



Newtown C of E Primary School

Behaviour and Relationship Policy

A policy guiding quality learning for all through positive engagement

Ratification Date:	June 2018	Signed: (HEADTEACHER) Mrs Janet Cane (CHAIR OF GOVERNORS)
Reviewed	September 2024	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Reviewed	April 2025	Signed: Mrs Emma Howlett (HEADTEACHER) Mr Richard Swain (VICE-CHAIR OF GOVERNORS)
Reviewed	September 2026	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Next Review	September 2027	

School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)

- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

1: The Newtown C of E Primary School Philosophy of Positive Engagement

At Newtown C of E Primary School our overarching aim is to support children through Positive Engagement, which is the state for learning where children are able to grow as individuals through their learning and wider curriculum opportunities. Positive Engagement consists of many elements, beyond simply behaviour in isolation, which together contribute to positive outcomes for all members of our learning community.

Behaviour is a mode of communication and so is an invaluable barometer of the success of the methods and processes in place within a school to prepare an individual to learn. The key to understanding behaviour in the school is a solid knowledge of the individual children and their personal histories, so as professionals we must seek to equip ourselves with as much information and strategies as possible which are communicated clearly to all key adults working as a team around the child.

Positive Engagement is our aim, it is achieved through a consistent policy, which includes following routines, implementing expectations, giving rewards and deciding on sanctions. It also includes the explicit teaching of the Learning Behaviours as well as discreet opportunities through our PDL and PATHS curriculum.

Newtown C of E Primary School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that unproductive behaviour can signal a need for support which we will provide without diluting expectations.

Section 2: Aims of this policy

This policy seeks to provide a thorough framework and guidance for all key stakeholders at Newtown C of E Primary. Its purpose is to be clear, helpful and informative to allow for its contents to be consistently understood and applied. A regular review and monitoring process will maintain its relevance and accuracy as described above. This policy complies with Section 89 of the Education and Inspections Act 2006.

Further aims of the policy are:

- For all children to have a purposeful and calm environment that stimulates learning.
- To ensure there are clear boundaries and expectations for acceptable behaviour to ensure physical and emotional safety.
- For children to grow in independence and have responsibility for their actions.
- For the whole school community to have a positive, caring attitude towards one another where achievements at all levels are valued and celebrated.
- There should be a consistent approach towards upholding the Christian Ethos Values and Learning Behaviours throughout the school community encompassing parental cooperation and involvement.
- That the children of Newtown C of E Primary School are able to grow as individuals, progressing in their learning and in the further opportunities available in school.

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

Section 3: Further Key elements to Positive Engagement

Christian Ethos Values

Our Christian Ethos Values are at the core of Newtown C of E Primary School. These values provide a framework and guide for desired behaviours and characteristics.

Love Courage Friendship

The Learning Behaviours

The Learning Behaviours enhance our positive engagement strategy, help us to learn together and support our Christian Ethos Values. This guides our children towards the desired behaviours and characteristics of effective learning.

Boundaries Respect Resilience Self-Regulation Focus Independence

These Learning Behaviours are visible throughout the school and are illustrated using a leaf graphic. Our six Learning Behaviours must be highlighted and recognised in our children throughout their school experience and celebrated with verbal feedback and the awarding of the respective Dojo points. This is celebrated as a whole school during our Friday Celebration Collective Worship. Children and families are encouraged to engage regularly with Class Dojo at home where the points that children earn can be tracked online. Children are able to earn certificates for reaching specific milestones in relation to Dojo points.

Section 4: High Quality Teaching and strong relationships

- It is vital that teaching and planning is of the highest quality. When the learning opportunities are strong then engagement is at its highest.

- It is the class teacher's responsibility to ensure that lessons are well planned and resourced. At Newtown C of E Primary School, we provide training, support and mentoring to our staff to ensure they are able to reflect on their practice and pursue improvement.
- It is our responsibility to pursue the building of strong relationships based on authenticity and honesty throughout the school community. Adults must model this process and allow specific opportunities to teach the necessary features and highlight examples both positive and negative. This is supported by a developing awareness and understanding of trauma informed practice. Staff understand that emotionally available adults are key to support children in building reciprocal, trusting relationships alongside identifying and understanding their feelings. This involves a team around the child approach, including providing a change of face, where necessary.
- Adults must show genuine interest in each child's unique development and background.
- Empathy is vital in order to reflect on the impact of one's actions and in the setting of strong relationships this is enabled further. Again empathy must be modelled and time taken with the children to consider the key concepts involved.
- Staff are available every morning and after school to greet the children. Members of the Senior Leadership Team (SLT) are also available on both the Key Stage 1 and Key Stage 2 gates to answer any queries at the beginning and end of the day, which supports a positive start and end to the day.

