ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through him, all things are possible."
Matthew 19:26

Positive Relationships Policy

Prepared by: Chris Booth (Headteacher)

Reviewed: September 2026

Next Review Date: September 2027

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high, and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others." Paul Dix (2017)

1. INTRODUCTION AND LEGAL FRAMEWORK:

At St James CE Primary School, we believe that positive relationships are the foundation of effective behaviour, learning, inclusion and safeguarding. Our approach is relational, calm, consistent and explicitly taught. We maintain high expectations while recognising that children may require different levels of support to meet those expectations.

This policy sets out the school's expectations, preventative approach, graduated response, support arrangements and procedures for responding to behaviour. It should be read alongside the school's safeguarding and child protection policy, anti-bullying policy, SEND policy, attendance policy, online safety/acceptable use arrangements, complaints procedure, supporting pupils with medical conditions arrangements and any relevant local authority procedures.

The policy is informed by the legal and statutory framework applicable in England and by current Department for Education guidance. In particular, the school has regard to:

- Education and Inspections Act 2006, including the school's behaviour and reasonable-force duties.
- Equality Act 2010 and the school's duties to make reasonable adjustments and have regard to equality implications.
- Children and Families Act 2014 and the SEND Code of Practice.
- Human Rights Act 1998.
- Behaviour in schools: Advice for headteachers and school staff (DfE, February 2024).
- Restrictive interventions, including the use of reasonable force, in schools (DfE, April 2026).
- Searching, screening and confiscation in schools (DfE, July 2023).
- Mobile phones in schools (DfE, updated June 2026; statutory from 29 June 2026 and to be followed by schools from 1 September 2026).
- School suspensions and permanent exclusions: statutory guidance (DfE, effective 26 July 2026).
- Keeping children safe in education 2026 (DfE, in force from 1 September 2026).
- Working together to improve school attendance (DfE, updated July 2026).

The governing board will ensure that the policy is implemented, published and reviewed. The Headteacher is responsible for day-to-day implementation and for ensuring that staff understand the policy and their responsibilities.

2. RIGHTS AND RESPONSIBILITIES:

Everyone in the school community has rights and responsibilities. These are not a licence to behave without consequence; they provide the framework within which fair; proportionate and respectful behaviour is expected.

School	Pupils	Parents / carers
To provide a safe, calm and inclusive learning environment.	To be safe, respected and ready to learn.	To be informed about behaviour and progress.
To teach and model behaviour explicitly.	To follow reasonable instructions and school expectations.	To support the school's expectations and work with staff.
To respond consistently, fairly and proportionately.	To respect staff, peers, property and the environment.	To share relevant information that may affect behaviour, including SEND or medical needs.

To consider SEND, disability, vulnerability and individual circumstances.	To accept reasonable outcomes and take part in restorative processes.	To attend meetings where appropriate and engage with support plans.
To use restrictive interventions only when lawful, necessary and proportionate.	To tell an adult when they feel unsafe or worried.	To use the school's complaints process where concerns remain.

Staff will model the behaviour they expect from pupils. Staff will not humiliate, threaten, ridicule or deliberately provoke pupils. Staff will use calm, professional language and will seek support when a situation is escalating.

Definitions

Misbehaviour

- Disruption to learning or routines.
- Persistent calling out or distracting others.
- Non-completion of assigned work where this is within the pupil's capacity and reasonable support has been provided.
- Poor or disrespectful attitude.
- Refusal to follow a reasonable instruction.
- Misuse of uniform or school property.

Serious misbehaviour

- Repeated or serious breaches of school expectations.
- Bullying or coercive behaviour.
- Physical violence or deliberate physical aggression.
- Sexual violence or sexual harassment.
- Racist, sexist, homophobic or other discriminatory behaviour.
- Threats or intimidation.
- Vandalism or theft.
- Possession or use of prohibited items.
- Smoking, vaping or possession of tobacco/e-cigarettes.
- Serious misuse of technology or online behaviour that harms others or the school community.
- Behaviour which presents a significant safeguarding or safety risk.

Prohibited items

The school will apply the statutory powers and procedures relating to prohibited items. Items that may be subject to school rules, confiscation or searching include weapons/knives, alcohol, illegal drugs, stolen items, tobacco/e-cigarettes, fireworks, pornographic images and other items where the law permits searching. Medication must be managed in accordance with the school's medication arrangements.

3. ETHOS:

"Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour…lies in the behaviour of every adult and their ability to create a culture of certainty." (Dix, 2017)

At St James CE Primary School, we are committed to providing an attachment and trauma-informed environment where all children can feel safe. Children who have secure attachments have higher self-esteem and empathy and can deal with stress more effectively, so they are resilient to change. For all our children, we offer compassion and cooperative learning with a caring and supportive adult. For all behaviour, every child and adult will receive, calmness, connection, curiosity and cooperation to enable compassionate learning and the building of empathy and esteem for themselves and others rather than merely deterring anti-social behaviour. As a church school, our Christian Values of love, hope, peace, forgiveness, trust and respect are embedded in our school curriculum for learning and behaviour.

4. WHOLE SCHOOL PRACTICE AND EXPECTATIONS:

At St James, we feel that it is important that children see our school as a calm and safe place where

they feel valued as individuals so that they all have the opportunity to reach their full potential emotionally and academically.

