



William Reynolds Primary School and Nursery

Behaviour, Relationships & Self Regulation Policy

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Governing body signature:	

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"If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be." Goethe.

1. Written Statement of Behaviour Principles

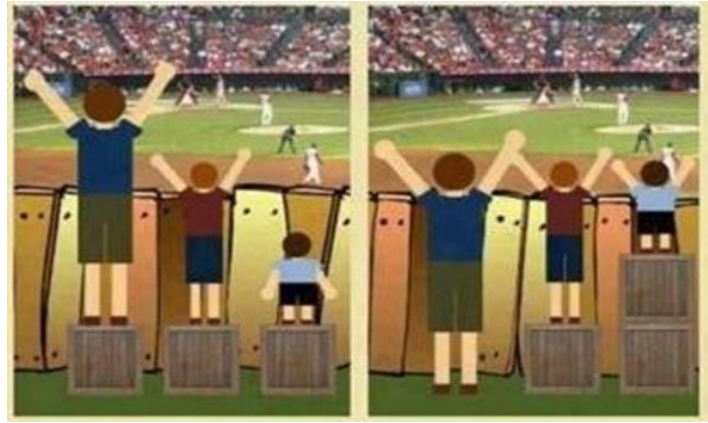
1.1 Introduction and Core Beliefs

At William Reynolds Primary School and Nursery, we believe that in order to facilitate effective teaching and learning, positive behaviour must be taught, modelled and supported consistently across all aspects of school life. Behaviour is not seen in isolation; it is an integral part of the curriculum and is rooted in relationships, routines, regulation and respect.

We recognise that behaviour is a form of communication. Children do well if they can. Our approach is therefore relational, inclusive and evidence-informed, drawing on the expertise of the Shropshire Virtual School, Educational Psychologists, Paul Dix, EEF guidance and trauma-informed best practice.

As the Shropshire Virtual School highlights:

"Being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity)."



1.2 Our Ethos: This is how we do it here

At William Reynolds, our ethos is grounded in the belief that:

- Behaviour is communication. Not all behaviour is a choice; many behaviours stem from unmet needs, stress, or emotional dysregulation.
- Children are not problems to be fixed. They are individuals to be understood, supported, and guided with compassion.
- Relational safety comes first. Children learn best when they feel emotionally safe and have trusting, predictable adult relationships.
- Connection before correction. We focus on the emotions and needs that drive behaviour, not just the behaviour itself.
- Our school rules Ready, Respectful, Safe underpin our expectations. These are lived through every interaction, supported by our school values and woven into our behaviour curriculum.

At William Reynolds Primary School and Nursery, we have a highly inclusive approach and believe that every child is an individual and must be treated as such. Our behaviour principles are reflected in our values and ethos statements detailed below: *'This is how we do it here'*.

1.3 Our Values

Our values shape our mindset, guide our decisions, and help us be the best version of ourselves. They apply to all members of our school community: pupils, staff, parents and carers.

Collaboration: We work together with empathy and shared purpose.

Courage: We do what is right, even when it is hard.

Honesty: We are truthful, reflective and accountable.

Challenge: We embrace challenge as a path to growth.

Ownership: We take responsibility for our actions, learning and contribution.



1.4 Our Aims

"Why attempt to crush behaviours with punishment when you can grow better ones with love?" – Paul Dix

Our aims are to:

- Create a culture of exceptionally good behaviour for learning, for life, and for community.
- Promote and uphold our shared school values and behaviour expectations across all stakeholders.
- Build strong, respectful relationships between staff, pupils and parents.
- Model and explicitly teach what good behaviour looks and feels like.
- Ensure children feel safe, valued, and able to learn in a calm and structured environment.
- Establish high expectations for conduct, inclusion and success for every learner.
- Teach self-regulation through our whole-school commitment to the Zones of Regulation and a structured behaviour curriculum.
- Develop confident, responsible learners through a Growth Mindset approach and emotionally literate teaching.
- Promote a culture of praise and encouragement, where success is celebrated visibly (e.g. Class Dojo, Over and Above recognition, stickers, Headteacher's certificate, Values Champions).
- Celebrate British Values and the diversity of all within our school and wider society.
- Equip pupils with a clear understanding of unsafe behaviours and how to keep themselves and others safe, including online.
- Prevent and respond effectively to all forms of bullying, including prejudice-based and cyberbullying.
- Promote emotional literacy, self-discipline, and positive regard for authority through relationships based on mutual respect.
- Respond to incidents in a predictable, proportionate and restorative way to maintain a safe and inclusive learning environment.
- Involve pupils in the development and review of the school's behaviour policy and procedures.

1.5 Our Approach: Self-Regulation and Relational Practice

We believe that the self-management of behaviour is more sustainable and empowering than a system focused on external rewards and sanctions alone. Our behaviour system enables staff to separate the behaviour from the child and focus on guiding, teaching and noticing positive behaviours.

Our aim is to "catch children getting it right" to build self-esteem, reinforce internal motivation, and promote a positive self-image.

We believe self-management of behaviour is a far more effective way to embed behavioural change than a strict sanctions and rewards system. Our behaviour system enables staff to clearly separate behaviour from child. It is important that children feel valued, heard, noticed and cared for. Our aim is to "catch them getting it right" - in order to help the child to develop a positive self-image.

1.6 Staff Development and Support

We are committed to creating a calm, safe and emotionally supportive environment for all pupils and staff. A nurturing culture requires both skilled adults and physical environments where children can explore their emotions safely and be coached toward adaptive behaviours.

All staff receive training and support to implement our behaviour policy consistently and compassionately.

Induction and Training Includes:

- Behaviour, Relationships & Self-Regulation Policy overview
- The William Reynolds Adult Behaviour Blueprint
- Emotion Coaching
- Restorative Conversations
- Attachment and Trauma Awareness
- Adverse Childhood Experiences (ACEs)
- Zones of Regulation
- Learning Mentor and Nurture Principles
- Safeguarding, Sexual Harassment, Domestic Abuse Awareness

The SLT reviews staff training annually and in response to significant or sustained behaviour incidents to ensure staff remain confident and well-equipped.

1.7 The Adult Behaviour Blueprint (See Appendix 1)

We believe adults set the emotional tone of the school. To support this, we expect all adults to model the following behaviours when interacting with pupils:

- **Calm** - Stay composed and emotionally regulated, especially during moments of challenge.
- **Consistent** - Respond in predictable ways to create security and fairness.
- **Positive** - Hold every child in unconditional positive regard and focus on strengths.
- **Empathetic** - Seek to understand the child's feelings and needs, not just their behaviour.
- **Reflective** - Think deeply about your own responses and use feedback to adapt your practice.

We recognise that adults are human too. When things go wrong, we use each interaction as a learning opportunity for both the adult and the child. We believe:

**"What we say to children in the most difficult moments is what matters.
When the adults change, everything changes." – Paul Dix**

1.8 Staff Wellbeing

We understand that relational and emotionally literate practice relies on adults having strong emotional health themselves. Staff wellbeing is therefore essential to the success of our behaviour approach. Further details are set out in our Staff Wellbeing Policy.

2. Roles and Responsibilities

"Consistency lies in the behaviour of adults. Where learners feel treated as valued individuals, they respect adults and accept their authority."

A truly sustainable and relational behaviour culture is built on the consistent actions of adults - not systems alone. At William Reynolds, every adult is a co-regulator, a role model, and a culture shaper. This section outlines the responsibilities of each stakeholder in upholding our inclusive, high-expectation approach.

2.1 Governing Body

The governing body is responsible for:

- Reviewing and approving the Written Statement of Behaviour Principles (Section 1).
- Reviewing this Behaviour Policy in conjunction with the Headteacher.
- Monitoring the policy's effectiveness and holding the Headteacher to account for implementation.

2.2 Headteacher

The Headteacher is responsible for:

- Reviewing and approving the policy with the Governing Body.
- Ensuring the school environment supports high expectations, safety, and positive behaviour.
- Monitoring implementation to ensure rewards, consequences and restorative responses are applied fairly and consistently.
- Being the only person authorised to exclude a pupil.
- Considering parental representations during any exclusion process.

2.3 Senior Leadership Team (SLT)

SLT members are responsible for:

1. Meet and greet every pupil with a good morning, a smile and eye contact school entrances and classroom doors.
2. Maintaining visibility and presence during transitions, break/lunch, and at the end of the day.
3. Upholding the *Ready, Respectful, Safe* rules and *William Reynolds Way*.
4. Modelling relational practice and supporting positive re-entry after incidents.
5. Supporting staff in reparation meetings and restorative conversations.
6. Coaching and celebrating staff who show relational excellence.
7. Using Positive Notes and Positive Phone Calls to reinforce desired behaviours.

8. Ensuring new staff are inducted into behaviour routines and expectations.
9. Identifying and addressing training needs based on behaviour data.
10. Reviewing provision for pupils with high needs or persistent challenges.