The staff at Newtown C of E Primary School know that the positive relationships between children and adults are fundamental in helping children to regulate. It is important, therefore that adults and children are able to relate to each other in different ways in order to cement strong positive relationships. Staff use the PACE model to support the building of positive relationships:

- **P (Playfulness)** - The purpose of playfulness is to enjoy being together in an unconditional way.
- **A (Acceptance)** - Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away.
- **C (Curiosity)** - Non-judgemental active interest in how children experience what happens in their lives. Helping children to make sense of what has happened.
- **E (Empathy)** - Felt sense of the other. Actively experienced and communicated to the child.

Section 5: Expectations of all children and staff

The following expectations must be followed in conjunction with the staff code of conduct. Children entering Newtown C of E Primary School in Year R will be taught the expectations of the school in order to understand what desirable behaviours are. This process continues throughout the subsequent years but with the understanding of growing responsibility and consequence.

At Newtown C of E Primary School we feel it is vital to 'sweat the small stuff'. **All staff** are expected to be relentlessly consistent with the following expectations.

1. There must be a demonstration of the Christian Ethos Values and Learning Behaviours.
2. There must be a tidy and organised learning environment including all the internal and external areas. There is a set expectation outline in the staff code of conduct and must be adhered to.
3. We expect all staff and children to set high expectations by promoting a set of learning non-negotiables as well as including in the way they walk around school, line up at the end of play and ensure the correct uniform is worn including having shirts tucked in.

The following three expectations are set out to the children and apply to all adults working in our school:

1. Be ready
2. Be safe
3. Be kind

Section 6: How the school supports staff well-being and reflection

At Newtown C of E Primary School we recognise the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. Therefore, staff will attend regular Supervision meetings to give them an opportunity in a confidential setting to problem solve together. It is essential for staff to have time to reflect on their own emotions and attachment styles; understanding of the behaviours from others that might trigger a particular response in them; maintaining appropriate boundaries; managing secondary stress. At Newtown C of E Primary School staff should feel safe and are encouraged to express how their work impacts on their emotions and vice versa.

Section 7: A shared language of behaviour

In our drive for consistency we must ensure that when adopting the restorative justice approach, we use the following questions:

- What has happened?
- What were you thinking at the time?
- What were the other adults and children thinking?
- Who has been affected by these actions?
- How have they been affected?
- What needs to be done now to make things right?
- What could you do differently next time?

There are times when a restorative approach is necessary in order to repair the relationship between children and their key adults. The staff at Newtown C of E Primary School should be prepared to engage in such conversations, and will include times when staff need to say sorry. This approach must be tailored to suit individual needs and should be presented in a way that enables all children to access and engage in the process. School places significant emphasis on the repair element of the restorative process, as this is where children are able to 'fix' a problem which means that relationships are restored and positive action is taken. Further explanation around these processes can be found in appendix 4.

When encouraging children to change their behaviour we use the wonder aloud language linked specifically to our Learning Behaviours, i.e. *'I wonder if you could.....'*

When dealing with behaviour we can acknowledge how they are feeling and that those feelings are ok, i.e. *'I can see you are feeling'*

The explicit teaching of our Learning Behaviours should be introduced through the behaviour targets, which are introduced weekly through the explicit teaching of the learning behaviour and are reviewed frequently. They make strong links to our PDL curriculum, as well as our wider curriculum offer.

Any behaviour that requires a consequence is deemed 'unproductive behaviour'. We do not refer to it as challenging behaviour or in the action that they are 'kicking off' or having a 'melt down'. In the same way we refer to children as children and not kids.

