



Beaconside C of E Primary School & Acorn Nursery

Behaviour Policy

Date	March 2026
Responsibility	Nick Page (Executive Headteacher)
Review Date	March 2027

POLICY STATEMENT

Introduction

At Beaconside Church of England Primary School and Acorn Nursery, we are committed to fostering a **positive and nurturing environment** where all children can **live, learn, and shine**. Rooted in our Christian vision—*"Let your light shine before others" (Matthew 5:16)*—our approach to behaviour is built on **joy, compassion, faith, hope, and courage**. We believe that by **guiding children with consistency, kindness, and high expectations**, we enable them to flourish as independent, respectful, and resilient individuals.

We prioritise connection before correction, ensuring every child feels valued, understood, and supported. We create a culture where positive behaviour is taught, modelled, and reinforced daily, rather than simply managed. Through clear expectations, consistent routines, and restorative practices, we help children develop the self-discipline, empathy, and responsibility needed to contribute positively to our school and the wider community. [COMMENT: Ensure this principle is consistently reinforced throughout the policy, particularly in the Consequences and Responding to Misbehaviour sections.]

Our **Ready, Respectful, Safe** expectations underpin all behaviour at Beaconside, ensuring that every child understands their role in creating a community where everyone can **thrive, learn, and shine together**.

Definitions

Child - For the purposes of this Policy and procedures a child, young person, child, or student is referred to as a 'child' or a 'child' and they are normally under 18 years of age.

Parent - this includes any person with parental authority over the child concerned e.g., carers, legal guardians etc.

Head teacher - this also refers to any Manager with the equivalent responsibility for children.

School – includes Nursery and wrap around care such as After School Club and Breakfast Club.

Linked policies

This Policy and procedures should be read in conjunction with the following school Policies and procedures:

- Governor's behaviour principles
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Safeguarding & Child Protection Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy
- Whistleblowing procedures
- Supporting Children with Medical Conditions Policy and Procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance Policy
- Missing Child procedures
- Complaints procedure
- Positive Handling, Support, and Intervention procedures
- Code of Conduct for Staff and other Adults
- Educational Visits procedures
- Risk Assessments (including Behaviour Management Plans)

Communication

We will also publish the Behaviour Policy on the school website along with the Governors' Statement of Behaviour Principles

Procedures

Responsibilities

A positive whole-school ethos relies on the commitment of staff, children, and parents. Their key roles and expectations are outlined below.

School Leaders

Leaders ensure all staff understand, model and uphold behavioural expectations. The Headteacher is responsible for implementing and maintaining high standards of behaviour, supporting staff in promoting positive behaviour and managing children's' behaviour effectively. They ensure a consistent and restorative approach.

Staff and Other Adults

Staff play a vital role in creating a calm, safe environment by setting clear behaviour boundaries, modelling expectations, and fostering positive relationships. They consistently communicate school expectations, values, and routines through teaching and daily interactions. Staff teach and model expected behaviours through fostering positive relationships and clear routines. Positive reinforcement and a restorative practices underpin our approach. Staff also follow the school's Code of Conduct, ensuring their behaviour positively shapes school culture.

Parents & Carers

Parents help reinforce positive behaviour by understanding and supporting the Behaviour Policy and school culture. They are encouraged to engage with school life and work in partnership with staff. Concerns about behaviour management should be raised with the Headteacher or Senior Leaders. Where appropriate, parents will be involved in pastoral support following incidents of misbehaviour.

What children can expect from staff

Children may expect staff and other adults in the school to:

- Plan and deliver engaging, high-quality lessons
- Build positive relationships and foster collaboration.
- Celebrate success in lessons, activities, and worship.
- Maintain well-organised classrooms and provide feedback.
- Communicate successes and concerns with parents.
- Treat children with fairness, dignity, kindness, and respect.
- Ensure a safe environment
- Use verbal and non-verbal cues to encourage positive behaviour.
- Use calm, consistent behaviour to de-escalate situations and model emotional regulation
- Be approachable and listen.
- Take all reports of bullying, discrimination, harassment, aggression, or inappropriate behaviour seriously.
- Set clear boundaries and expectations
- Reinforce positive behaviour through meaningful interactions and use rewards and sanctions consistently
- Model and teach the behaviours we expect

What staff can expect from children

Ready – being ready to learn

- Arrive on time, prepared with the right equipment and mindset for learning.
- Engage actively in lessons, trying your best in all tasks.
- Complete classwork and homework on time and to the best of your ability.
- Follow instructions promptly to keep learning focused.