We have developed our school expectations based on the Paul Dix '5 Pillars of Pivotal Practice', Adoption UK attachment training, Trauma Informed Schools UK research and practises, and DFE guidance on Mental Health and Behaviour in Schools. What we sometimes see as a failure to behave appropriately is sometimes a failure to communicate properly. Therefore, every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs.

We recognise that children need support to keep emotionally regulated and cope in everyday social situations and more challenging interactions. All adults working in our school must understand the needs of all our children and families and we provide our children with emotionally available adults and a safe place to learn and grow.

Our school expectations are **Ready**, **Respectful** and **Safe**. This allows everyone to work successfully, safely, and enjoyably. Expectations are displayed in the classroom with examples/images of good behaviour. Good behaviour is taught explicitly using our behaviour curriculum - **The St James Way**. It is rewarded and used as a good example for other children (PIP – Praised in Public).

Poor behaviour is dealt with calmly and quietly (RIP – Reprimanded in Private). Consequences are referred to as outcomes. There can be one of two outcomes: **natural outcomes** (something they have already lost because of their behaviour, e.g. a snapped pencil, an 'fall out' with a peer) and **logical outcomes** (used when a natural outcome isn't appropriate, e.g. a child is disrupting the lesson and not following the school expectations). When behaviour might be a result of vulnerability or other needs then a graduated response is used.

Five Pillars of Pivotal Practice:

Pillar 1: Calm and consistent behaviour:

- Classrooms are tidy and free from chaos. Resources are clearly labelled to support independent learning.
- Staff do not **join in** to express their feelings or comment to a child when the situation **has been dealt with;** this is 'naming and faming' the behaviour and gives the wrong attention to a situation/behaviour.
- Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy.
- Staff use empathetic phrases that reroute the power play also known as fogging (see Appendix 3).
- When a child misbehaves in a learning group or the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place (Table 1). This is important to develop the adult-child relationship to help restore and repair if needed. It may be that this happens later when the child is regulated.
- When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.
- Behaviour needs to be managed consistently and appropriately to support all learners and staff (Table 2).
- A check-in strategy is used when a child has needed supported regulation time.

Table 1

Outcomes at Classroom/playground Level	
Stage 1: Reminder	• A reminder of the 3 simple expectations (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. **Take the initiative to keep things at this stage.** • Use of non-verbal cues can be used, such as drawing the child's attention to their book to begin writing.
Stage 2: Chance	• A private, clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue. • Use the school scripted conversation. *"I noticed you chose to …… (noticed behaviour). We need to be Ready, Respectful, Safe. You now have a **chance** to make a better choice".*

	• ***De-escalation strategies should be used to prevent situation progressing to the next stage.***
Stage 3: Choice	• Speak to the pupil privately and give them a final opportunity to engage. Offer a positive **choice** to do so and refer to a previous good **example** of behaviour. Where appropriate, agree a brief restorative follow-up. Avoid public confrontation. *"I noticed you chose to …… (noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you **choose** to not meet our expectations again you will leave me no **choice** but to ask you to…* *Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good **choices.*** • ***De-escalation strategies should be used to prevent situation progressing to the next stage.***
Stage 4: Time In	• Where appropriate, the pupil may regulate away from the immediate group, either in the classroom or another supervised space. This is not seclusion unless the pupil is prevented from leaving. "I noticed you chose to … (noticed behaviour). You need to…(Go to quiet area / Go to sit with other class / Go to another table etc). I will speak to you during playtime." • This is followed up by a restorative conversation after the lesson. Where learning has been missed as a consequence of removal, the school will make reasonable arrangements for the pupil to access missed learning. Any additional time taken from social or recreational periods will be proportionate, age-appropriate and considered alongside the pupil's individual needs.. • Parent's to be notified at the end of the day by the class teacher (via text).
Outcomes needing further support	
Stage 5: Supported Removal	• If a pupil cannot safely or successfully return to learning, they may be moved to a supervised alternative learning space for the remainder of the lesson. Education continues as far as reasonably practicable and reintegration is planned. DO NOT describe child's behaviour to another adult in front of the child. "You are still not ready to learn so have chosen to go to …'s classroom to complete your work. We will speak to you at the end of the lesson. Thank you." • The child will then return to the original adult for restorative process. • Parent's to be notified at the end of the day by the class teacher (in-person/phonecall).
Stage 6: Pastoral Intervention	• If reintegration or re-regulation is unsuccessful, support from SLT or the pastoral team will be needed. • Children will work with the pastoral team help them return to re-regulate to their original behaviour. A pastoral intervention may need to take place. • Once the child has re-regulated, they will need to continue with their learning away from the classroom. This may take place with the pastoral team or in an office. • The child will then return to the original adult for restorative process. • Parent's to be notified at the end of the day (in-person/phonecall). • Target support should be considered.
Stage 7: Formal Outcome	• For serious or repeated behaviour, the Headteacher/Deputy Headteacher may meet with the pupil and parents/carers, consider a formal support plan, sanctions, suspension or other lawful measures.

Important distinction: removal and seclusion

A pupil choosing or being directed to work in another supervised space as a disciplinary response is not automatically seclusion. Seclusion is a non-disciplinary safety intervention in which a pupil is confined and prevented from leaving. Seclusion is subject to specific recording and reporting duties

Any missed learning will be addressed through proportionate arrangements to help the pupil access learning. The school will not apply a blanket requirement that all missed learning must be repaid through break or lunchtime.