2.4 SENCO and Mental Health Lead

The SENCO is responsible for:

1. Leading on provision and strategy for pupils with SEND and SEMH needs.
2. Supporting staff in assessing, planning and reviewing behaviour support for individuals.
3. Monitoring and advising on the use of adjustments or interventions for identified pupils.
4. Ensuring the Behaviour Policy reflects inclusive practice and mental health awareness.
5. Working with external professionals (e.g. EPs, SEMH teams) where needed.

2.5 All Staff: Behaviour is Everyone's Responsibility

All staff are expected to consistently:

1. Meet and greet every pupil with a good morning, a smile and eye contact at the door.
2. Refer to and model *Ready, Respectful, Safe* expectations.
3. Teach and model the *William Reynolds Way Behaviour Curriculum*.
4. Apply the *William Reynolds Script*, Stepped Boundaries Chart with fidelity, and Levels of Behaviour.
5. Use visible recognition (Class Dojos linked to Values and Rules, table captains, monitors, stickers, positive notes).
6. Use Praise in Public, Reprimand in Private.
7. Implement 'botheredness' as a daily act of connection (e.g. "I noticed you tidied up - thank you.").
8. Narrate what they want to see using positive framing.
9. Plan engaging, inclusive lessons that reduce off-task behaviour.
10. Model self-regulation using the *Zones of Regulation*.
11. Include every child in praise, routines, and feedback.
12. Teach children how to behave well - not assume they know.
13. Use 'take up time' and calm body language to support compliance.
14. Listen to children and validate their emotions.
15. Follow up after incidents with reflective dialogue.
16. Maintain consistent expectations for all learners.
17. Know individual pupil needs and triggers, and adapt accordingly.
18. Record incidents on the Behaviour Concerns Form.
19. Attend CPD and implement what is learned.
20. Uphold this policy fairly, consistently and reflectively.

Consistency is key. Understand that behaviour is everyone's responsibility. Never ignore or walk past learners who are behaving badly.

2.6 Connection Before Correction & Sweating the Small Stuff

Connection Before Correction:

We prioritise safety and relationships before addressing behaviour. Adults are expected to regulate themselves first, then respond with calm, attuned communication.

Examples:

- "You seem frustrated - I'm here to help."
- "Let's work through this together - I want you to feel better."

2.7 Sweating the Small Stuff

We address all minor behaviour slips with clarity and consistency to prevent escalation and signal high expectations.

Examples:

- "Tuck your shirt in, thank you - we all take pride in our appearance."
- "We walk in corridors - let's try that again."
- "Take your feet off the chair, thank you - shows respectful behaviours."

These micro-interactions reinforce dignity, boundaries, and belonging.

2.8 Role of the Supporting Adult in Crisis

At William Reynolds, we work as a team to respond calmly, predictably and proportionately to dysregulated behaviour. When a child is struggling to regulate or is at risk of unsafe behaviour, supporting adults step in without blame or escalation.

The Supportive Adult's Role:

Support without judgment or frustration: focus on safety, regulation, and preserving relationships.

Maintain calm body language and non-threatening tone.

Help the lead adult remain in control without taking over unless necessary.

Phrases to Use:

Use neutral, non-confrontational language such as:

"Help is available."

"What do you suggest?"

"Let's slow things down."

These phrases offer co-regulation

Call-Outs:

If behaviour escalates or becomes unsafe, the class adult follows the William Reynolds Behaviour Flowchart:

Behaviour Lead Call-Out - for some Level 2 and all Level 3 incidents or immediate danger.

The Behaviour Lead or SLT responds and coordinates next steps.

2.9 Pupils

Pupils are expected to:

1. Follow *Ready, Respectful, Safe* at all times.
2. Engage with *Relentless Routines*.
3. Be honest when they struggle, and accept support to improve.
4. Celebrate and notice others making good choices.
5. Engage positively with restorative conversations and emotional coaching.
6. Seek help when they feel unsafe, dysregulated, or unsure.

3.0 Parents and Carers

Parents and carers are expected to:

1. Support their child in meeting school behaviour expectations.
2. Communicate openly about home circumstances that may affect behaviour.
3. Engage promptly with concerns raised by staff.
4. Work in partnership with staff via the Home/School Agreement.
5. Reinforce school rules and values at home.
6. Support restorative processes and agreed behaviour plans.

3. Part Three - Behaviour Expectations and Rewards

'To be the best we can be' through the William Reynolds Behaviour Curriculum and keystone school and classroom routines

At William Reynolds Primary School & Nursery, a child's social and emotional development is recognised as fundamental to sustained academic success. Our behaviour approach is both relational and structured, ensuring every child can succeed.

We assess behaviour holistically through four lenses:

- Learning Behaviour - approach to learning, persistence, and engagement.
- Social Behaviour - interactions with adults and peers.
- Emotional Behaviour - emotional regulation and empathy.
- Personal Development - progress towards personal targets.

At William Reynolds Primary School we have three rules: Ready, Respectful, Safe



These rules are explicitly taught and modelled across school and underpin all routines, expectations, and relational responses.

- We create a climate for positive behaviour by:



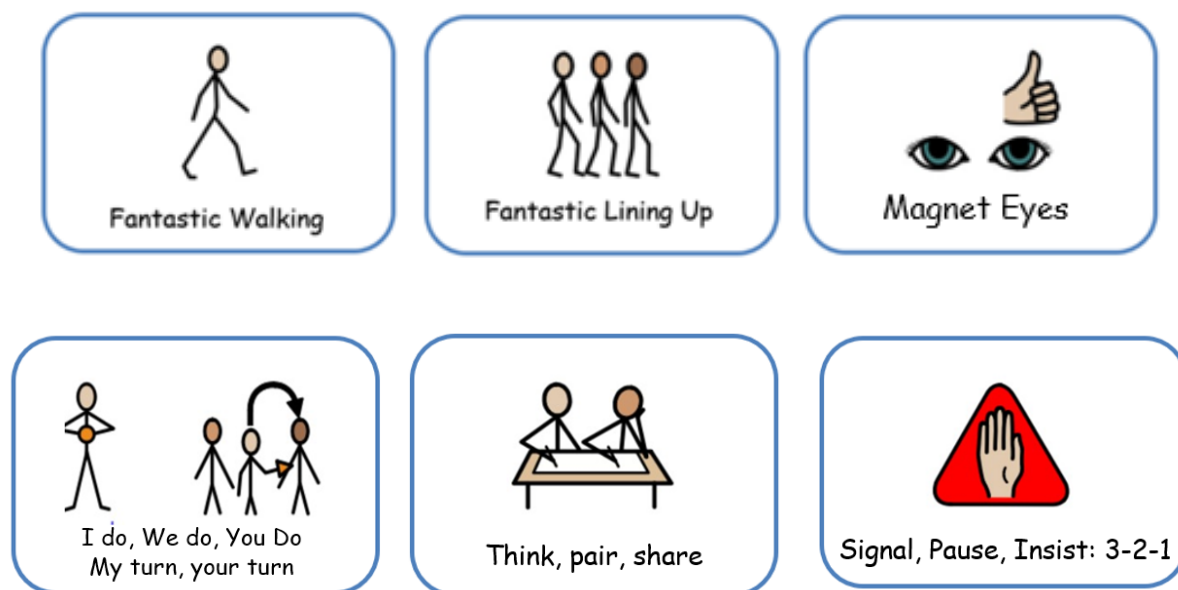
- Promoting the School Values consistently across our school community.
- Explicitly teaching expectations and routines through the Behaviour Curriculum.
- Modelling behaviour consistently and narrating expected behaviours aloud.
- Using consistent language and routines: Signal, Pause, Insist; Praise in Public, Reprimand in Private.
- Providing roles of responsibility (e.g., School Council, Wellbeing Champions).
- Celebrating effort, values, and improvement.
- Maintaining high expectations matched to age and developmental need.
- Communicating successes with parents and carers.
- Having consistent high expectations that are implemented by all staff across school.

Relentless Routines

All staff teach, model, and maintain core routines as part of the **William Reynolds Way**. These include:

- Daily meet and greet
- Fantastic Walking
- Fantastic Lining Up
- Fantastic Looking

These routines support consistency and create a calm, orderly, and safe learning environment.






Supporting children to develop self-regulation.

Through 'Zones of Regulation', our pupils learn to be aware of and become more independent in regulating their emotions and therefore behaviour. They can identify emotions they feel and develop strategies to move to or remain in the preferred 'green' zone during structured and unstructured times throughout the day. This provides the consistent reinforcement of self-reflection and self-regulation. Pupils in our Nursery and Reception use 'The Colour Monster' to support identifying and understanding emotions and self-regulation.