Respectful - of themselves, others, the environment and resources

- Treat others with kindness, fairness, and consideration.
- Listen actively and allow others to speak without interruption.
- Follow staff instructions the first time they are given.
- Take care of school property and the belongings of others.
- Use positive and appropriate language at all times.

Safe – keeping themselves and others safe

- Move calmly and sensibly around school.
- Keep hands, feet, and objects to yourself.
- Report any concerns, including bullying or unsafe behaviour.
- Use equipment safely and follow health and safety rules.
- Make choices that help you and others feel safe and comfortable.

As well as this, children will show the highest standards of behaviour in and around the school community always being the very best ambassador for the school.

What staff can expect from parents

Staff and other adults in the school may expect parents to support adults in school to model and teach the behaviours we expect from children:

- Support the school's behaviour policies, strategies, and expectations.
- Reinforce the value of good behaviour at home and in the community.
- Encourage high standards of behaviour and help children take responsibility for their actions.
- Work with staff to address any behaviour concerns.
- Ensure children attend school regularly and arrive on time.
- Make sure children wear the correct uniform and have necessary equipment (e.g., PE kit).
- Inform the school of any concerns that may affect a child's behaviour or learning.
- Report incidents of bullying, threats, harassment, or discrimination (including online).

What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- set clear boundaries and expectations learning and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is considered to be either the perpetrator or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy, procedures and guidance;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the consequences should they continue to misbehave.
- let you know if there are any concerns about a child's work, attendance, or behaviour;

The school behaviour curriculum

Positive behaviour reflects our school's values, readiness to learn, and respect for others. It is fostered by creating an environment where good conduct is the norm.

Our behaviour strategy is explicitly taught so that children understand what is expected, encouraged, and unacceptable. All staff and adults reinforce positive behaviour and apply appropriate sanctions when necessary. Both positive reinforcement and sanctions play a crucial role in maintaining our school culture.

Our **behaviour approach** includes teaching the expected behaviours rather than just listing unacceptable actions. It outlines the key habits and routines essential for a positive school environment.

Consistent **routines** will teach and reinforce expectations, helping children internalise school values, develop positive behavioural norms, and understand the consequences of unacceptable behaviour.

Shared Expectations

At Beaconside, our behaviour expectations are simple, clear, and consistent:

- **Ready** – Ready to learn, listen, and participate.
- **Respectful** – Showing respect for themselves, others, and the school environment.
- **Safe** – Ensuring safety in learning, interactions, and activities.

These expectations are explicitly taught, reinforced, and embedded throughout the year. Staff and leaders model them consistently, ensuring clarity and consistency. Positive reinforcement, including instant recognition and short, meaningful rewards, highlights and encourages the behaviours we want to see in all children.

Consequences

Beaconside's behaviour approach focuses on recognising positive behaviours while ensuring consequences are fair, proportionate, and support learning. This is achieved through a balanced system of positive and negative consequences to help children understand the impact of their actions

Positive Consequences

We focus on building intrinsic motivation rather than a reliance on external reward. In order to build this, the school has a five-step system for recognition, celebrating behaviours that reflect our values. While guidance is available, staff use professional judgment in applying rewards appropriately.

Some children may require tailored reward systems as part of their individual support plans, with more frequent rewards initially. These will be regularly reviewed to ensure children do not become overly reliant on extrinsic motivation.

Negative Consequences

The school follows a five-step system for addressing behaviour that does not align with our values and expectations. At each stage, staff seek to understand the child's perspective and help them take responsibility in a supportive way. Guidance is provided, but staff use their professional judgment in applying consequences fairly and consistently.

- All behaviour is addressed promptly, calmly, and non-confrontationally.
- Staff use positive phrasing and scripts to maintain respect and dignity.
- Emotional consistency is key—consequences should be delivered without anger or personal frustration.
- A support network is available for staff handling challenging behaviour.

Some children may need personalised support plans, including emotional regulation strategies and access to alternative spaces for proactive or reactive regulation.