Table 2 *(This is not an exhaustive list)*

	Classroom Level	SLT/Pastoral Team	Headteacher/Deputy Head
Behaviour	• Disengagement • Distracting others • Slow to complete work • Arguing with peers • Calling out • Rudeness to staff • Throwing small equipment • Continual talking • Refusal to follow instructions • Disruption to learning • Swearing • Threats of violence towards peers	• Swearing directly at an adult • Leaving the classroom • Refusal to come in from playground • Deliberate violence towards a child in the classroom • Use of prejudicial language • Upturning furniture • Verbal abuse towards staff. • Threats of violence towards staff. • Accidental harm to an adult through unsafe actions • Coercive/bullying behaviour	• Deliberate acts of physical violence towards staff. • Threats of violence that include an offensive weapon. • Leaving the school grounds • Climbing on school property • Sexual behaviour or language, including upskirting. • Internal Truancy (running around school)
Possible Actions	• Follow outcomes in Table 1.	• Time in with Pastoral team for AM or PM • Targeted Support • Letter / phone call home • Meeting with parents/ carers • A behaviour record in place (Appendix 4)	• Intensive support • Internal exclusion • Suspension • Lunchtime exclusion • Meeting with parents/ carers • A behaviour record in place. (Appendix 4)

Extreme Behaviours
Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is how they communicate their emotions. We also understand that many children need to feel a level of safety before they exhibit extreme behaviours. We use our most skilful staff to build relationships with each child where possible.
Exclusions will occur following extreme incidents at the discretion of the Headteacher. We understand that throughout this process, we must explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults
At St James CE Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with 'Restrictive interventions, including the use of reasonable force, in schools – Guidance for schools in England' (April 2026), and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded using school systems. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. Children who attack adults may do this for several reasons but as adults, we need to still show compassion and care for the child. However, exclusion will be considered to enable the exploration of options and the creation of a plan around the child.

Pillar 2: First Attention for Best Conduct
There is overwhelming evidence that the praise of good behaviour is about ten times as effective as the punishment of bad behaviour. Our emphasis is always on the recognition of positive achievements.

All children have dojo accounts, and these are consistently used across the school so that all staff can award them to all children. Children in every class can win dojo winner of the day and week and all children can earn badges for a specific number of dojo points awarded.

The following list is not exhaustive; staff use their creativity to change and offer meaningful rewards constantly.

Daily	Less Frequent	Over and Above
• Class Dojo's linked specifically to the expectations – **Ready, Respectful, Safe.** • Praise - be specific, name the child, name the 'behaviour'. • Stickers - on work, on themselves, etc. • Use of silver/gold stickers • Chosen One - to help the teacher, first to leave the room, given a job. • Free time (allowed to choose activity, extra computer time). • Star pupil /special chair • Prize from a prize box.	• Dojo achievement badges for achieving certain amounts. • Weekly certificates and prizes presented in class. • Star of the Week/Visionary award winners get time out with pastoral team. • Postcards or phone calls home from a teacher. • Star of the Week/Visionary Awards presented in front of the school.	• Presentations of certificates, prizes and outside achievements during celebration assembly. • Postcards or phone calls home from a senior leader. • Gold Club with the Headteacher for those who have achieved gold. • Being identified for a place in the Gold Book.

Pillar 3: Relentless Routines

The school has employed a behaviour curriculum - **The St James Way**. This curriculum includes scripted routines that need to be implemented consistently (see Appendix 5):

- Meet & Greet
- Signals for silence
- Lining up
- Uniform
- Moving around corridors
- Moving to and from the playground
- Worship
- Lunchtime

All classes have visual timetables in the classroom; these are used appropriately for the needs of each class. Some children have their own visual timetables or a 'Now and Next' board.

The use of the school expectations and outcomes (consequences) are consistent. The school expectations are Ready, Respectful, and Safe; these are displayed in the classroom and around school.

As much as possible, the daily timetable is consistent across the school.

Expectations are the same in all classes including expectations of uniform.

Support is offered where appropriate. Supportive outcomes are followed consistently. If a child has to leave the classroom due to challenging behaviour the class teacher follows up to restore and repair the relationship and reflect on the behaviour.

Pillar 4: Scripted Interventions

The school expectations are simple and clear. When a child is seen not following an expectation a child is reminded specifically about the expectation they have failed to meet and a link to what the child is doing is made explicit. A simple script is followed in a non-judgmental way (see Table 1).

A scripted intervention gives us an understanding of where the conversation starts, where it is going, how to deal with the child's reaction and how to withdraw with grace so that you're not standing over the child waiting for them to 'be good for you'. A scripted intervention covers all these factors in a quick way lasting just 30 seconds.

Physical approach - Do not lean over the child, drop down to their level, kneel next to them, pull a chair up or invite them to stand at the end of the classroom and stand side by side to talk with them. Ideally, you would like the child to be looking down at you and the conversation must be as private as possible.
Opening - Do not start a dialogue with the child by asking a question. Start with "I have noticed..." e.g. 'I have noticed you're having a problem getting started with your work".
Second line - These are when your expectations come into play. "You know our expectation about joining in with group work."
Third line - Here you explain a sanction, and you need to be clear. "You are going to need to speak to me for five minutes at break time today."
No arguing - Do not argue with the child. They will likely protest your third line, "No I can't see you at break…" but you do not need to argue with them, you must ignore it.
Reminder of positive behaviour - You need to have done your 'pre-work' here of previously noticing good behaviour. "Do you remember last Monday when I sent a positive note home to your mum because you were fantastic at…"
Leave - Leave before the child has a chance to protest. This is a quick 30-second intervention, and it should not keep the child under the spotlight for long.