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control	

William Reynolds Script

<u>Rules</u>	<u>Visible Consistencies</u>	<u>Over & Above Recognition</u>
1. Ready 2. Respectful 3. Safe	1. Daily meet and greet 2. Fantastic Walking	1. Demonstrating 'Our Values' 2. Putting others first 3. Helping others 4. Rising to a challenge 5. Keeping going when things are hard (persevering)
Relentless Routines		
Praise in Public Reprimand In Private	Signal, Pause, Insist 3-2-1 Fantastic walking around school Fantastic Lining Up Fantastic Looking	Consistent Language 'I've noticed that you are ...' 'You need to ... / I need to see you ... / I expect..' 'Do you remember ... I need to see today' 'I know/ hope you will make the right I'm here to help 'Thank you for listening.' 'Be seen on Green' 'Reach for Purple'
Stepped Boundaries are used fairly and consistently when a child displays inappropriate behaviour:		
Gentle approach, use child's name, child level, eye contact, deliver message in private- get out!		
Step 1. Green: Positive & Expected Behaviour Adult Action: Acknowledge and praise using specific school language. Adult Language: "You're showing fantastic looking - that's ready behaviour." "That's a respectful choice - well done." "Green behaviour! You're showing our values."		
Step 2. First Reminder (Off-track) <ul style="list-style-type: none"> Trigger: Disruption, disrespect, unsafe behaviour (first time) Adult Action: Quiet 1:1 reminder (private, calm, not public) Adult Language: <ul style="list-style-type: none"> I've noticed that you're... That's amber behaviour. You can choose to get back to green - I know you can. Think carefully about your next step 'You need to ... / I need to see you ... / I expect..' I need to see today' "Do you remember what ready/respectful/safe looks like?" Thank you for listening Important: No public shaming. Use 'Signal, Pause, Insist' and keep tone warm but firm 		

<p>Step 3 – Red: Clear Boundary (Unsafe or Repeated) Triggers: Unsafe behaviour or repeated amber Adult Action: Clear consequence and time out (2-5 mins) Adult Language: That's a red choice - you need time to reset. Let's take a moment to calm and then talk. Time-Out Locations: Calm corner, reflection space, or Buddy Base Structure: Regulate → Relate → Reason. We'll go to Buddy Base so you can feel ready again. Let's calm your body... I can see you're upset... I'm here to help. What happened? What rule did it break? What will you do next time?</p> <p>Attach, Take-up time: 'Stay behind for two - 5 minutes after this lessons' to this step. Child's name recorded in class teacher's red book for monitoring.</p>	
<p>Step 4 – Buddy Base (Reset with Support) Who: Pupils needing calm space after red Led by: Adult or TA, not peer Script: This space will help your brain and body calm. What happened? How were others affected? What can you do differently next time? You need to go to the calm down area either Buddy Base, reflection space in room or the Calm room I will come and speak to you in 5 minutes</p> <p>Behaviour Form started and passed to Behaviour Lead (Miss Spencer) Class Teacher to take time - 5-10 minutes</p>	
<p>Step 5: Beyond Red – Behaviour Support Call-Out Triggers: Unsafe behaviour continues or serious incident (physical aggression, repeated refusal, significant distress)</p> <p>Staff Action: Stepped Consequences used, if child does not respond, a red card is issued Red card taken by adults to Miss Spencer (Behaviour Lead) Complete Behaviour Form by staff member. Miss Spencer to follow-up Missed privilege (playtime/lunchtime) to complete verbal or written reflection + re-teaching of rule broken</p> <p>Adult Language: You need extra help to feel safe and ready - Miss Spencer will support you. This is a time to learn, not a punishment. Class teacher to meet with parents at the end of the day and discuss behaviour incident.</p>	
<p><u>Restorative conversation (All Red/Call-Out incidents)</u> After regulation and reflection, always include:</p> <ol style="list-style-type: none"> 1. What happened? 2. What was the impact? 3. What can you do next time? 4. How can we put it right? <p><i>"The best consequence is a short, sharp pause and a positive reconnection." – Paul Dix</i></p> <p>Fogging</p> <ul style="list-style-type: none"> • 'I hear what you are saying . . .' • 'I can see you are upset . . .' • 'I understand that's how you feel . . .' • 'Be that as it may . . .' 	

Adult Consistency

Situation	Who Acts?	What to Do
Amber	Class Teacher	Quiet 1:1, weekly log if repeated
Red	Class Teacher	Restorative conversations, + 2-5 mins time out, inform Behaviour Lead via form
Unsafe/Call-Out	Behaviour Lead	Behaviour Form, restorative conversation, action class teacher to speak with parents.
Parents Informed?	Class Teacher	Teacher calls home unless SLT/DSL agreed otherwise
Persistent/Repeated	Phase Leader	Parent meeting, behaviour plan

Green - Amber - Red Stepped Consequences

All children begin each day on **Green**, representing positive, expected behaviour. The **stepped consequences system** supports children to recognise their choices and take responsibility. Adults use calm, private reminders and give every child the chance to return to green. All staff use the stepped consequences system with fidelity in every classroom. It is a core element of our behaviour management strategy and must be taught, modelled, and applied consistently.

Every classroom displays the Green-Amber-Red Stepped Consequences chart and refer to it as a visual behaviour management tool.

Over & Above Recognition Boards

To celebrate children who go beyond expected behaviour, each class uses a **Recognition Board** to publicly acknowledge acts of kindness, perseverance, courage, and our school values.

- **Examples of Over & Above Behaviour:**
 - Helping others without being asked
 - Showing resilience and ownership
 - Acting with honesty in difficult situations
- **Recognition:** Name added to the board and praised in public.
- **Headteacher Awards:** Given for sustained excellence.

Important: If a child on the board reaches **Step 4 or above**, their name is removed **discreetly** and a private conversation is held to explain why:

"You were recognised for going over and above, but today's choices mean we'll pause that recognition. You can earn it back by showing Ready, Respectful, Safe behaviour."

Restorative Conversations (Red & Beyond)

All red or call-out incidents include a short, structured repair discussion to restore relationships and return to learning:

1. What happened?
2. What was the impact?
3. What could you do differently next time?
4. How can we put things right?

"The best consequence is a short, sharp pause and a positive reconnection." - Paul Dix

Positive Behaviour Reinforcement

We proactively reinforce positive behaviour across school by ensuring all staff teach, model, and celebrate our three school rules and shared values.

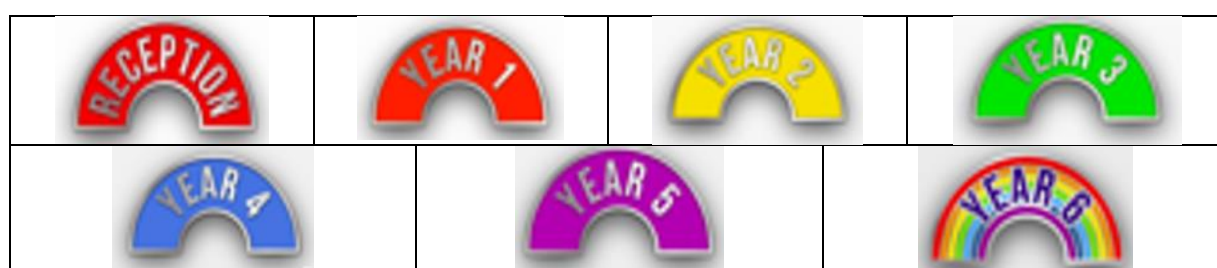
- All classes explicitly teach and regularly revisit the three key rules: READY, RESPECTFUL, SAFE, using the Behaviour Curriculum.
- All staff must teach the behaviour curriculum with fidelity throughout the year.
- Staff communicate expectations clearly and consistently, using scripted interventions to reinforce high (but age-appropriate) standards.
- Children are encouraged to reflect on how they demonstrate our school values both in and out of school.
- The shared language of learning behaviours and behaviour choices is consistently used to underpin our values-driven ethos.
- Curriculum planning reflects children's developmental needs, with responsibilities and expectations matched appropriately.
- Staff make purposeful links between curriculum content and why values matter in wider society.
- Assemblies provide structured time for children to reflect on values and behaviour in the wider school community.
- Adults are expected to role model calm, patient, assertive, forgiving and empathetic behaviour.
- Calm adult behaviour is a non-negotiable and is reinforced through professional expectation.
- The Pastoral Team provides individualised SEMH interventions such as: Zones of Regulation, Anger management support, Drawing & Talking Therapy, Lego Therapy, Friendship and social skills groups
- Over and Above Recognition is given for exceptional behaviours, including: Putting others first, helping others, rising to a challenge, persevering when things are hard

Rewards

We celebrate good behaviour and self-discipline in classrooms and on the playground in many ways:

- Positive affirmation through physical gestures eg. thumbs up, a smile, a nod etc.
- Verbal and written praise in books

- By using Class reward systems eg. Class Dojos, stickers
- Celebration assemblies: Value Champion Awards to celebrate children who have been recognised for consistently demonstrating the focus value; Best Base & Best/ Most improved Attendance.
- Texts, certificates, cards home to celebrate success.
- Extra responsibilities for children eg. Buddies, School Council, carrying out jobs of responsibility.
- A Headteacher certificate
- Pupils are mentioned in the weekly Celebration Assembly and a Certificate of Achievement (Values Certificate - Challenge, Honesty, Ownership, Courage or Collaboration) is sent home to celebrate their success with parents/carers.
- Exemplary behaviour or achievement will be acknowledged with an entry into the 'Rainbow Values Book' where once all of the five values certificates are received, the 'Rainbow Badge' is presented to the pupil.



