staff member leaves the school site that day. The record must include:
 - The reasons why the intervention was necessary.
 - The specific type and degree of force/restrictive technique used.
 - The exact duration of the physical intervention or seclusion.
 - Detailed notes of any injuries sustained by pupils or staff.
 - The pupil's SEND or vulnerability status.
- Mandatory Parent/Carer Notification: Parents or carers must be notified of the incident as soon as practically possible, and always on the same day. This must be followed by a written Incident Report added onto CPOMS. *The only exception is if notifying the parent/carers would likely result in serious safeguarding harm to the child, in which case the DSL/social care must be consulted.*
- Governing Body Review: The Governing Board has a statutory responsibility to review incident data on a termly basis. Safeguarding leads and governors will analyse this data to identify trends, evaluate the effectiveness of school-wide de-escalation, and systematically work to reduce the overall frequency of restrictive interventions.

7. Post-Incident Support and Debriefing

The school recognises that restrictive interventions can be emotionally draining for both pupils and staff.

- Immediate Wellbeing & Medical Check: Once safety is restored, both the pupil and the staff involved must receive an immediate check for any physical injuries or medical needs.
- Restorative Debrief: A member of the Senior Leadership Team (who was not directly involved in the incident) will facilitate separate debriefing sessions for the staff and pupil. This process allows all parties to reflect on the trigger, suggest alternative future strategies, and rebuild positive relationships.

8. Professional Touch vs. Restrictive Interventions

It is explicitly understood that appropriate physical contact is necessary for effective teaching, care, and relationship building. Positive touch does not constitute a restrictive intervention and does not trigger statutory reporting. Examples include:

- Comforting or reassuring a distressed pupil.
- Guiding or escorting a pupil gently by the hand or shoulder (particularly in early years or to guide a pupil to a quiet space of their own choice to self-regulate).
- Administering immediate first aid.
- Demonstrating physical techniques in PE, sports coaching, or when playing musical instruments.
- Congratulating a pupil (e.g., a handshake or a pat on the back).

In all cases of positive touch, staff must use their professional judgment and remain highly sensitive to the pupil's individual reactions and cultural background.

Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. This includes inappropriate or day-time use of mobile phones. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept and shared with the headteacher.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the

pupil is in possession of a prohibited item for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions or school bag.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including pupils’ bags.

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the headteacher or designated safeguarding lead (DSL) (or deputy)

The staff member who carried out the search should inform the headteacher or DSL (or deputy) without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened?
- What was found, if anything?
- What has been confiscated, if anything?
- What action the school has taken, including any sanctions that have been applied to their child?

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding and child protection policy and speak to the designated safeguarding lead (DSL) (or deputy). The DSL (or deputy) will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as

the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records on CPOMs of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision on CPOMs and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding and child protection policy and speak to the designated safeguarding lead (DSL) (or deputy). The DSL (or deputy) will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site misbehaviour

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).

The Power to discipline beyond the School Gate:

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour and Relationships Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents/carers' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

Online misbehaviour

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.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or designated safeguarding lead (or deputy) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own

investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Suspension and permanent exclusion

For very serious offences, 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. Parents/carers will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion, and before the child returns to school at a reintegration meeting.

The Chair of Governors is informed of all suspensions and exclusions whether fixed-term or permanent.

Please refer to our exclusions policy for more information

Equality Statement:

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices:

- Reasonable adjustments for pupils will be recorded on either an individual behaviour plan or an SEND EduKey plan outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, social care or CAMHS.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

Racist, Homophobic or Gender-Questioning Incidents:

In line with our Equalities Statement, we aim to create an environment in which individual differences are valued and respected. It is the duty of the school to investigate any incidents of racist, homophobic or gender-questioning behaviour and to take steps to prevent future incidents from occurring.

We do not accept children using any form of derogatory language. The first incident of racist, homophobic or gender-questioning behavior will be followed up by the senior leader with a meeting with parents/carers. Any subsequent incidents may involve the Deputy Headteacher or Headteacher, with a meeting including the teacher, pupil and parents/carers and may result in fixed-term or permanent exclusion.

Recognising the impact of SEND on behaviour:

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's EduKey Plan. Teachers need to use EduKey Plans to understand what works and what doesn't work for that child. For example: if a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time.

There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their adapted expectations for behaviour should be on their EduKey Plan which will be monitored by the Assistant Headteacher for Inclusion/SENDCo. A child's triggers for negative behaviour need to be on their EduKey Plan so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure EduKey Plans and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance - this might be because they have not understood instructions or require reassurance that they are doing the right thing;
- focussing their attention on the adults - following and asking repeated questions - this might be for more reassurance that they are doing the right thing or that they are liked;
- calling out- this might be so they feel noticed and to also feel reassured.