Pillar 5: Restorative Conversations

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. This conversation must be held with the adult involved or supported by an adult if it is between children so that there is a strong connection made. 'The behaviour of the adult lies at the heart of it all'.

Restorative conversations are used over breaktimes or lunchtime. Children have 'Time-in' to regulate and repair.

- What happened?
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

With younger children or children that struggle with this, we focus on:

- Who else has been affected?
- What can we do to make things right?

An apology shouldn't necessarily be the outcome of the conversation. 'A forced apology doesn't teach humility; it simply underlines obedience' (Paul Dix) and isn't helpful in the long run. Although actions have outcomes (consequences), children are not always acting out of choice. Sometimes they are engaging in survival behaviour, and it is an unconscious process.

The Pastoral Team will carry out follow-up restorative conversations with 'victims' of incidents involving 'child-on-child' and prejudicial language.

It is also important that senior leaders have follow-up restorative conversations with staff members (without the child) after behaviours that include verbal or physical abuse towards staff.

5. SUPPORT

All pupils receive universal support. Some pupils require targeted support and a small number require intensive or specialist support. The school seeks to identify need early and work with families and professionals.

Possible support:

- Visual timetables and now-and-next boards.
- Movement or sensory breaks.
- Planned adult check-ins.
- Changes to seating, environment or transitions.
- Pre-teaching and rehearsal of routines.
- Access to a calm/regulation space.
- Key-adult support and pastoral intervention.
- Behaviour support plans and risk assessments.
- Support from the SENCO and relevant specialist services.
- Work with parents/carers and, where appropriate, external agencies.

Where behaviour indicates a possible unmet need, the SENCO and relevant staff will consider whether additional assessment or support is required.

Use of Zones of Regulation

The school will implement 'Zones of Regulation' to help children understand, recognise and moderate their emotional responses. This complements our Positive Relationships and Behaviour Policy.

'Zones of Regulation' is a whole school approach to help children manage their emotional literacy. **It is not a discipline model** but helps children to understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them.

The goals of the zones of regulation are to teach children to:

- identify their feelings and levels of alertness
- develop effective regulation tools
- learn when and how to use the tools
- problem solve positive solutions
- understand how their behaviours influence thoughts and feelings
- ultimately – develop independent regulation

Our task is to help individuals to employ strategies for optimal learning. This comes from recognising which of the 4 zones, the individual is in:

- **Blue Zone**: Low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone**: Calm state of alertness; optimal level to learn; feels happy, calm, okay, focused.
- **Yellow Zone**: Heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone**: Heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

Staff should model which zone they are in e.g. I am in the yellow zone because I'm looking forward to something. I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are. Teachers should encourage children to find the best 'tools' to help children regulate their emotions depending on what zone they are in and what context they find themselves in.

6. Restrictive interventions, including reasonable force

Current DfE framework
From 1 April 2026, the DfE guidance 'Restrictive interventions, including the use of reasonable force, in schools' replaced the 2013 reasonable-force guidance. This section is aligned to the April 2026 guidance.

Principles
Restrictive intervention is an umbrella term covering physical and non-physical actions intended to prevent, restrict or subdue a pupil's movement. Reasonable force is a legal term covering physical restrictive interventions.

All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable force may be used to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school

The decision whether to use a restrictive intervention depends on the circumstances. Staff should consider necessity, proportionality and pupil welfare. They should use the least restrictive intervention, the least amount of force and the shortest time necessary to reduce the relevant risk.

Unacceptable use of force
- Force must never be used as punishment.
- Staff must not use restraint that affects a pupil's airway, breathing or circulation, including pressure to the neck, abdomen, mouth or nose.
- If a pupil is unintentionally held on the ground, staff should release or reposition them into a safer alternative/standing position as quickly as possible.
- Restrictive intervention should be avoided where possible because of the risk of physical and psychological harm.

Physical contact
The school does not operate a 'no contact' policy. Appropriate physical contact can include first aid, guiding or escorting, comforting a distressed pupil, or other ordinary professional contact. Staff must consider age, SEND, vulnerability, safeguarding requirements and whether a non-contact alternative is available.

Training
Staff who are likely to need to use reasonable force or other restrictive interventions should receive appropriate training in safe and lawful practice and preventative/de-escalation strategies. The Headteacher will determine training needs according to the school context and risk assessments. Training does not remove the legal power of other staff to use reasonable force where the circumstances require it.

Seclusion
Seclusion is a non-disciplinary safety intervention in which a pupil is kept confined to a place away from others and prevented from leaving by physical obstruction, blocking or making them believe they will be punished if they try to leave.
- Seclusion may only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.
- The pupil must be supervised at all times.
- The space must be safe and must not be threatening or intimidating.
- The pupil must be allowed to leave as soon as the immediate risk of harm has reduced.
- Seclusion must never be used as a disciplinary punishment or through a threat of punishment.
- Every seclusion incident must be recorded and reported in accordance with this policy.

Behaviour Support Plans and Risk Assessments
Where there is an identified risk that reasonable force or another restrictive intervention may be required, the school will have an appropriate risk assessment and, where necessary, a behaviour support plan. Plans will focus on prevention, reasonable adjustments, communication, early warning signs, de-escalation and the least restrictive response. They will be reviewed periodically and following significant incidents.