Golden Time

Golden time is reward is linked to the positive class behaviour and the ethos of celebrating being on 'Green' is good and needs to recognise and linked to positive learning behaviours. This is a collective reward linked to the school value of collaboration. The class need to earn the Golden Time reward and all children will take part in this reward time as those that have been reprimanded using the William

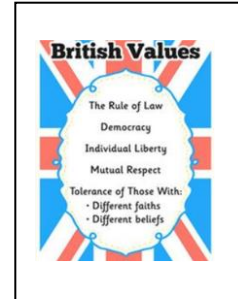
Reynolds script will have already received consequence for poor behaviour choices. The sessions last for about 15 - 20 minutes (maximum) and take place on a Friday afternoon.

British Values

William Reynolds Primary & Nursery School is committed to promoting the five fundamental British Values through the taught curriculum, assemblies in school and through daily interactions.

The five key British Values are:

- Democracy
- The rule of law
- Individual Liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs



Part Four – Consequences of Poor Behaviour

Our Philosophy

At William Reynolds Primary School & Nursery, we believe that 'prevention is better than cure'. Our behaviour policy is grounded in a relational approach, supported by clear, consistent consequences. Through high expectations, explicit teaching, and calm adult behaviour, we foster a culture where good behaviour is more likely and poor behaviour is less likely.

Preventative Approaches

- Proactive teaching of routines and the William Reynolds Way Behaviour Curriculum
- High-quality instruction and classroom culture
- Clear boundaries and consistent reinforcement
- Adults 'sweat the small stuff' to avoid escalation

Why Consequences Matter

Boundaries only matter when they are known, patrolled, and reinforced. Sanctions and rewards are part of our wider system of support, not a standalone strategy. They must be applied fairly, consistently, and with empathy. We teach children that life is a series of choices and support them in learning from those choices in a safe, structured environment.

Using Sanctions Fairly

- Focus on behaviour, not the child
- Use the Stepped Consequences consistently
- Know what to say before you say it (scripted interventions)
- Sanctions are always private and proportionate

What Makes Sanctions Effective?

- Implement consequences swiftly (immediate take-up time)
- Repeat instructions before escalating
- Log persistent concerns and seek Phase Leader support

- Phase Leaders debrief staff at end of day and help reset for the next morning

Time Taken

All time taken must be purposeful:

- Child completes reflection about behaviour and next steps
- Reflection references school rules and values
- End with a 'threshold conversation':
 - What happened?
 - What should you have done?
 - How can you do better next time?
 - You matter and are welcome back

Restorative Conversations

To support regulation, relationships and repair:

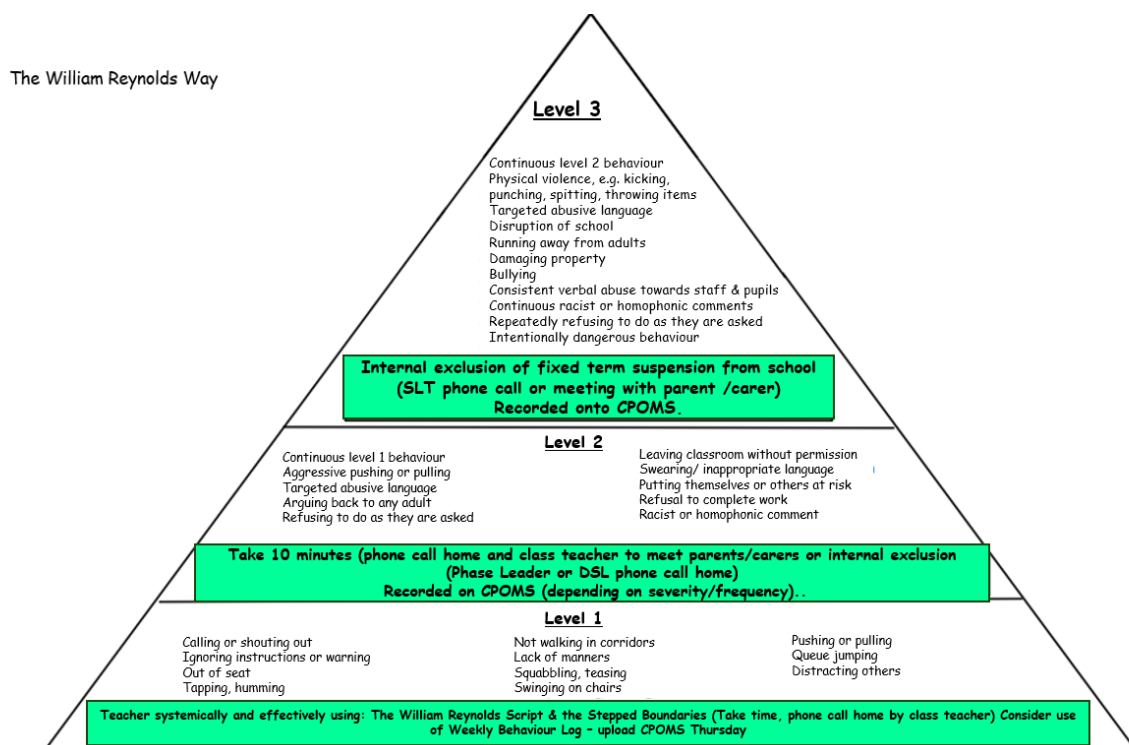
- What happened?
- How did it affect others?
- What needs to be done to put it right?
- What can you do differently next time?

Positive Behaviour Support Plans

- Triggered when a child repeatedly struggles with behaviour
- Plan developed with pupil, staff, and parents
- Tailored strategies, reviewed every 2-3 weeks

School Behaviour Management System: A Guide to levels of Behaviour at William Reynolds Primary School & Nursery for all staff

These levels will support recording and responding of behaviour concerns:



We believe that most unacceptable behaviour should be dealt with by the adults within the pupils classroom using the strategies listed above. However, with persistent unacceptable behaviour, or when initial strategies have not worked, support from the named member of staff with responsibility for supporting behaviour across school (Miss Stephanie Spencer) may be required. Staff can also speak to a member of the Senior Leadership Team (Miss Jasmin Taylor, Mrs Ruth Angeloff, Miss Emma Shankland, Miss Lisa Lloyd, Mrs Hayley Jones, Mr James Tagg or Mrs Caroline Langham) for advice and support. A restorative conversation needs to take place with the child and staff member:

Recording Behaviour Incidents


Managing behaviour in school is the responsibility of all staff.

Weekly Behaviour Logs

Weekly Behaviour Logs: completed for repeated low-level issues, monitored by Phase Leaders

Weekly behaviour logs are completed by staff in the event of repeated unacceptable behaviour incidents. Staff are responsible for completing the logs and recording actions each day using the **Guide of Levels of Behaviour** above. The class teacher will make a phone call home to inform parents/carers of the behaviours seen over the course of the week and ask to speak to the child about this. At the end of the week, the logs are handed to Phase Leaders who will log onto CPOMS. Phase Leaders will monitor over the course of the next week, be highly visible at all times and **notice** (positive recognition and gentle reminders) the pupils whose behaviours have been logged, then feedback to SLT.

WEEKLY BEHAVIOUR LOG



Pupil Name:		Year/ Base:	
Staff Name:			

Write in each day that an incident occurs. Include times if you feel you need to. Include steps that led to the incidents and the nature of the incidents. Also include any actions you've taken as a result.

Friday					
Date:		Staff Actions:			
Physical Intervention	Staff Name:				
	OPI (MAPA)		Use of reasonable force		Guided walking
Monday					
Date:		Staff Actions:			
Physical Intervention	Staff Name:				
	OPI (MAPA)		Use of reasonable force		Guided walking
Tuesday					
Date:		Staff Actions:			
Physical Intervention	Staff Name:				
	OPI (MAPA)		Use of reasonable force		Guided walking

Wednesday					
Date:	Staff Actions:				
Physical Intervention	Staff Name:				
	OPI (MAPA)		Use of reasonable force		Guided walking
Thursday					
Date:	Staff Actions:				
Physical Intervention	Staff Name:				
	OPI (MAPA)		Use of reasonable force		Guided walking
Phase Leader (SLT)/ DSL receiving form:		Date:	Time:		
To be completed by Phase Leader (SLT)/ DSL					
Any actions needed by Phase Leader (SLT)/ DSL:					
Signed:					Date:

If the same child has persistent weekly logs (3 weeks) phase leaders need to raise this with Senior Leaders and a decision about use of an ABC chart. Senior Leaders will work

with the class teacher/ support staff on implementing the ABC chart or other strategies to support the child.

How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating.

The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

'B' refers to an objective and clear description of the behaviour that occurred e.g., X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g., children moved away from X, noise levels in the room decreased.

It is important to decide on **one or two target behaviours** to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?

4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be working with the child?