If you are offering assistance when a behaviour is reaching a 'high' level (as per Appendix 1) you should say 'help available' or if requiring help you should say 'help/support required'. We use a calm tone when offering or requesting support so as to not further escalate a situation. If a situation is described as being high level, staff are required to have two team members present and an observer in case of a potential physical intervention. It is normal for adults to at times feel heightened or emotional themselves in some situations. The supporting adults will need to notice when a colleague needs to remove themselves from an incident, using the script 'more help available'. Radios should only be used in the event of violence or absconding. The message should clearly say who requires help and where. They can also be used when medical assistance, who it is for and where.

Section 8: Visual representation (found in the appendices)

- Flow chart and policy on a page (**Appendix 1**)
- Christian Ethos Values and Learning Behaviours displayed on small coloured board outside classroom (**Appendix 2**)
- Laminated leaves to note who has been awarded different Dojo points throughout a lesson (**Appendix 3**)
- Restorative justice display questions (**Appendix 4**)
- Blue card labelled with class name kept on IWB.

All items should be displayed in the classroom and used to support behaviour.

Section 8: Rewards and Consequences

We operate a positive reinforcement system where children are rewarded with Dojo points when they display the following Learning Behaviours.

Boundaries Respect Resilience Self-Regulation Focus Independence

Dojo points are to be given to the children at appropriate times and this should relate directly to the learning behaviour target. For example a respect point might be given to a year 6 child for treating others as they want to be treated. If you are in the middle of teaching, it might be more appropriate to note a child's initials on the corresponding laminated leaf.

A Golden Acorn is awarded each week for children who consistently uphold the Christian Ethos Values of the school and are awarded during Collective Worship. These should also link into the Learning Behaviours. For example, *'Joe Bloggs has shown the Christian ethos value of courage by showing great resilience in his Maths and has worked through some challenging problems and resolved them'*. This will need to be recorded so that different children are acknowledged for their achievements.

Teachers may have their own rewards that they use in the classroom to compliment the school behaviour system **however this is only to be implemented when it has been discussed with the inclusion team and sanctioned by SLT.**

Class behaviour targets must be set each week and an explanation given as to what it looks like in practice. The wording should be lifted from the behaviour target tiles. These targets are set when the learning behaviour is explicitly taught and reviewed frequently.

Other forms of reward may include:

- Non-verbal recognition
- Targeted and meaningful praise
- Showing work to another teacher and to the Headteacher
- Stickers
- Postcards home to celebrate achievements linked to Christian Ethos Values and Learning Behaviours. 2 postcards should be sent home a week at the end of the day. This will need to be recorded so that different children are acknowledged for their achievements.
- Telephone call to parents
- Pupil of the day
- Elmo the Elephant (Love), Luke the Lion (Courage), and Pom-Pom the Penguin (Friendship)
- Breakfast Club Awards
- PE star of the week
- Player of the week (Football Club)
- Home learning certificate
- Head teacher termly award

Consequences

All classes should constantly be referring to the behaviour target of the week and where possible link it to our Christian Ethos Values. In instances when children have exhibited unproductive behaviours and it has been judged that they fully understood that what they chose to do was wrong, a consequence must be received. The consequences must be proportionate, in line with

the age and developmental stage of this child and it must be explained to the child and linked to the behaviour.

When deciding on consequences it is important to be consistent and fair. Consider the severity of the behaviour and decide if it was of a low, moderate or high level and whether it was a continuation of persistent negative behaviour that could form a pattern. Remember that the behaviour could be telling you something hidden you may need to address.

When looking at where the behaviour lies there are several factors to take into consideration:

- Is the learning or organisation of the learning meeting the needs of this child?
- Is this secondary behaviour and has there been a previous incident or trigger?
- What was the antecedent?

There are times where the most appropriate consequence for a child is twilight learning. This is where a child will remain in school at the end of the day for an appropriate amount of time, proportionate to the age and developmental stage of the child, as well as a consideration of the incident that led to the consequence. The purpose of twilight learning is to enable a child to complete any missed learning and/or to make up lost learning time. This will always be communicated by school staff to home and is agreed first by the Headteacher.

A low level behaviour becomes a medium when it is persistent. The behaviour moves to a medium level when it has been repeated three times.