Recording and reporting restrictive interventions
The school will maintain procedures for recording and reporting significant incidents involving the use of force and all incidents of seclusion or restraint, in accordance with the statutory requirements that came into effect in 2026.

A significant use of force must be recorded as soon as practicable and staff involved should endeavour to complete the record on the same day. The record will include, as a minimum:

- names of the pupil and staff directly involved
- relevant needs/circumstances, including SEND and SEN status code where applicable
- date, time, location and approximate duration
- what led to the incident, known/potential triggers and preventative/de-escalation strategies used
- the type and degree of force, where relevant
- physical injuries sustained
- why the intervention was considered necessary
- post-incident support, including medical treatment or other adverse impacts

Parents will be informed in writing as soon as practicable following a significant use of force and the school will endeavour to do so on the same day, subject to the statutory exceptions where notification could cause serious harm to the pupil.

Seclusion and non-force-related restraint must also be recorded as soon as practicable and reported to parents in accordance with the statutory requirements. Where an incident is both a restraint and a significant use of force, the school will follow the significant-use-of-force reporting procedure rather than duplicate the same report.

The school will evaluate incidents as soon as practicable, consider the impact on pupils and staff, offer appropriate medical and wellbeing support, and consider whether the behaviour support plan or risk assessment needs to change. Witnesses, including pupils, will be supported where appropriate.

7. SEARCHING, SCREENING AND CONFISCATION

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screenings of pupils are conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Mobile phones and similar smart technology

> **From 1 September 2026**
> DfE statutory guidance expects schools to be mobile-phone-free environments by default. The prohibition applies throughout the school day, including lessons, transitions, breaktimes and lunchtime.

At St James CE Primary School, pupils must not use or have access to mobile phones or similar smart technology during the school day. Pupils who bring a phone to school must follow the school's

arrangements for storing it securely; our normal arrangement is for phones to be handed to the school office.

The school may include devices with similar functionality, including devices capable of receiving notifications/messages or recording audio/video.

- Staff will consistently enforce the mobile-phone policy.
- Parents should contact the school office rather than their child directly during the school day.
- The school may confiscate a device where proportionate and lawful.
- The length of confiscation will be proportionate to the circumstances and may take account of age, SEND and other individual circumstances.
- Mobile phones and similar devices may be identified in the behaviour policy as items for which a search can be authorised where the legal threshold is met.
- The school will make reasonable adjustments and appropriate adaptations where required for disability, medical needs, safeguarding or other exceptional circumstances. Any permitted use will be limited to the specific purpose, time and location agreed by the school.

Staff should not use personal mobile phones for personal reasons in front of pupils during the school day, except where a legitimate professional purpose makes this appropriate.

8. OFF-SITE MISBEHAVIOUR

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

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

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

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

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

9. ONLINE MISBEHAVIOUR

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Please see our Online Safety policy for more information.

10. SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

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

11. ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information

12. MALICIOUS ALLEGATIONS

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

13. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

Recognising the impact of SEND on behaviour
The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

- When considering a behavioural sanction for a pupil with SEND, the school will consider:
    - Whether the pupil was unable to understand the expectation or instruction?
    - Whether the pupil was unable to act differently at the time because of their SEND?
    - Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND
The school's special educational needs coordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it regularly.

Pupils with an education, health, and care (EHC) plan
The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

14. SUSPENSION AND PERMANENT EXCLUSION

Suspension and permanent exclusion are lawful sanctions that may be used where appropriate. They are not automatic responses to particular behaviours. The Headteacher will make decisions in accordance with the law, this policy and the current DfE statutory guidance on suspension and permanent exclusion.

The school will consider the individual circumstances, the seriousness of the incident, previous behaviour, safeguarding, SEND and disability, reasonable adjustments, the impact on others and whether other interventions are appropriate.

Suspension will not be used because the school is unable to meet a pupil's SEND. Where behaviour raises concerns about unmet needs, the school will consider support, reasonable adjustments and whether an emergency review or other multi-agency response is appropriate.

Before deciding on suspension or permanent exclusion

- The Headteacher will establish the facts as far as reasonably possible.
- The pupil will have an appropriate opportunity to give their account, taking account of age and communication needs.
- Relevant evidence and safeguarding information will be considered.
- SEND, disability, medical needs and reasonable adjustments will be considered.
- The decision will be proportionate and lawful.
- Parents will be informed in accordance with statutory requirements.
- The school will follow the statutory notification, governing board and local authority arrangements that apply.

During and after suspension

- The school will comply with statutory duties concerning education during suspension.
- The school will support reintegration and address barriers to successful return.
- A reintegration meeting may be offered where appropriate; any meeting will focus on support, expectations and successful return rather than being used as an additional punishment.
- Where repeated suspension indicates unmet need or ineffective intervention, the school will review its approach.

Terminology
This policy uses the current DfE terms 'suspension' and 'permanent exclusion'. 'Fixed-term exclusion' is not used as the school's preferred policy terminology.

15. WORKING WITH PARENTS & OUTSIDE AGENCIES

Parents/carers are important partners in promoting positive behaviour. Communication will include positive as well as difficult information and will be proportionate to the circumstances.

- Parents will be contacted when behaviour is persistent, serious or requires additional support.
- The school may invite parents to contribute to behaviour support plans and risk assessments.
- Where appropriate, the school will seek support from the SENCO, pastoral services, educational psychology, speech and language services, health professionals, social care, early help and other agencies.
- Information will be shared in accordance with safeguarding, data protection and information-sharing requirements.
- Where a pupil has an EHC plan, the school will liaise with the local authority as appropriate.