Restorative Approach

All consequences include a restorative element. Restorative conversations help repair relationships and encourage accountability. Where appropriate, those involved will engage in a structured discussion, guided by a neutral mediator. This process helps all parties understand the impact of their actions and find a way forward. However, the victim's wishes will always be prioritised—no child will be forced into a restorative conversation if it would be distressing for them. This helps children take responsibility for their actions and work to repair relationships. We encourage children to take responsibility for their actions through restorative conversations, allowing them to reflect and make amends. However, this does not replace consequences - all children must understand that actions have outcomes.

Responding to Misbehaviour

While our school focuses on positive reinforcement, there are times when behaviour falls short of expectations. Staff must respond predictably, promptly, and assertively, ensuring safety and restoring a calm environment. Consistency is key - children must know that misbehaviour will always be addressed fairly and proportionately. Staff should consider any underlying factors contributing to a child's behaviour, such as bereavement, mental health needs, SEND, bullying, or challenges at home. This does not excuse misbehaviour but helps inform appropriate responses.

For children with persistent behaviour concerns, including those with social worker involvement or EHCPs, a personalised plan will be in place. This will be developed with parents and relevant agencies, ensures staff adapt their approach based on the child's needs.

Disciplinary Actions & Safeguarding Considerations

Consequences are applied proportionately to the severity of misbehaviour. Behaviour recovery strategies reinforce expectations and help prevent repetition.

Providing disciplinary action and support are not mutually exclusive—both may be necessary. If misbehaviour raises concerns about a child's welfare, staff will immediately notify the Designated Safeguarding Lead (or deputy), who will assess whether pastoral support, early help, or a referral to social care is required.

Searching, Screening, and Confiscation

School staff, authorised by the headteacher, have the statutory power to search children or their possessions if there are reasonable grounds to suspect they have prohibited or illegal items. Only school staff may conduct searches on-site, unless an external individual is accompanied by a parent or appropriate adult designated by the headteacher.

Prohibited or illegal items that will result in the highest sanctions include:

- Knives and weapons
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including digital content)
- Stolen items
- Any item suspected to be used for committing an offence or causing harm.

School staff may search a child for any item with their consent and will explain the reason and process beforehand. Reasonable force may be used when searching for knives, weapons, alcohol, drugs, stolen items, tobacco, fireworks, pornographic material, or dangerous articles.

Confiscation and Disposal

Staff have the power to seize prohibited, illegal, or harmful items, which will be disposed of in line with DfE guidance. Items will not be returned to children.

- Alcohol will be disposed of.
- Tobacco, cigarette papers, and fireworks will be retained or disposed of.
- Stolen items will be handed to the police unless returning them is deemed appropriate.
- Weapons or evidence of an offence will be passed to the police immediately.

Banned Items and School Rules

The school also prohibits certain items, including:

- Mobile phones used on site/in class
- Smartwatches
- Digital media devices used in class
- Non-uniform jewellery

Confiscated items will be logged and available for collection at the end of the day by parents. Uncollected items will be disposed of at term-end.

Mobile Phones and Electronic Devices

Mobile phones are only allowed for before or after-school communication and must be handed in on arrival and collected at the end of the day. The school is not responsible for lost or damaged devices and these must not be used anywhere on the school grounds.

If a search reveals harmful or illegal content (e.g., indecent images, abuse, or evidence of a crime), staff must not view, copy, or share the material. The device will be confiscated, and the DSL (Designated Safeguarding Lead) will be informed immediately. If necessary, police involvement will follow DfE and UK Council for Internet Safety guidance.

Removal from Class

Where a child does not respond to the school's behaviour guidance, they may be removed from class using a help card system. The main purpose of this is to ensure children can learn and allow children an opportunity for emotional regulation and re-integration. The Headteacher or a senior leader will determine the length of removal.

Distinguishing Removal from Other Actions

- Removal differs from asking a child to step outside for a brief discussion before returning.
- It is also distinct from the steps within the behaviour guidance used to manage classroom behaviour

When Removal is Used

Removal is only used when necessary and after classroom strategies have been attempted—unless the behaviour is extreme and warrants immediate action. Children will be supported to regulate their emotions to enable them to continue their learning. This will be determined by senior leaders and may be in a supervised setting (direct or indirect) away from class. A clear reintegration process will be in place for their return.

Reasons for Removal

- To maintain safety and restore stability after extreme disruption.
- To enable learning to continue in a managed environment.
- To allow a child to self or co-regulate in a safe space.

This does not include the use of separation spaces (such as sensory or nurture rooms) for non-disciplinary reasons.