ABC (Antecedent, Behaviour, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Behaviour Incident Logs

When a pupil displays aggressive, violent, or unsafe behaviour, either towards another child or a member of staff, a Behaviour Incident Log must be completed. This applies primarily to Level 3 behaviours, but may also include serious Level 2 incidents, depending on the severity and impact.

The form must clearly indicate that it is a behaviour-related incident, and should include:

- A factual description of the incident and what may have been the trigger
- The behaviour level (Level 2 or 3)
- Any actions or consequences applied
- Names of staff and pupils involved
- If a MAPA hold (physical intervention) is used, this must be recorded in full, including:
 - Reason for the intervention
 - Duration of the hold
 - Staff members involved
 - Reflection sheet completed after
 - Support or follow-up provided to the child

Once completed, the form is to be handed directly to the Behaviour Support Lead who actions and records on CPOMS.

Store the record securely, in accordance with safeguarding and data protection policies
Assess whether further action, support, or referrals are required

This process ensures that all serious behaviour incidents are consistently recorded, monitored, and responded to with appropriate care, oversight, and accountability.

Peer on Peer Abuse including Sexual Harassment of Violence

The school enforces a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on - Child Abuse Policy.

Peer abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff at William Reynolds Primary School & Nursery recognise that children are capable of abusing their peers and know that peer on peer abuse is likely to include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This abuse can:

- Be motivated by perceived or actual differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm
- Children or young people who harm others may have additional or complex needs e.g.:
- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

All staff are trained in our settings policy and procedures with regards to peer on peer abuse and anti-bullying, and know the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

We recognise that any child can be vulnerable to peer-on-peer abuse/bullying due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- peer on peer abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer on peer abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without , and
- some children may be more likely to experience peer on peer abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Stopping violence and ensuring immediate physical safety is always the priority of any educational setting, but we acknowledge that emotional bullying can sometimes be more damaging and long-lasting than physical. In any case, where the behaviour is identified as abusive in nature, or as bullying, our school staff, alongside the Designated Safeguarding Lead and/or Deputy, will make their own judgements about each specific case and will use the Peer-on-Peer Policy (including Identifying and Responding to Sexually Harmful Behaviour), and the Anti-Bullying Policy as guidance to help respond effectively. These policies are available to view on the school website.

In extreme cases, the child may receive a detention or exclusion.

Detention

In some circumstances, the headteacher or other senior leaders may deem it reasonable to issue a child with a detention. This extremely rare and is usually used with children who are in upper key stage two as a measure before exclusion is used.

Exclusion

"The basic premise that children must learn about emotions is that all feelings are okay to have; however, only some reactions are okay". Daniel Goleman

There are three types of exclusion that may be used. These are:

- **Internal exclusion** – this is when the child remains in school but is excluded from the day-to-day aspects of school life.
- **Suspension** – this is when a child is temporarily removed from the school for a fixed period of time.
- **Permanent exclusion** – this is when child is no longer allowed to attend a school (unless reinstated)

At William Reynolds Primary School & Nusery a suspension from the school community is used as a last resort and for the shortest time possible. It is not a punitive measure, but a planned intervention initiated by the Head Teacher or, in her absence, the Deputy or Assistant headteachers when it is felt that it is unsafe for a child to be in school, and

when other strategies have failed. It is done in the interests of a child's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the child. An internal exclusion may be given, if it felt that it is in the best interest of the child.

The length of the suspension will relate to the age, specific needs of the child and will take into consideration previous behaviour. The school will work with parents / carers and the child to prevent suspension and will only suspend under severe or extreme circumstances. Wherever possible exclusions are not used as an instant reaction for a serious incident.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

In exceptional circumstances the head teacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence.

These **offences** might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual harassment or violence
- Carrying an offensive weapon

The school will refer to the DFE's guidance regarding suspensions and permanent exclusions: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions) and will refer to Telford and Wrekin's guidelines when imposing suspensions or permanent exclusions. Parents/carers are advised of their right to appeal.

This means that when a child is suspended or excluded, parents /carers will be notified by phone and letter. The class teacher will provide work on the day the exclusion is imposed for the child to do at home.

Reintegration meetings

Following a fixed-term exclusion, parents/carers are invited to attend a reintegration meeting. We arrange a re-admission meeting usually on the day of your child's return to school. If this is not possible the meeting will take place prior to your child's return. It is essential that the meeting takes place before the child returns to William Reynolds Primary School & Nursery.

At the meeting we will talk to you about why your child was excluded and how we can work together to ensure their successful return to school.

Both the parent or carer and the child should attend this meeting, which is usually held at William Reynolds Primary School. Parents/carers are invited to bring a friend for support or someone who might help discuss the child's welfare e.g. someone from an advocacy group, an interpreter, or a signer. Parents/carers are asked to let the school know who they would like to attend.

Who else will be at the meeting?

The meeting will always be attended by the Headteacher and either the Deputy Head Teacher or Assistant Head, one of whom will chair the meeting. In some instances, the child's teacher or teaching assistant will also attend in order to support the child and also to be part of the any strategy of target setting discussions.

We will also invite anyone else involved with the child's welfare to come along if they can (e.g. a social worker, educational psychologist, LA representative or Attendance officer). Because it is very important to get the child back to school as soon as possible, we will go ahead with the meeting even if everyone can't be present.

During the meeting we will:

- Tell the parent/carer why we excluded their child (this will cover their day-to-day behaviour and particular incidents that led us to exclude them)
- Ask for parent/carer views and those of the child.
- Discuss ways in which the child can change his/her behaviour.
- Agree targets with parents/carers to help the child return to school successfully.

We appreciate that some children struggle to communicate feelings of remorse or take responsibility for actions. This will be particularly difficult in room full of adults.

The possibility of the child experiencing anxiety in this environment may make the process counter- productive. Our main aim is to ensure that the child can return to school and so both the venue and the process will be subject to change if the child and parent/carer struggle with the formal process.

If a child does not engage in the process and/or refuses to give their views or show remorse, this must be taken in the context of the child's particular emotional needs and will not usually prevent the process from being judged as complete. So, if a child storms out of the meeting or refuses to accept the strategies proposed, the school will still attempt to complete the process with those present.

Details of the child's exclusion that are kept on record.

Copies of the following letters will be kept in the child's file:

- the exclusion letter
- the letter outlining the agreements made at the re-admission meeting about the child going back to school.

What if the parent/carer doesn't attend the re-integration meeting?

While we strongly encourage all parents/carers to attend reintegration meetings so we can work together to support the child's return to school, the child will not be prevented from returning to school if the meeting has not yet taken place.

We will continue to offer opportunities to meet and work collaboratively with the family, recognising that some may face barriers to attending at the scheduled time. The welfare and right to education of the child will remain our priority.

Risk assessment

Safety is always our prime consideration: neither children nor staff must be placed in situations that expose them to an unacceptable level of risk. We constantly monitor and assess children's behaviour and our responses to them, ensuring that they have

appropriate levels of supervision and are always striving to find the most effective ways to reduce and manage potential risk.

If a child becomes angry and leaves the site alone, a member of staff will follow at a distance and at no more than a brisk walking space; running after them could jeopardise the child's safety. This enables us to supervise the child until they have calmed down and are able to return. If they refuse to return, the police will be called.

We simultaneously operate a policy of inclusion. To maximize our children's learning opportunities, we manage potential risk so that we can involve them in all educational opportunities. The process for children to take part in educational visits is one of continued risk assessment and involves careful planning.

If we become aware that a child is at risk because of issues outside the school, we follow Telford and Wrekin procedure.

Working with external professionals

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil.

A graduated approach to this is taken to supporting children with Social, Emotional and Mental Health needs and this is outlined in our SEND Policy and Information Report which is available to view on the school website.

The needs of most children can be met through the use of this inclusive and trauma-informed policy. However, there may be times where the school require support from external professionals to meet the needs of pupils who are continuously presenting as dysregulated. These may include but are not limited to:

- The Behaviour Support Advisory Team (BSAT)
- The Educational Psychology Team
- The School Counsellor
- The Inclusive School Forum
- The Fair Access Panel
- Family Connect - where there are identified social care needs, or the child is believed to have been harmed or at risk of harm.

Part Five – Statutory Powers and Rights of School Staff – Page

At William Reynolds Primary School and Nursery, the social, emotional and wellbeing needs of most children are met by using the approaches outlined in this policy. However, it is important to be clear about the statutory powers and rights of school staff that can be exercised if it is deemed appropriate. They are outlined below.

Discipline in schools – teachers' powers.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. • Teachers have a power to impose detention outside school hours. • Teachers can confiscate pupils' property.

The power to discipline beyond the school gate.

Disciplining beyond the school gate covers the school's response to all non-criminal misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Wearing school uniform.

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Prohibited Items, Searching Pupils and Confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

The prohibited items where reasonable force may be used are:

Knives or weapons.

- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

To commit an offence; or

To cause personal injury to any person, including the pupil themselves; or

To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

School staff can confiscate any banned or prohibited item found, as a result of a search or which is considered to be harmful or detrimental to school discipline.