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 take its legal duties into account when making decisions about enforcing the behaviour and relationships policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

Adapting sanctions for pupils with SEND:

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction.
- The pupil was unable to act differently at the time as a result of their SEND.
- The pupil was likely to behave aggressively due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND:

The school's Assistant Headteacher for Inclusion and 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/carers 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Pupil transition - Inducting incoming pupils:

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour and relationships policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Parent/carer concerns:

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- contact the child's teacher – either via email or call the school office;
- arrange an appointment with the teacher / year team leader / phase leader;
- arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including where required training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

- The proper use of restraint and positive handling

Behaviour management will also form part of continuing professional development.

Monitoring arrangements - Monitoring and evaluating behaviour:

The school will collect data on the following:

- Any negative behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half-term by the Senior Leadership Team and shared with the governors' curriculum and standards committee.

The data will be analysed from a variety of perspectives, for example:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour and relationships policy will be reviewed by the headteacher and the governors' curriculum and standards committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governors' curriculum and standards committee.

Related policies:

- Anti-Bullying policy
- Child-on-child Abuse policy
- Exclusions policy
- Safeguarding and Child Protection policy

Appendix A

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 and relationships policy.
- The behaviour and relationships policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix B

Code of Conduct for Pupils

- Try to understand how other people feel: remember that your behaviour will affect how they feel.
- In class make it as easy as you can for everyone to learn and the teacher to teach. This means:
 - a) listening carefully to your teacher or other adults.
 - b) working quietly and co-operatively without distracting others.
- Move quietly around the school, without running, shouting or barging.
- Be ready to help others, by opening doors or standing back to let others through.
- Be polite and helpful to everyone.
- Keep our school clean and tidy, hang up coats and bags that may have fallen in the corridor or classroom, put litter in the bins, and clear up after lunch or other activities.
- Be in the right place at the right time and keep to those areas of the school where you are supposed to be; go quickly back to class after breaks.
- Respect other people's property and always seek permission before touching it.
- When coming to or from school, or when you are out of school on a visit or school journey, remember you represent and carry with you the good name of Whitchurch Primary School & Nursery.
- Wear the correct school uniform each day, and wear the proper kit for all P.E. activities.
- Sweets, chewing gum, or other foods are not to be eaten during the school day without prior permission.
- Fighting, kicking or bullying, whether real or play, is not allowed at any time.
- At the end of break in the morning or at lunch times a whistle will be sounded which is the signal for all children to stop talking and stand still. At the second whistle walk quietly into school.

Appendix C

Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (reference which value the pupil should be demonstrating positively)

You now have the chance to make a better choice.

Thank you for listening

Warning:

I noticed you chose to..... (noticed behaviour)

This is the _____ time I have spoken to you.

If you choose to break the rules again you will have time out in an allocated space within the classroom / just outside the door. This will also mean you will miss some of your playtime.

(learner's name), do you remember when _____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices.

Thank you for listening.

Consequence/ Calming Time:

I noticed you are still choosing to (noticed behaviour)

You need to go to sit at the table at the back/ to class X

I will come and speak to you in three minutes.

If need-be – call the office to request support of a member of the pastoral team and/or member of SLT.

Appendix D

Pupil Behaviour Reflection Sheet (Lower School)

Name:

Class:

Date:

What happened?	
Why was it a poor choice?	
How did I feel?	Tick or draw your own astonished upset worried nervous poorly calm stressed disappointed sad confused scared
What will I do next time?	

Class Teacher comments:

Have Parents/Carers been informed? Yes/No

Signature of Class Teacher:

Signature of child:

Appendix E

Pupil Behaviour Reflection Sheet (Upper School)

Name:	Class:	Date:
What happened?		
What were you thinking at the time?		
Who has been affected? How did this make people feel?		
What have you thought since?		
How can we do things differently in the future?		

Class Teacher comments:

Have Parents/Carers been informed? Yes/No

Signature of Class Teacher:

Signature of child:

Appendix F

Witness Statement

Questions	Your answers
Name	
Class name	
Teacher at the time of the incident	
Today's date	
When did this happen? Date and time	
Where did this happen? Hall, playground, classroom	
Who else was involved? Name and Year group / class	
Write the details of what happened (use the bullet points)	• • •
Who did you tell? Friend? Staff member?	
Then what happened?	
Anything else you wish to tell us?	
Next Steps/ actions (Adult only)	
Adult name	