Managing Removal

When a child is removed:

- Staff will assess any underlying factors contributing to their behaviour.
- The child will reflect on their actions and how to avoid similar incidents.
- Childs will never be locked in a room. In exceptional cases, a child may be physically prevented from leaving only to prevent immediate risk to safety—this is a safeguarding measure, not a disciplinary sanction.
- The school will comply with the Children and Families Act 2014, the Equality Act 2010, and related regulations.
- If the child has a social worker (e.g., Child in Need plan, Child Protection plan, or is looked-after), they will be notified. For looked-after children, their Personal Education Plan (PEP) will be reviewed, and the Virtual School Head informed.

Parental Notification and Monitoring

- Parents will be informed on the same day if their child is removed from class
- The sanction will be reviewed for proportionality, with consideration of SEND and health conditions.
- Data on removals will be collected, monitored, and analysed to:
 - Identify repeat patterns and assess effectiveness.
 - Determine whether frequently removed children need additional support, a pastoral review, or SEND investigation.
 - Identify trends related to protected characteristics and ensure removals do not have a disproportionate impact.

Individual Support for Children

Our goal is to support all children so that every child can succeed. When a child experiences ongoing difficulty in managing their behaviour, we implement a range of targeted strategies, including, but not limited to:

- Targeted discussions to help the child understand:
 - What they did wrong.
 - The impact of their actions.
 - How to improve in the future.
 - Consequences if behaviour does not change.
- Enhanced home-school communication, such as:
 - A one-off meeting to review behaviour and create an action plan.
 - Regular meetings to monitor progress and improvements.
 - Behaviour tracking, including target sheets or incident reports sent home.
 - Phone calls regarding serious incidents or ongoing concerns.
- Individual support plans, such as:

- Individual Support Plan (ISP)
- Emotional Regulation Plan (ERP)
- Behaviour mentoring through the pastoral lead or leadership team.
- Small group or one-to-one support in areas such as:
 - Self-esteem and emotional literacy
 - Anger management
 - Nurture group sessions
 - Therapeutic interventions, such as; LEGO Therapy; Decider Skills
- Adapted provision, such as:
 - Alternative curriculum provision (bespoke timetable for a fixed period).
 - Reduced timetable, following Local Authority policy and procedures.
 - Use of an alternative space to provide respite and space for emotional regulation.
- Referrals to external agencies, including:
 - Educational Psychologist
 - Mental Health Worker
 - Behaviour Specialists

Tiered System

The school operates a tiered system for managing behaviour that is considered serious and falls significantly below our expectations of Ready, Respectful, and Safe. This represents Step 5 of the school's negative consequences system and is structured as follows:

Tier 1 – Reflection in an Alternative Space

Independent reflection and learning in an alternative space

- The child is not demonstrating readiness, respect, or safety and therefore cannot remain in the classroom or outdoor areas.
- They will work in an alternative space until school leaders determine that they are ready to return safely and respectfully.

Tier 2 – Reflection with Direct Supervision

Independent reflection and learning under 1:1 supervision

- The child remains not ready, respectful, or safe.
- Either Tier 1 strategies have been unsuccessful, or the incident is serious enough to require an escalated response.
- The child will be withdrawn to another part of the school and supervised on a **1:1 basis**.

Tier 3 – Fixed-Term Suspension

Suspension from school for independent reflection and learning (see Section 5.4)

- The child remains not ready, respectful, or safe.
- Either Tier 2 strategies have been unsuccessful, or the incident is **serious enough** to require suspension.
- The child will receive a fixed-term suspension, following **government guidance** on school exclusions.

Reintegration and Further Support

When a child has been removed through this tiered system, careful consideration will be given to their **reintegration** into class. Additional measures, such as temporary timetable adjustments or short-term targeted support, may be introduced to help them succeed.

If a fixed-term suspension is applied, the leadership team will review the child's support and provision and implement any necessary changes.

Suspension, Permanent Exclusion, and Managed Moves

The Government supports headteachers in using exclusion as a sanction where warranted, but we recognise that it should always be a last resort. As a school, we are committed to clear communication with children, staff, and parents about our behaviour expectations. It is the responsibility of all staff working with children to ensure that no exclusion is initiated without first exhausting all appropriate strategies, except in the case of a serious incident where a thorough investigation is required. Every effort should be made to avoid exclusion through early intervention and pastoral support.