The Use of Reasonable Force

Trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

At William Reynolds Primary School & Nursery, we are committed to nurturing relationships and promoting a safe, respectful learning environment for all pupils. In line with statutory requirements and our relational approach to behaviour, we are clear that: Under no circumstances will any member of staff use or threaten the use of corporal punishment.

Our approach to behaviour management is grounded in positive relationships, consistency, and the belief that children learn best when they feel safe, supported, and understood. Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the headteacher, or most senior member of staff available, will be made aware so that they are able to discuss the incident and reasonable force used with parent/carer. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension.

Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day - pupils will not be sent home without the school contacting their parent. Suspensions and exclusions are made at the discretion of the headteacher, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Pastoral care for school staff

We will not automatically suspend a member of staff who has been accused of misconduct and pending an investigation. The governing body will instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

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 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 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, 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 and our policy on managing allegations against school staff for more information on responding to allegations of abuse against staff or other pupils.

Part six – Other Important Information Statutory

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Health Act 2006
- Education and Inspections Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Voyeurism (Offences) Act 2019
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Searching, screening and confiscation: Advice for Schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy: Pupils
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Suspension and Exclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child-on-Child Abuse Policy

Safeguarding

We recognise that changes in pupil behaviour and pupils displaying mental health difficulties, may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour and/or mental health may be linked to them

suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

At William Reynolds Primary School & Nursery, we know that transitional times can be difficult for children, especially those with SEMH needs. We aim to make transitional times as smooth as possible by doing the following to support transition between year groups:

- Children are informed who their new class teacher/s and teaching assistant/s will be in the summer term.
- 'Move up morning' is held every year. The children spend the morning completing transitional activities in their new classroom, with their new teachers and peers.
- Where necessary, children will have extra transitional visits so that they may spend more time building a relationship with their new teacher/teaching assistant.
- Where necessary, parents and carers of pupils with SEMH needs will be invited to meet their child's new teacher before starting in their class. This is an opportunity to build a relationship with the new class teacher and discuss the child's needs, including discussions about what has worked well previously and how communication will work effectively.
- Parents and carers are asked to contact the SENDCO if they have any concerns regarding transition process.

Transition from primary school to secondary school:

- Parents are offered support from the School's Admissions Officer, Mrs Mabott, who can support parents in completing their application for secondary school places.
- Parents are encouraged to visit their local secondary schools and find out the support available for their child, before completing their applications. Where necessary, school can support with this.
- All children attending local schools are invited for two days transitional visits in the summer term.
- Where necessary, the SENDCO will liaise with the secondary school and arrange extra visits.
- The SENDCO and class teachers will meet with a representative from your child's new school, prior to September, to share relevant information with them.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and deputy headteacher annually. At each review, the policy will be approved by the headteacher and shared with the governing body.

The written statement of behaviour principles (found in part one of this policy) will be reviewed and approved by the full governing body annually.

Appendices

Appendices

Appendix A: Adult Behaviour Blueprint

Appendix B - Home School Agreement

Appendix C - William Reynolds Rainbow Values
 Appendix D - Our School Rules
 Appendix E - Relentless Routines
 Appendix F - The William Reynolds Script: Stepped Boundaries and Consequences
 Appendix G - A Guide to Levels of behaviours
 Appendix H - Behaviour concern logs and forms
 Appendix I - Calm Room Guidance
 Appendix J - The use of reasonable force

The William Reynolds Way 'To be the best we can be.'

Adult Behaviour Blueprint

Our Values



Our School Rules



Ready



Respectful



Safe

Over and Above Recognition

First and foremost we want to recognise positive behaviour and want to encourage children to be able to narrate their success. We do this by:

- Our in-class promise (Well done > Merit/Sticker)
 - > Special Mention >
 - Whole class rewards,
 - Head teacher's certificate.
 - Values Certificate and Rainbow Badges
 - The chance to earn Class Dojos,
 - Positive notes, phone calls home and positive conversations at the door.
 - 'Be seen on green' 'Over & Above'

Consistent, Calm and predictable

As adults we recognise that we set the climate and norms in our classrooms. We need to show relentless positivity and kindness. We do this by:

- Meeting and greeting every child every day with a smile.
- Building relational currency.
- Being the un-provokable adult. The five non-negotiable expectations on adult behaviour: calm, consistent, positive, empathic and reflective.
- Removing emotions and falling back on systems.
- Demonstrating deliberate botheredness and then triangulating our botheredness.

- Showing children they belong.

Relentless Routines

We recognise routines are a key building block of successful behaviour management. Therefore, we all follow certain routines to ensure consistency:

- *Signal, Pause, Insist "3, 2, 1." to gain attention*
- *Fantastic listening and "One Voice"*
- *Fantastic lining up: "Line up one behind the other. Talking Stops."*
- *Fantastic Walking (steady pace, face forwards, straight line, hands to yourself) • "Please may I go to the toilet?"*

Adults in the classroom will also have well thought out keystone classroom routines for how to:

- Enter the classroom, transition, hand out books, start a task and for the end of the day.

Stepped Consequences (Green - Amber - Red)

We use clear, calm, consistent steps to help pupils make better behaviour choices. Certainty of consequence matters more than severity. All adults must apply these steps with fidelity.

Step 1: (Green)

Positive & Expected Behaviour

Step 2: Caution

Quiet 1:1 caution. Name noted privately in Red Book.

Step 3: Red Clear Boundary (Unsafe or Repeated)

Clear consequence and time out (2-5 mins) Name recorded in Red book

Step 4 - Buddy Base (Reset with Support)

Behaviour Form started and passed to Behaviour Lead

Class Teacher to take time - 5-10 minutes

Step 5: Beyond Red - Behaviour Support Call-Out

Stepped Consequences used, if child does not respond, a red card is issued

Red card taken by adults to Miss Spencer (Behaviour Lead)

Missed privilege (playtime/lunchtime) to complete restorative + re-teaching of rule broken

Level 2 behaviour may skip to Step 5.

Level 3 behaviour may skip to Step 5 or lead to suspension.

Co-regulation plans in place for identified pupils with specific needs.

Scripts as Scaffolds

We recognise that despite there being no perfect way to manage behaviour that there are better ways. A carefully planned script can be an excellent scaffold for dealing with behaviour. For example: 'I've noticed that you are ...'

Restorative Follow-up

My Classroom, My Responsibility, My Consistency We see follow up as critical to ensure the child has the chance to reflect and learn.

You need to I need to see you
Do you remember ...
'I know/ hope you will make the right choice.' 5.
'Thank you for listening.'
'I'm here to help.'
Help me understand...What's that like for you...?"
That must have been hard...
Use the **WINE** strategy:
Wonder - "I wonder if that felt too much..."
Imagine - "I can imagine that didn't feel fair..."
Notice - "I notice you've been quiet..."
Empathy - "That must be tough..."
Scripts will also be built into co-regulation plans.

1. What happened?
2. What were you thinking at the time? (Have your thoughts changed since?)
3. Who has been affected and in what way? (How did it make them feel?)
4. What do you think needs to happen to make things right?
5. How could we do things differently in the future?

Where possible, the adult dealing with the incident will lead on the restorative follow-up.

Appendix B – Home School Agreement



This is the Agreement between
Parents, Pupils and School
for



Parents' / Carers' Commitment

I/We undertake to:






- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child wears their school uniform
- Ensure that my child arrives and is collected on time each school day.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Support my child in his/her homework and wherever possible promote opportunities for home learning.
- Ensure that my child goes to bed at a reasonable time on weekdays.
- Attend Parent/ teacher consultation meetings to discuss my child's progress at school.
- Ensure that my child has suitable PE kit for PE lessons
- Give permission for my child to use the internet at school during ICT lessons sign and return the E-Awareness Policy
- Contact staff in school to help resolve any worries or a concern
- Will not discuss the business of school or children attending school in any public forum, including social media sites.

Signed..... parent/carer Date.....

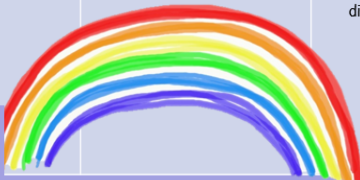

Signed..... parent/carer Date.....








Appendix C – William Reynolds Rainbow Values

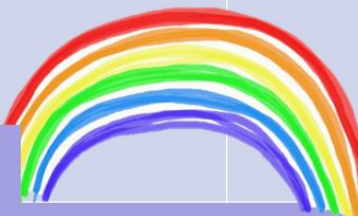

Challenge	Honesty	Ownership	Courage	Collaboration
				
Make every experience exceptional	Always do the right thing	Take accountability for your actions	Be determined to deliver greatness	Work together to succeed
<ul style="list-style-type: none"> • Create a safe, healthy and stimulating environment • Create a context rich curriculum • Provide experiences which can foster creative and independent thinking 	<ul style="list-style-type: none"> • Act with integrity • Always act ethically • Do what is right over what is easy • Treat everyone with respect • Respect and celebrate diversity 	<ul style="list-style-type: none"> • Go the extra mile to raise academic success • Be mindful of decisions and how they impact others • Care about the wellbeing of yourself and others • When you know you can make a positive contribution make it known 	<ul style="list-style-type: none"> • Aim to excel in all areas • Embrace new ways to enhance the learning experience • Have the passion to succeed every day • Be brave with your opinion • Have confidence • Be positive • Be reflective in your practice 	<ul style="list-style-type: none"> • Actively participate as a member of staff and fully commit to shared school goals • Draw on the right skills and resources to deliver quality provision • Identify and seek the opinions of experts internally and externally • Be prepared to contribute across the school • Create an environment that respects everyone's opinions • Be proud to be a part of a diverse, British society.