For serious levels of behaviour, a blue card should be used when help is required and should be sent to the office so they can find a member of staff (as per the Behaviour flowchart in **Appendix 2**). A child should **not** be sent to ask for assistance for a particular child e.g. *'you need to come because Joe Bloggs is*

For those children who are unable to regulate their behaviour in their classroom, The Den is a specific space where reflection and purposeful restorative justice conversations can take place. This room is used to avoid children demonstrating unproductive behaviour in shared spaces, offices or meeting rooms. The child must be supervised by the adult who witnessed their behaviour whilst in there until they are ready to return to their learning. Children must not be left in the room unattended.

Section 9: Children leaving the school grounds

If a child leaves the school property without permission, following all reasonable attempts to prevent it, then an adult must keep the child in sight. The police must be informed immediately. Please see the absconding procedure in **Appendix 5**.

Section 10: Meeting individual needs

We appreciate that all children are not the same and respond differently to certain situations. Children throughout the school must always be held responsible for their actions but staff should work with them to consider their choices and reactions. Teachers and support staff must plan for and consider those who struggle to regulate themselves and implement strategies that support

the child as they move through the school. It is important the range of factors as discussed above are taken into consideration.

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of reasons. We recognise behaviour as a form of communication. We work from the philosophy that we **achieve fairness by meeting each child's individual needs rather than by treating every child the same**. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the behaviour.

A Co-Regulation Plan (**Appendix 6**) sets out the agreed strategies for children who have continuing needs. A brain break might be a strategy that is used for an individual child, but this must be carefully implemented and must be written into their plan. These plans are based on a wide range of evidence gathering including observations of the child in class (**Appendix 7**), which are used alongside the graduated approach (assess, plan, do, review) document. Staff will present these documents to the Inclusion Team during the bi-weekly Inclusion meeting so that a solution focussed discussion can take place in order to identify the best next steps for a particular child. The plans set clear targets and strategies for Positive Handling for the child and are reviewed regularly to monitor the progress being made. Co-Regulation Plans are a working document and need to be annotated by staff working with the child accordingly. On occasions, recommendations for outside agencies, such as PBS (Primary Behaviour Service), may form some of the suggested strategies within a Co-Regulation Plan to support a child with their behaviour needs.

As part of our ongoing commitment to support all children, all members of staff are trained in a range of de-escalation techniques, which support individuals/groups of children who may be displaying unproductive behaviour.

ELSA Support

We believe that every child is unique and extraordinary and that the teaching and learning at Newtown C of E Primary School is built on a foundation of being inclusive, supportive, challenging and empowering.

However, we are aware that, at times, some children may be overwhelmed with different feelings which can be shown through anger, frustration, sadness, loneliness, confusion or anxiety. This can then be a barrier for learning. Therefore, some children may receive additional support in recognising and identifying their feelings and will have specific taught sessions to build self-esteem, confidence, well-being and communication skills. These will be taught in class using an ELSA/Thrive based approach, with support from a trained ELSA and familiar members of the school staff. This support is closely aligned with our Learning Behaviours and fully complement our PDL and PATHS curriculum.

Section 11: Lunchtimes, breakfast (BSC) and after-school club (ASC)

During lunchtimes/breakfast (BSC) and after-school club (ASC), children need to know and understand that the expectations around behaviour are the same as in class and will be dealt with consistently and fairly.

- The curriculum will be varied and changed regularly to support positive engagement of the children.
- Lunchtime supervisors, BSC and ASC staff will celebrate with the class teacher, children who are demonstrating the Learning Behaviours and Ethos Values.
- Dojo points will be given out to celebrate children who are demonstrating Learning Behaviours, these will be given out by the staff. A slip (**Appendix 8**) will be completed to inform the teacher of positive behaviour.
- During the week, the kitchen team and lunchtime supervisors will share the names of children who have consistently demonstrated the Ethos Values and Learning Behaviours during the lunchtime. Elmo the Elephant, Luke the Lion and Pom-Pom the penguin, along with a certificate, will be given out weekly during celebration collective worship on a Friday to celebrate this.
- The children who have been awarded Elmo, Luke and Pom-Pom, will come along on the following Monday to dine at the Top Table and can invite a friend to dine with them.
- During the week in BSC, Dojo points will be given out to children who are consistently showing the Learning Behaviours and Ethos Values. At the end of the week, a certificate will be given out to the children, during celebration collective worship on a Friday. They are then invited to a Breakfast Bonanza on the following Monday where they can choose a special breakfast.