The school currently works, where appropriate, with services including Teams Around the School, Aspire Behaviour Support, CAMHS, iThrive, Start Well, Speech and Language services, BSCIP and counselling services. The specific services used will depend on local availability and the needs of the child.

16. STAFF TRAINING, RECORDING, MONITORING AND GOVERNANCE

Staff training

- Behaviour expectations and The St James Way.
- De-escalation, communication and regulation strategies.
- SEND and the impact of disability and communication needs on behaviour.
- Safeguarding and child protection.
- Appropriate use of reasonable force and restrictive interventions for staff whose role/context makes this relevant.
- Searching, screening and confiscation procedures.
- Mobile-phone expectations.
- Recording, reporting and post-incident procedures.

Recording
The school will use its recording systems, including CPOMS where appropriate, to record behavioural incidents and safeguarding concerns. Significant use of force, seclusion and restraint will be recorded.

Monitoring
The Headteacher and governing board will monitor behaviour data to identify patterns, evaluate the effectiveness of interventions and ensure compliance with equality and safeguarding duties. Analysis may include:

- frequency and severity of incidents
- age/year group
- individual pupil patterns
- location and time of day
- staff/team patterns
- use of removal, suspension and exclusion
- searching, screening and confiscation
- use of restrictive interventions
- SEND and SEN status
- protected characteristics where appropriate and lawful
- repeat incidents and identified triggers

The governing board will consider whether there is disproportionate use of restrictive interventions or sanctions for pupils with SEND, protected characteristics or other vulnerabilities and will seek evidence-based improvements.

Monitoring this policy
This policy will be reviewed at least annually by the Headteacher and governing board, and sooner where changes in law, statutory guidance, safeguarding practice, local arrangements or school data indicate that a revision is needed.

Appendix 1 - Roles and responsibilities

Role	Key responsibilities
Governing board	Ensure an effective behaviour policy; have regard to relevant statutory guidance; monitor behaviour, suspension/exclusion and restrictive-intervention data; challenge and support leaders.
Headteacher	Implement the policy; make decisions on sanctions, suspension and exclusion; ensure staff training; ensure recording/reporting systems; monitor patterns and equality impact.
Senior leaders / pastoral team	Support staff and pupils; maintain consistency; coordinate behaviour support plans; oversee restorative work and reintegration.
SENCO	Advise on SEND, reasonable adjustments and unmet needs; contribute to behaviour support plans and risk assessments; liaise with families and external professionals.
All staff	Teach and model expectations; use calm and consistent practice; apply reasonable adjustments; record/report incidents; seek support where needed.
Pupils	Follow Ready, Respectful, Safe; take part in restorative processes; seek help when worried or unsafe.
Parents/carers	Support expectations; share relevant information; work with the school to support behaviour and attend meetings where appropriate.

Appendix 2: Graduated response and outcomes

Level	Examples	Possible response
Universal	Low-level disruption, calling out, minor disagreement, off-task behaviour	Reminder; praise; non-verbal cue; reasonable adjustment; restorative follow-up.
Targeted	Repeated disruption, refusal, leaving class, persistent conflict	Chance/choice; regulation time; pastoral support; parent contact; behaviour support plan.
Serious	Bullying, deliberate violence, threats, discriminatory behaviour, serious online harm	Immediate safety response; SLT/pastoral involvement; safeguarding consideration; formal outcome; suspension may be considered.
Critical	Serious violence, weapon, significant safeguarding risk, serious criminal behaviour	Immediate safety measures; DSL/police where appropriate; Headteacher decision; suspension/permanent exclusion may be considered.

These examples are illustrative. The school will use professional judgement and will not apply sanctions mechanically. Safeguarding, SEND, disability, medical needs and reasonable adjustments will always be considered.

Appendix 3
Empathetic Phrases

Validation of emotions (empathetic listening)- labelling and empathising

Labelling
Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back the child's emotion and help the child/young person to label emotion.
"I wonder if you are feeling angry."
"I can see that you are (describe what you can see) I wonder if you might be feeling angry?"
"The way you are feeling is making you/made you angry"
"You're angry about…"
"I know you are feeling angry…"
"I can see that something's not quite right – can you tell me about it…"

Empathising
Affirm and empathise with the emotion; allow to calm down.
"I'm sorry that happened to you, you must have felt angry."
"I can see that you get angry when that happens/when I do this."
"I would feel angry if that happened to me."
"That would make me angry."
"I understand why you are angry."
"It's normal to feel angry about that."
"It's ok to feel angry about that."
"I get that you are angry."
"I can understand you're feeling angry – I would too."
"I know you're feeling angry – I would feel the same."

Limit setting (where necessary)
Separate emotion from the behaviour (actions); clarify what is an acceptable expression of emotion i.e. behaviour and what is not – set the limit; allow to calm down – (refer to school behaviour policy if necessary/appropriate):
"It's ok to feel angry, but we use kind hands in school"
"I can see that you feel annoyed. It isn't kind to shout at your teacher"
"You are probably feeling cross because you want to go and play outside with your friends. Remember, we need to show that we are feeling calm and ready to listen first"

Problem solving

Exploring
Exploring the feelings that give rise to the behaviour/problem/situation etc. – be specific
"How were you feeling when that happened?"
"What did it make you feel like?"
"Have you felt that way before?"
"What does your body feel like?"
"What feelings are you having?"
"What does it make you want to do?"
"Can you remember what happened to make you feel like that?"
"Can you tell me what happened?"