William Reynolds Rainbow

Challenge	Honesty	Ownership	Courage	Collaboration
				
Push ourselves and have confidence	Always do the right thing	Take responsibility for your actions	Be determined to deliver greatness	Work together to succeed
<ul style="list-style-type: none"> • Work hard • Don't give up • Be a creative and independent thinker 	<ul style="list-style-type: none"> • Act honestly • Do what is right over what is easy • Treat everyone with respect • Respect our differences 	<ul style="list-style-type: none"> • Go the extra mile • Take responsibility in all areas of school • Care about the wellbeing of yourself and others • Be positive 	<ul style="list-style-type: none"> • Be brave • Be determined • Try hard everyday • Have confidence 	<ul style="list-style-type: none"> • Work together • Listen to others • Respect the opinions of others • Participate in all activities • Be proud of our diverse, British society.

William Reynolds Rainbow

Appendix D – Our School Rules



Ready



Respectful

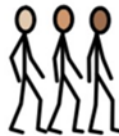


Safe

Appendix E – Relentless Routines



Fantastic Walking



Fantastic Lining Up



Fantastic Looking



I do, We do, You Do
My turn, your turn





Think, pair, share




Signal, Pause, Insist: 3-2-1

Appendix F - The William Reynolds Script: Stepped Boundaries and Consequences

William Reynolds Script

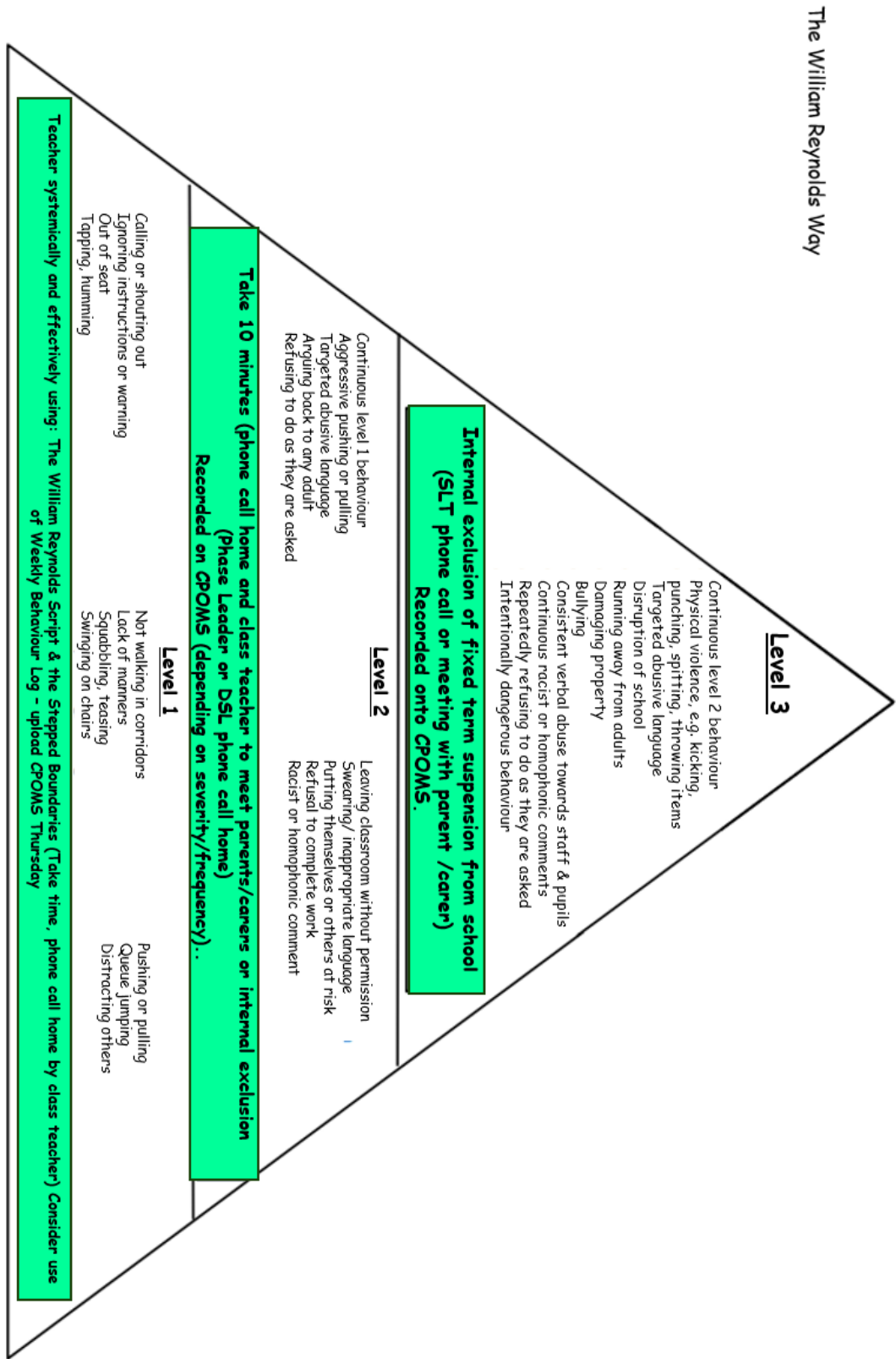
<u>Rules</u>	<u>Visible Consistencies</u>	<u>Over & Above Recognition</u>
4. Ready 5. Respectful 6. Safe	3. Daily meet and greet 4. Fantastic Walking	6. Demonstrating 'Our Values' 7. Putting others first 8. Helping others 9. Rising to a challenge 10. Keeping going when things are hard (persevering)
Relentless Routines		
Praise in Public Reprimand In Private	Signal, Pause, Insist 3-2-1 Fantastic walking around school Fantastic Lining Up Fantastic Looking	Consistent Language 'I've noticed that you are ...' 'You need to ... / I need to see you ... / I expect..' 'Do you remember ... I need to see today' 'I know/ hope you will make the right I'm here to help 'Thank you for listening.' 'Be seen on Green' 'Reach for Purple'
Stepped Boundaries are used fairly and consistently when a child displays inappropriate behaviour:		
Gentle approach, use child's name, child level, eye contact, deliver message in private- get out!		
Step 1. Green: Positive & Expected Behaviour Adult Action: Acknowledge and praise using specific school language. Adult Language: "You're showing fantastic looking - that's ready behaviour." "That's a respectful choice - well done." "Green behaviour! You're showing our values."		
Step 2. First Reminder (Off-track) <ul style="list-style-type: none"> • Trigger: Disruption, disrespect, unsafe behaviour (first time) • Adult Action: Quiet 1:1 reminder (private, calm, not public) • Adult Language: <ul style="list-style-type: none"> ○ I've noticed that you're... That's amber behaviour. ○ You can choose to get back to green - I know you can. ○ Think carefully about your next step ○ 'You need to ... / I need to see you ... / I expect..' ○ I need to see today' ○ "Do you remember what ready/respectful/safe looks like?" ○ Thank you for listening ○ Important: No public shaming. Use 'Signal, Pause, Insist' and keep tone warm but firm 		

<p>Step 3 – Red: Clear Boundary (Unsafe or Repeated) Triggers: Unsafe behaviour or repeated amber Adult Action: Clear consequence and time out (2-5 mins) Adult Language: That's a red choice - you need time to reset. Let's take a moment to calm and then talk. Time-Out Locations: Calm corner, reflection space, or Buddy Base Structure: Regulate → Relate → Reason. We'll go to Buddy Base so you can feel ready again. Let's calm your body... I can see you're upset... I'm here to help. What happened? What rule did it break? What will you do next time?</p> <p>Attach, Take-up time: 'Stay behind for two - 5 minutes after this lessons' to this step. Child's name recorded in class teacher's red book for monitoring.</p>	
<p>Step 4 – Buddy Base (Reset with Support) Who: Pupils needing calm space after red Led by: Adult or TA, not peer Script: This space will help your brain and body calm. What happened? How were others affected? What can you do differently next time? You need to go to the calm down area either Buddy Base, reflection space in room or the Calm room I will come and speak to you in 5 minutes</p> <p>Behaviour Form started and passed to Behaviour Lead (Miss Spencer) Class Teacher to take time - 5-10 minutes</p>	
<p>Step 5: Beyond Red – Behaviour Support Call-Out Triggers: Unsafe behaviour continues or serious incident (physical aggression, repeated refusal, significant distress)</p> <p>Staff Action: Stepped Consequences used, if child does not respond, a red card is issued Red card taken by adults to Miss Spencer (Behaviour Lead) Complete Behaviour Form by staff member. Miss Spencer to follow-up Missed privilege (playtime/lunchtime) to complete verbal or written reflection + re-teaching of rule broken</p> <p>Adult Language: You need extra help to feel safe and ready - Miss Spencer will support you. This is a time to learn, not a punishment. Class teacher to meet with parents at the end of the day and discuss behaviour incident.</p>	
<p><u>Restorative conversation (All Red/Call-Out incidents)</u> After regulation and reflection, always include:</p> <ol style="list-style-type: none"> 5. What happened? 6. What was the impact? 7. What can you do next time? 8. How can we put it right? <p><i>"The best consequence is a short, sharp pause and a positive reconnection." - Paul Dix</i></p> <p>Fogging</p> <ul style="list-style-type: none"> • 'I hear what you are saying . . .' • 'I can see you are upset . . .' • 'I understand that's how you feel . . .' • 'Be that as it may . . .' 	