Dealing with unproductive behaviour during lunchtimes and breakfast club

- When dealing with unproductive behaviour, this need to be investigated by the member of staff it was reported to, and recorded on CPOMS by the respective class teacher, for a lunch time incident, or the reporting member of staff if the incident relates to breakfast club. Lunchtime supervisors will need to ensure that incidents are recorded using the appropriate lunch time recording slip. CPOMS reporting must use the ABCC format.
- At the end of BSC, the LSA's collect the children from BSC at 8.30am, positive behaviour can be shared, as well as, any unproductive behaviour. This will be reported to them discreetly and this then passed onto the class teacher.
- If the incident/unproductive behaviour is more serious, this still needs to be dealt with the member of staff it was reported to. This member of staff, then investigates the incident further using a restorative conversation. At lunchtimes, a slip is completed and passed onto the class teacher who completes the CPOMS in a timely fashion. The lunchtime supervisor/BSC/ASC staff ensures relevant first aid is given and reported correctly, following the school policy and procedure. They would then make a phone call home to inform all sets of parents, of the incident, with any consequence, if required.
- Any medium or high level of behaviour, lunchtime supervisors can call on support from the Learning Leaders or their line manager, in the first instance. Then it can be referred to the Headteacher, if required.

- During breaktimes, a facilitated play approach may be undertaken with a named member of staff and/or ELSA. This will support with social skills and building friendship groups. **This approach needs to be discussed and agreed in inclusion meetings and form part of the child's IBMP.**

Section 12: Suspension (formerly known as an exclusion)

Suspension is used only in rare instances. These could include where a child is either, not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others, or if the child has behaved in a way deemed as particularly extreme (such as being violent towards another pupil or member of staff), or has used foul or abusive language towards any member of staff. The school follows the Hampshire County Council policy for suspensions and guidance can be found at <https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>.

Behaviour	Length of Suspension
Physical assault against a pupil	0.5 – 5 days
Physical assault against an adult	0.5 – 5 days
Verbal abuse/threatening behaviour against a pupil	1 – 5 days
Verbal abuse/threatening behaviour against an adult	1 – 5 days
Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy	1 – 5 days
Bullying (including cyberbullying, prejudice-based and discriminatory bullying)	1 – 5 days
Racist abuse	1 – 5 days
Sexual misconduct	1 – 5 days
Abuse against sexual orientation/gender reassignment	1 – 5 days
Abuse relating to disability	1 – 5 days
Drug and alcohol related	1 – 5 days
Damage	0.5 – 5 days
Theft	0.5 – 3 days
Persistent disruptive behaviour	1 – 3 days

If a child has been suspended, they should complete a re-integration form alongside their parent or carer and a member of staff using a restorative approach, in order to help both the victim(s) and perpetrator(s) involved move forward positively. (**Appendix 9**). However if this is deemed a trigger, it should be arranged later the same day and the approach adapted according to the individual needs of the child. However, where there may be safeguarding concerns and suspension is putting the child at further risk, a home visit may be undertaken to ensure the child will be safe and another form of consequence may be implemented.

Suspensions are given in school as a last resort, having exhausted all other strategies. Staff at Newtown C of E Primary School have a secure understanding of the impact that suspension can

have on children and young people and will deploy a range of strategies in order to prevent such occurrences.

Section 13: Tracking of Behaviour and Levels of Engagement

The school uses CPOMS software to monitor behaviour, child protection, safeguarding and other pastoral and welfare issues. Every member of staff has a duty of care to report any concerns and CPOMS enables staff to record concerns straight into a central system which alerts the relevant members of staff immediately.

Any medium or high level behaviour should be recorded in the following way:

A-Antecedent

B-Behaviour

C-Communicates

C-Consequence

In addition, staff are still required to complete physical intervention forms and violent incident forms which are uploaded to CPOMS. The forms together with the CPOMS records are used to identify patterns and be the basis of discussions with children, parents and external agencies.