'Problematising'
Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future.
"Let's think of what we could have done instead"
"Can you think of a different way?"
"Can you remember feeling this way before and what you did?"
"Have you thought about doing this instead?"

“Can you remember what we said before?”
“How did you handle it last time?”
“What did you do last time this happened?”
“Can you remember what we discussed last time?”
“Can you remember how you solved it before?”

Solutions
Agreeing possible solutions – scaffolding suggestions where appropriate
“Try and do this next time you feel like this”
“Let’s decide what you will do next time you feel like this”
“What do you think you can change next time?”
“What could you try next time?”
“Can you remember what we agreed….
“Can you try…next time?”

Appendix 4
Routines

Behaviours	Expectations	Consistent Staff Actions
Entering the building • **In the morning** • **After breaktimes & Lunchtimes**	• Children should line up outside their classrooms until their teacher tells them to enter. • Children should walk into their classrooms quietly, responding to their teacher's greeting. • Children complete independent task set.	• Teacher to stand at the classroom door to meet and greet children. • An independent task should be set for children to carry out upon entering the classroom.
Uniform	• Children adhering to the uniform policy, including shoes and jewellery.	• Adult checks uniforms. • Adult speaks to children privately if uniforms do not meet expectations. • Adults speak to parents/carers about uniform expectations. • Adults to report any concerns via CPOMs (safeguarding concerns should be reported directly to DSLs).
In Lesson	• When sitting on a chair, all 4 legs need to be on the floor. • Remain seating in their chair unless permission is given to get up. • All children will stop, empty their hands and focus on the adult when they are speaking. • Hands up and wait quietly to get the adult's attention.	• Be clear about expectations of the lesson (working independently, in pairs, or in groups). • Be clear of the expectation on noise. • EYFS: clap hands, children empty their hands and join in with the clapping until the adult stops and then they stop and listen. • KS1/KS2: silent countdown on fingers from 5 to 1. Children will stop, empty hands and focus on the adult who is speaking
In corridors	• Children move around school silently, sensibly and in single file when moving in groups or as whole class. • Children travelling through the corridors without adult supervision should wear a band.	• Once children have lined up correctly, adults remind children that the St James Way is to walk silently, sensibly and in single file. The adult waits in the doorway and asks the children to wait at their 'checkpoint'. The adult then catches up and asks the children move to their next checkpoint. This is repeated until children reach their destination so that adults can monitor behaviour. • If an adult notices child on the corridor without a band, they will escort/witness their return to class.
Going out to the yard for breaktimes and lunchtimes	• Before beginning to line up children will be silent. • Children lining up silently in a given order. • Line up sensibly, silently and single file to go onto the KS2 playground.	• Adults ensure all children are silent and ready to begin lining up using signal silence routine. • Adults instruct children to line up silently, sensibly and in a single file using 1, 2, 3 (1 - stand up, 2 - tuck chair under and wait, 3 - move to place in the line.) • Positive reinforcement of the expected behaviours

		• Adult will let the children go onto the playground when the class are assembled as expected • Children will be sent back inside if expected behaviour not adhered to.
End of breaktimes and lunchtimes	• Children will stop and stand still when the whistle is blown at the end of play. • Children will walk silently and sensibly to the lines when the whilst is blown for the second time. • Line up sensibly, silently and single file to come into school. • Children should line up outside their classrooms until their teacher tells them to enter.	• Adult chooses some children or Play leaders to put the equipment away • Adult blows the whistle once, children stop and stand still. • Blow the whistle for a second time to indicate that children walk to their allocated line. • EYFS - Clap hands to get attention of the children empty hands. • Adults will escort children back into school.
In the dinner hall	• Children should line up quietly outside the hall until an adult escorts them inside. • Children should sit in their allocated seat and wait. Quiet chatting is allowed. • Wait for an adult to instruct them to go to get their lunch. • Children should remain seated unless them have permission to leave. • Put their hands up to signal an adult if they need anything. • When an adult raises their hand for attention, all children will raise their hands, look at the adult signalling and remain silent.	• Staff to use the raise arm signal to manage noise and gain attention of pupils. • Other adults to support by reminding children of expectations. • Staff should challenge children in as quiet, professional manner. • Staff will instruct one table at a time to collect their lunch. • Staff will engage with children to manage behaviours and noise expectations. • Respond to children when the signal for attention. • Staff to be proactive in ensure a clean eating environment, e.g. wiping tables, sweeping floors.
Using the Toilets	• Children should not be allowed to go to the toilet during lesson times where possible, unless there is a medical reason. • If the toilet is need during lesson time, children should not be allowed in pairs. • At lunchtime, children should remain seated and signal to an adult that they need the toilet. • Children should use the toilet sensibly and return to the hall/playground as quickly as possible.	• Staff to remind children to use the toilet at breaktimes. • Staff to issue a toilet band to manage number of children going to the toilet. • Staff to monitor toilets when appropriate. • Regular checks of the toilets during lunchtimes by lunchtime supervisors.
Cloakrooms	• Children should hang all items on their peg. • Children should take care to pick anything up from the floor.	• Staff make systematic checks after each use of the cloakroom, e.g. after entering school, after breaktimes, etc. • Staff may assign a child the task of keeping the cloakroom tidy and clutter-free.
Going into/leaving worship	• Children should be escorted to the hall by an adult. • Children should be lined up in single-file, silently and sensibly.	• Children should be reminded to line up and to walk through school in single file, silently and sensibly.