Adult Consistency

Situation	Who Acts?	What to Do
Amber	Class Teacher	Quiet 1:1, weekly log if repeated
Red	Class Teacher	Restorative conversations, + 2-5 mins time out, inform Behaviour Lead via form
Unsafe/Call-Out	Behaviour Lead	Behaviour Form, restorative conversation, action class teacher to speak with parents.
Parents Informed?	Class Teacher	Teacher calls home unless SLT/DSL agreed otherwise
Persistent/Repeated	Phase Leader	Parent meeting, behaviour plan

Appendix G - A Guide to Levels of behaviours



Appendix H – Behaviour Incident Form

BEHAVIOUR INCIDENT



Pupil Name:		Base:			
Staff Name:		Date:		Time:	
Incident Location:					

Incident information:

Level 1		Level 2		Level 3		Friendship issues	
Physical		Verbal		Disruptive		Calm room	

Physical Intervention:

Staff name:					
CPI (MAPA)		Use of reasonable force		Guided walking	



Triggers that led to incident:

Behaviours displayed:

Actions to be completed by teacher:

Person receiving form:

Date:

Time:

Further actions:

Agreed actions and anticipated outcomes:

Signed:

Date:

WEEKLY BEHAVIOUR LOG



Pupil Name:		Year/ Base:	
Staff Name:			

Write in each day that an incident occurs. Include times if you feel you need to. Include steps that led to the incidents and the nature of the incidents. Also include any actions you've taken as a result.

Friday Date:						
	Staff Actions:					
Physical Intervention	Staff Name:					
	CPI (MAPA)		Use of reasonable force		Guided walking	
Monday Date:						
	Staff Actions:					
Physical Intervention	Staff Name:					
	CPI (MAPA)		Use of reasonable force		Guided walking	
Tuesday Date:						
	Staff Actions:					
Physical Intervention	Staff Name:					
	CPI (MAPA)		Use of reasonable force		Guided walking	

Actions to be completed by teacher:

Person receiving form:

Date:

Time:

Further actions:

Agreed actions and anticipated outcomes:

Signed:

Date:

Appendix I – Calm Room Guidance



Guidance on the use of the Calm room.

This guidance has been updated in February 2024 to ensure it is inline with the 'Deprivation of Liberty guidance for schools' from Telford and Wrekin Local Authority, and the DfE guidance 'Positive environments where children can flourish'.

'Restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who care for them.

All behaviour is a form of communication. Those who care for children have a duty to understand what the children's behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and value and respect each child.

We start from a perspective that respects the child's rights before we consider whether incidents of physical restraint or restrictions on children's liberty comply with the legislative framework, national minimum standards (NMS) and relevant guidance. We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support and empower them and keep them safe.' (DfE, 2021)

There are times when children need access to a quiet and calm space to enable them to calm down and self-regulate. Our Calm Room serves this purpose as it is a sensory-controlled calming area. The purpose of our Calm Room is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills. It is used in a planned and sensitive manner to help a child move forward. Our Calm Room is an available space for a child to calm down to help them stop worrying or help them to feel less angry. It is to be used with a calm and positive approach, in order to help reduce anxiety. It must be remembered that some verbal terms and situations may make a child feel segregated and have their liberty restricted, such as locking a door or standing in front of the doorway to prevent exit. Therefore, the Calm Room must be used in the correct way as outlined in this guidance.

In some cases, the use of our Calm Room may form part of a pupil's individual positive behaviour support plan and, where appropriate, should be jointly agreed by the School Leadership Team (SLT) and parents/carers. Children and young people can be consulted in accordance with their age and level of understanding.

In optimum circumstances, the pupil will choose to access the Calm Room, sometimes with a prompt from staff. In exceptional circumstances, when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Calm Room using agreed positive handling strategies.

The Calm Room should only be used after all other strategies (outlined in the Behaviour Policy) have failed to calm the pupil. A decision to support the pupil in accessing the Calm Room should be based upon an assessment of need.

The use of reasonable force is required to prevent:

- self-harming;
- injury to other children or staff;
- damage to property;
- an offence being committed.

In these instances, the Calm Room can be used as a means of:

- helping the pupil to manage their own emotional state;
- reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- reducing the need for prolonged use of physical intervention.
-

In this guidance it is anticipated that staff dealing with the pupil are fully aware and competent in communicating effectively with the pupil. This could be through PECS (Picture Exchange Communication System), Makaton, use of visual cues or verbal communication using Emotion Coaching CPD as a guide; this may also be included in an individual's behaviour plan.

What is in our Calm Room?

The Calm Room is not a teaching room. It is a place of safety and its purpose is to create a calming environment for the pupil. The room has sensory lights, soft furnishings and a tent to help them calm down. Walls are covered with high impact foam which offers further protection for pupils who are extremely agitated. There is no door, which enables staff to; see the child and communicate with them clearly; allows the child to not feel that we are restricting their liberty; and allows the child access to the wider area outside the Calm Room, Staffroom and SLT office if this is their preferred space.

Helping pupils to understand how to use the Calm Room

- All children are aware of the Calm Room as a space and understand the benefits that can come from its usage.

- A child is encouraged to use the Calm Room when they become aware that they are starting to get upset, worried or angry.
- The Calm Room is for the sole use of the child when they are in it.
- Staff should avoid entering the Calm Room unless absolutely necessary, i.e. to keep the child safe, or unless the child has asked the adult to join them in the room.
- The Calm Room is not to be used on a 'scheduled' basis. It is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.
- The best outcome of using our Calm Room is when a child learns how to 'self-regulate' independently and is able to calm themselves down.
- Sometimes a member of staff will suggest to the child that 'this is a good time to use the Calm Room' or the child themselves may feel that 'this is a good time to use the Calm Room'. Staff will be alerted to the warning signs and recognise that the child may need a break and remind the child that they may leave the room to use the Calm Room.

Procedure for the use of our Calm Room

When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual positive behaviour support plan.

If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.

Other staff should be alerted for support as appropriate.

If the pupil continues not to comply, staff should suggest 'this is a good time to use the Calm Room'.

If the pupil continues not to comply then staff may consider it necessary to escort the child to the Calm Room using an approved physical intervention in line with school policy (Safety Intervention).

Once in the Calm Room, and the child has self-regulated, staff involved should use the ZoR to support the child to identify what Zone they are currently in. Discuss and identify what strategies they can use to get into the Green Zone. Staff need to be mindful it can take time 'put a lid' on their emotions but will aim to resolve the situation with the child spending the minimum time necessary in the Calm Room.

When the Calm Room has been used, the incident must be recorded in the red Calm Room log book, which is kept in the SLT office. Staff may also need to complete a Behaviour Log to explain the events leading up to the child needing to use the room. This is in-line with our school policies.

While a child is in the Calm Room, staff should decide whether or not they need to remain with the child, or can return to their duties, remembering to check in with the child. When returning to the child, staff need to ensure that a restorative conversation takes place if needed.

Sources from:

'Deprivation of Liberty guidance for schools' from Telford and Wrekin Local Authority

[Education Noticeboard - 11 January 2024 - Education Noticeboard \(telford.gov.uk\)](https://www.telford.gov.uk/education-noticeboard)

DfE guidance 'Positive environments where children can flourish'

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Appendix J – The use of reasonable force

The use of reasonable force

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain (see restraint policy). This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes - to control pupils or to restrain them.

(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

Schools cannot:

Use force as a punishment - **it is always unlawful to use force as a punishment.**

Using force.

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people.

The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school. Whenever possible, should a child need restraining it should be carried out by a member of the SLT who have received non-violent crisis intervention training.

Telling parents/carers when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved (see sheet below).

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- a) Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b) When comforting a distressed pupil;
- c) When a pupil is being congratulated or praised;
- d) To demonstrate how to use a musical instrument;
- e) To demonstrate exercises or techniques during PE lessons or sports coaching; and
- f) To give first aid.

Use of reasonable force government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Use of restrictive physical interventions government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