Section 14: Parental and Carer Engagement

Parents and Carers should support the aims of the school and seek to support the key elements of this policy. It is our responsibility to listen to parents and carers and respect their views but always be guided by our school policy. Staff will keep parents well informed about expectations and procedures surrounding behaviour and as part of routine procedure should inform parents of any further support required to guide behaviour. Above all, we must work together to preserve the best interests of the child.

Section 15: Outside Agencies

When necessary, we work with outside agencies to expand our capacity to deal with examples of extreme or unusual behaviours. This may include the Primary Behaviour Support Team, Hampshire Well-Being Service, Mental Health Support Team (MHST) Child and Adolescent Mental Health Service (CAMHS), Locality Team, School Nursing Team, Educational Psychology Service, Motiv8, Hampshire Fire Service, Youth Offending Team, Barnardos, Children's Services, Police, Counselling Services, Southern Domestic Abuse Service and Young Carers. The school works closely with a service and will implement and review suggested strategies, working in partnership with them.

Section 16: In-service Training Needs

In keeping with the school's improvement plan, in-service training needs are identified and addressed within the school's financial constraints. In addition, we endeavour to ensure that staff are made aware of all relevant and available in-service training.

Section 17: Restrictive Physical Intervention

Please read in conjunction with the Restrictive Physical Intervention Policy.

At Newtown C of E Primary School we recognise that at times it may be necessary to use Restrictive Physical Intervention, but such occasions should be avoided wherever possible. We believe that Restrictive Physical Intervention is not a substitute for good behaviour management. It is a strategy where no reasonably practicable less intrusive alternative is possible and should be a rare occurrence. If a Restrictive Physical Interventions does occur, parents will be informed as soon as possible, however this will always occur on the day of the incident.

Each classroom will have a blue 'emergency' card with which to summon help.

Following an incident where a Restrictive Physical Intervention was necessary, a risk assessment needs to be carried out and in the case of an existing risk assessment, appropriate amendments to be made. A Restrictive Physical Intervention Record form will also need to be completed and reported (**Appendix 10**). This is over seen by the Headteacher.

All Physical Interventions are to have a follow up debrief with staff involved in PI or SLT.

Use of Reasonable Force

Please see the 2013 DfE advice on using reasonable for force full guidance.

All members of staff, including volunteers, have a legal right to use reasonable force. 'Reasonable Force' is defined by the DfE as 'a broad range of actions used by most teachers...that involves a degree of physical contact with pupils'. It refers to using force which is reasonable in that it is **not** 'more than is needed'.

Schools generally use force to control pupils or restrain them. Control means either passive physical contact such as standing between two pupils or blocking a pupil's path or it can be physical contact such as leading a child by the arm out of a classroom.

Reasonable force can be used to:

1. Prevent a child from hurting themselves or others
2. Prevent a child from damaging property
3. Prevent a child from causing disorder

We cannot use force as a form of punishment – this is unlawful.