	• Enter the hall in silence and remain standing in line until told to sit down by an adult.	• One adult from each class is to remain in the hall and add dojos for rewards.
End of the day routine	• Before beginning to line up children will be silent. • Children lining up silently in a given order. • Line up sensibly, silently and single file to go to their relevant door or onto the KS2 playground. • Children to let their teacher know if someone has arrived to collect them before leaving.	• Adults ensure all children are silent and ready to begin lining up using signal silence routine. • Adults instruct children to line up silently, sensibly and in a single file using 1, 2, 3 (1 - stand up, 2 - tuck chair under and wait, 3 - move to place in the line.) • Positive reinforcement of the expected behaviours • Adult will let the children go when they have seen the child's correct adult.

Appendix 6
Positive Handling Plan

Risk Assessment and Positive Handling Plan for Individual Pupil

- Individual risk assessments are identified when incidents become more frequent and/or unsafe for both children and staff.
- If it is identified that an Individual Risk Assessment needs to be created, then a Positive Handling Plan must also be made.
- Risk Assessments and Positive Handling Plans must be created and shared with parents/carers, schools and professionals involved.
- Risk Assessments and Positive Handling Plans must be shared with staff.
- Risk Assessments and positive handling plans must be sent to the Headteacher to be ratified.
- Risk Assessments and positive handling plans must be reviewed in review meetings and pupil progress meetings and used as working documents.
- Risk Assessments and positive handling plans must be saved on the pupil profile on the MIS
- It is a legal requirement to write down specific risk management for significant, foreseeable risks
    - Consider all risks, to the pupil, staff, and public; consider SEMH challenges, barriers to learning and any SEN.

Name of child		Year Group	
Date		Name of Class	
Establishment name		Name of assigned staff (if appropriate)	
DESCRIPTION			
Describe foreseeable risk.			
Is the risk potential or actual?			
List who may be affected by the risk			
Assessment of Risk		<u>Control measures to reduce level risk to acceptable</u>	
Diagnosis and its effects to daily functions.			
Medication or intervention required – *medical list*			
Strength and Stamina – *when anxious shows signs of being loud and agitated.*			
Communication - when agitated or anxious			
Positive Handling			

Personal Hygiene / Care	
Eating and drinking	
Specific event or situation requiring intervention is…	
Specific event or situation requiring interventions is…	
Specific event or situation requiring mitigation is…	
Known allergies – *Detail- nuts / pollen / animal hair / penicillin / etc.*	
Mobility – *independent but unstable on uneven ground / stick/frame – short distances only*	

	Signature	Date	Review Date
Assessor / Head Teacher/ SLT			
Class Teacher			
Parents			
School			

Safer Schools - Positive Handling Plan

Environment and triggers - Describe the situations which have led to problems.

- Difficulties in the morning when coming to school.
- Having to leave mum.
- When events do not happen e.g. told she was going to an appointment but mum had to cancel and as Praya did not know she become distressed.

Tick the level of behaviour that would become a risk within your setting -

Slapping ☐ Punching [X] Biting [X] Pinching [X] Spitting [X] Kicking ☐

☐ Hair grab ☐ Clothes grab ☐ Neck ☐ grabbing [X] Body holding

Arm grab ☐ Attempting to leave the classroom ☐ Attempt to abscond from premises [X]

Others –
……..……
……

Prevention - Describe any changes to routines, personal or environment which may reduce the risk of a crisis

-

happening.

Diversion and Distractions - Describe interests/words/objects etc. which may divert attention from an escalating crisis.

-

De-escalation - Please use the table below to indicate what techniques have been used previous or any which should be avoided. any changes which have worked in the past OR should be avoided.

De-escalation technique	Try	Avoid	De-escalation technique	Try	Avoid
Verbal advice and support			Firm clear direction		
Negotiation			Limited choices		
Distraction			Diversion		
Reassurance			Planned ignoring		
Take up time			Change of Face		
Withdrawal offered / directed			Reminders		
Success reminders			Consequences		
Thinking room, calm down space			CALM – talking/stance/space		
Supportive Touch			Removing Audience		

Has physical intervention been used in the past and what was the outcome?

Safer Schools Techniques
Please use the table below to indicate which holds will be used as part of the identified individuals positive handling plan.

Safer Schools Technique Used	Yes	No	Comments
Prompting			
Standing – double wrist hold			
Escorting – double wrist hold			
Standing – straight arm immobilisation			
Standing – straight arm immobilisation using shoulder			
Standing – cupped fist			
Escorting – cupped fist			
Standing – leg hold			
Seated – leg hold			
Standing - leg hold using bean bag			
Seated - leg hold using bean bag			
Kneeling position			

Additional Comments – Please use this space to identify the plan and provide any additional information needed.

This document must now be sent to Mr Booth to be ratified.

Name	Signature	Date

Each staff member must read and understand the plan. Please sign to say that this information has been shared with you.

Staff name	Signature	Date

This plan should be shared with parents / carers, Schools and other professionals involved.

	Name	Signature	Date	Review Date
Outside Agencies				
Parents				
School				

Appendix 7
Child-friendly Policy