We actively promote positive behaviour and conduct through a range of policies and procedures. Additionally, we seek support from local services, such as Inclusion Support Officers and Early Help Services, and work to maintain strong parental engagement.

Grounds for Exclusion

A decision to exclude a child will only be made in the following circumstances:

- A serious breach of the school's Behaviour Policy.
- If allowing the child to remain in school would seriously harm the education or welfare of others, or the child themselves.

Exclusion, whether fixed-term or permanent, will only be considered when all other interventions have been exhausted or in response to a serious incident. In such cases, we will follow the DfE guidance:

"Suspension and Permanent Exclusion from Maintained Schools, Academies, and Child Referral Units in England, Including Child Movement."

Managed Moves

A managed move is a process that facilitates the permanent transfer of a child to another mainstream school when it is deemed in their best interests.

If a temporary move is required to support improvements in behaviour, an off-site direction will be used in accordance with DfE guidance.

Responding to the Behaviour of Children with SEND or Other Health Conditions

We are committed to promoting high standards of behaviour for all children while ensuring that those with SEND or other health conditions receive the necessary support to achieve and learn effectively.

Where appropriate and reasonable, we will make adjustments to routines for children with additional needs to help them meet behavioural expectations. These adjustments may be temporary but are always designed to support the individual needs of the child. We adopt a proactive approach by developing individual behaviour plans for vulnerable children, working collaboratively with parents to reduce incidents of challenging behaviour.

When responding to behaviour concerns, we will consider whether a child's SEND has contributed to the misbehaviour and whether any sanction is appropriate and lawful, referring to DfE guidance on the Equality Act 2010. If necessary, we will make reasonable adjustments to sanctions and seek to identify underlying causes of behaviour, ensuring additional support is in place where needed.

We also recognise that not all children who require behavioural support have an identified special educational need, health condition, or disability. Factors such as mental health difficulties, adversity, or trauma can significantly impact a child's behaviour. In these cases, we will engage with external agencies and ensure our response aligns with the school's whole-school approach to mental health and wellbeing, as outlined in DfE guidance on Mental Health and Behaviour in Schools.

Responding to Dysregulated or Unsafe Behaviour

We recognise that some children, particularly those with SEND or additional needs, may at times become overwhelmed and dysregulated. On rare occasions, this may result in behaviour that places themselves or others at risk. In these situations, our approach remains rooted in calm, consistent adult behaviour and strong relationships, while making it clear that safety is non-negotiable. When a child presents as unsafe, staff will prioritise connection and de-escalation, while acting decisively to maintain the safety of all.

Staff will:

- Respond with emotional consistency, using calm, clear, and non-confrontational communication
- Focus on reducing anxiety and restoring regulation, rather than applying immediate consequences
- Follow the child's Emotional Regulation Plan (ERP), Behaviour Management Plan (BMP), or risk assessment, where in place
- Seek timely support from colleagues or senior leaders to ensure a coordinated response
- Take necessary action to protect children and adults, including the use of reasonable force, in line with this policy, where it is proportionate, necessary, and a last resort

Staff will use their professional judgement to distinguish between behaviour that requires a consequence and behaviour that requires support, adaptation, and teaching of regulation.

Following any serious incident:

- Time and space will be given for the child to regulate before any restorative conversation takes place
- The incident will be recorded and reviewed
- Parents will be informed
- The child's support plan will be reviewed and adapted to reduce the likelihood of recurrence
- Appropriate support will be offered to both the child and staff involved

For some children, a planned, proactive approach is required. In these cases, all staff will consistently follow agreed strategies to ensure the child experiences predictability, safety, and strong relational support.

Child Conduct and Misbehaviour Outside School Premises

Statutory Responsibility

Schools have the legal authority to sanction children for misbehaviour outside school, including online, when it is reasonable to do so. Sanctions, aligned with this Behaviour Policy, may be imposed for non-criminal poor behaviour or bullying that is witnessed by staff or reported to the school, taking individual circumstances into account.

Schools may sanction misbehaviour that occurs:

- During school-related activities or travel to/from school.
- While wearing school uniform or otherwise identifiable as a child from our school
- If it impacts the school's orderly running, threatens others, or damages the school's reputation.

Sanctions are lawful when applied on school premises or when the child is under staff supervision elsewhere.

Expectations for Conduct

We expect children to act as positive ambassadors for the school at all times, including:

- Maintaining good behaviour on transport, trips, or external placements.
- Respecting the safety and wellbeing of peers, staff, and the public.
- Upholding the school's reputation through responsible behaviour.

The same behaviour expectations apply both on and off-site.

Sanctions for Off-Site Behaviour

Sanctions may be imposed for behaviour that undermines these expectations, even if the incident occurs outside direct school supervision. Disciplinary actions may include internal exclusion, suspension, or, in serious cases, permanent exclusion.

When determining sanctions, we consider:

- The severity of the incident.
- Impact on the school's reputation.
- Whether the children were identifiable as members of the school.
- Potential repercussions for school order, safety, or bullying concerns.
- Whether the behaviour occurred during school-affiliated activities (e.g., sports events).

Use of Reasonable Force

De-escalation strategies must always be exhausted before physical intervention. Staff only use reasonable force when necessary to:

- Prevent harm.
- Stop a criminal offence.
- Maintain the safety of all.

Force must never be used as punishment. Staff receive appropriate training to ensure safe and proportionate intervention.

Staff may use reasonable force to safeguard children when necessary. Schools do not require parental consent to use force. Reasonable force involves minimal physical contact to control or restrain children, from guiding a child to safety to breaking up a fight. It must be proportionate, necessary, and applied for the minimum time required. Staff may use passive contact (e.g., standing between children) or active contact (e.g., leading a child by the arm). Decisions on force use rely on professional judgment and individual circumstances. The Governing Body follows DfE guidance on reasonable force and the Equality Act 2010. All school staff, including temporary supervisors and volunteers, have the legal power to use reasonable force.

Force may only be used to prevent a child from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Disrupting good order and discipline in school

Consideration is given to children's age, understanding, and any SEND or health conditions. Medical advice will be sought for children requiring specific handling techniques.

Self-Defence and Emergencies

All staff have the right to defend themselves from attack, provided the response is proportionate. In emergencies, any staff member may intervene to prevent immediate harm. Volunteers are not expected to work with children requiring restraint, as indicated in a Emotional regulation or Behaviour Plan.

When Reasonable Force May Be Used

Examples include:

- Separating fighting children
- Removing a child refusing to leave a room where they are unsafe or other children are unsafe
- Removing a disruptive child from an event or trip
- Preventing unsafe exits from classrooms
- Restraining a child at risk of harm to themselves or others
- Preventing an attack on staff or child
- Stopping injury or damage caused by accidents, rough play, or misuse of objects

Searching Without Consent

The Headteacher and authorised staff may use reasonable force to search for prohibited or illegal items (see section 4.2).

Unacceptable Use of Force

Prohibited actions include:

- Restricting breathing (e.g., neck holds)
- Kicking, slapping, or punching
- Forcing limbs against joints
- Tripping, or holding by hair/ears
- Holding a child face down

Certain restraint techniques are nationally deemed unacceptable, including:

- 'Seated double embrace' (staff forcing a child into a sitting position while leaning them forward)
- 'Double basket-hold' (crossing a child's arms across their chest)
- 'Nose distraction technique' (sharp upward jab under the nose)

Staff Training

All staff receive appropriate training on reasonable force, including unacceptable techniques. Some receive additional training in approved restraint methods. Training is regularly refreshed.

Emotional Regulation Plans (ERPs)

Children with challenging behaviour, medical conditions, SEND, or self-harm risks may have an ERP detailing how their behaviour is managed in school and off-site. ERPs are agreed upon with parents to promote consistency in school and at home. Child view may also contribute to the plan where appropriate.

Informing Parents

Parents (or the Social Worker/Virtual School Head for looked-after children) will be informed about serious incidents involving force. Factors considered include:

- Child's behaviour and risk level
- Degree of force used
- Effect on child and staff
- Child's age

All incidents of physical restraint are recorded and reported to the Headteacher or deputy. Written records are kept securely, including in the Physical Intervention Record book and CPOMs. Parents are informed the same day,

unless doing so would cause significant harm, in which case the Local Authority Safeguarding Hub is contacted. All injuries are recorded as per school procedures.

Post-Incident Support

Serious incidents can cause stress for those involved. Staff and children will receive medical attention if needed. Emotional support is available. The school will engage parents to discuss the incident and follow-up actions. The Headteacher or relevant staff will:

- Ensure the incident is recorded
- Involve multi-agency partners if required
- Hold the child accountable and discuss harm caused
- Support the child in developing strategies to avoid future incidents
- Provide ongoing staff and child support

Follow-Up

Key staff will review incidents and behaviour plans, making adjustments as necessary to ensure improved support and prevention strategies.

Other physical contact with children

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a child is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed child or when using co-regulation.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face, or lower legs of very young child or those with special educational needs who might struggle to apply it appropriately themselves.

Mental Health and Behaviour

This school adopts a coordinated, evidence-informed approach to mental health and wellbeing. Supporting emotional wellbeing enhances children's readiness to learn and overall outcomes. We focus on emotion coaching, helping children name and regulate their emotions before behaviour escalates.

All staff receive regular training to recognise that changes in behaviour or mental health may indicate abuse, neglect, or exploitation. While only trained professionals diagnose mental health conditions, staff play a key role in identifying concerns through daily interactions.

Children who have experienced abuse, neglect, or adverse childhood experiences (ACEs) may face lasting impacts on their mental health, behaviour, and education. Staff must remain aware of these effects and respond appropriately.

For guidance, staff can refer to *DfE: Mental Health and Behaviour in Schools* and our *Mentally Healthy Schools Resources*.

Suspected Criminal Behaviour, Including Drug Possession/Use

When a staff member or the Headteacher suspects criminal behaviour, including possession or use of volatile substances or illegal drugs, the school will conduct an initial assessment to establish the facts. This will involve gathering only enough information to determine whether the incident should be reported to the police. All initial investigations will be fully documented, and every effort will be made to preserve relevant evidence.

If a report is made to the police, the school will ensure that any subsequent actions do not interfere with police proceedings. However, the school retains the discretion to continue its own investigations and enforce appropriate sanctions, provided they do not conflict with police actions.

In most cases, a report to the police will be accompanied by a referral to Local Authority (LA) Children's Social Care, in line with *Keeping Children Safe in Education*. The Designated Safeguarding Lead (DSL) or deputy will typically take the lead in this process.

For cases involving child-on-child sexual violence or abuse, additional guidance is available in Part 5 of *Keeping Children Safe in Education*.

When to Contact the Police and Sanctions

The police will always be contacted when controlled drugs are found unless there is a justifiable reason not to do so. In such cases, staff must safely dispose of the substances. The decision to dispose of controlled drugs should be based on professional judgment and an assessment of all relevant circumstances. If there is uncertainty about a substance's legal status, it should be treated as a controlled drug. When in doubt about safe disposal, the substance should be handed over to the police.

Other substances, including so-called 'legal highs,' should also be confiscated and either delivered to the police or disposed of safely if deemed potentially harmful.

In the event of a drug-related incident, the school will cooperate with any police request to search the premises. However, an individual child will not be searched by police on school grounds unless accompanied by a parent or an appropriate adult designated by the Headteacher.

Childs involved in drug-related incidents will face sanctions, which may include a fixed-term exclusion. In the most serious cases, permanent exclusion will be considered.

Further guidance can be found in the *NPCC: When to Call the Police – Guidance for Schools and Colleges*.

Allegations of Abuse or Concerns Against Staff and Other Adults in School (Including Volunteers, Contractors, and Supply Staff)

All children and adults have a fundamental right to be protected from harm. The school takes all allegations of abuse seriously and follows a clear procedure for handling concerns about staff, supply staff, volunteers, contractors, and other adults working in the school. (For full details, refer to the *School Allegations Procedure* within the *Child Protection Policy*.)

The school follows a clear and fair process when handling concerns about staff conduct. Staff can also report low-level concerns confidentially, reinforcing a culture of accountability and professionalism.

This procedure ensures that all allegations are handled fairly, consistently, and promptly, prioritizing both child protection and appropriate support for the person subject to the allegation.

When an allegation is made against supply staff employed by an agency, the school will take the lead in gathering initial facts. The agency will be involved in further investigations and follow-up actions as necessary.

If a staff member has broader concerns about malpractice within the school, they should refer to the *Whistleblowing Policy* or the procedures for reporting low-level concerns about adults working with children. Further guidance on reporting low-level concerns is available in the *Staff Code of Conduct*.

If an allegation is found to be deliberately false or malicious, the school will consider appropriate disciplinary action against the individual who made it, in line with school policies and procedures.