Section 21: Evaluation

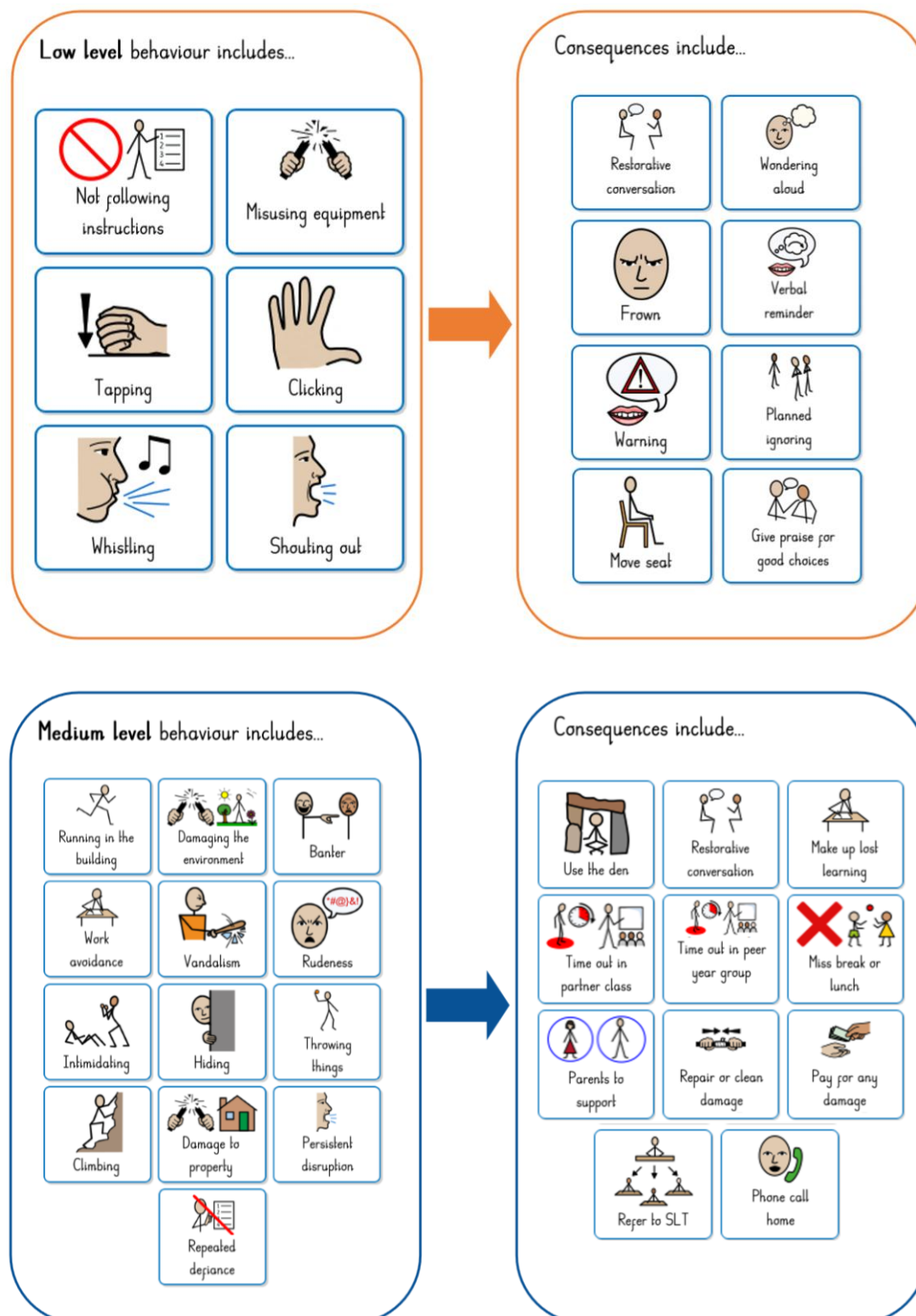
The effectiveness of the policy will be measured by:

1. The increased confidence of staff to deal with challenging behaviour
2. Observations around the school will highlight a consistency of approach
3. Parents will agree that behaviour and instances of negative behaviour are well managed
4. A reduction of serious incidents and suspensions
5. A questionnaire and regular consultation of staff will seek opinions and feedback as to the policy's effectiveness.

Policy review date: Written June 2020. Updated September 2026.

- Appendix 1: Behaviour Flowchart and policy on a page**
- Appendix 2: Christian Ethos and Learning Behaviour posters**
- Appendix 3: Laminated leaves for the board**
- Appendix 4: Restorative justice questions posters**
- Appendix 5: Absconding procedure**
- Appendix 6: Co-Regulation Plan**
- Appendix 7: Target tracker**
- Appendix 8: Lunchtime slip**
- Appendix 9: Restorative justice re-integration form following a suspension**
- Appendix 10: Restrictive Physical Intervention form**

Appendix 1: Behaviour Flowchart and policy on a page



High level behaviour includes...

 Racist or homophobic abuse	 Sexual misconduct	 Bullying
 Self harm	 Violence to pupils	 Violence to adults
 Biting	 Spitting	 Swearing
 Play fighting	 Deliberate damage to property	 Absconding offsite
 Prejudicial language		

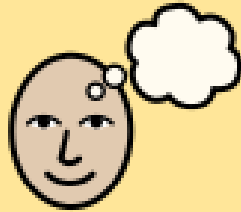


Consequences include...

 Use the den	 Restorative conversation	 Make up lost learning
 Parents to support	 Twilight learning	 Police/PCSO visit
 Internal suspension	 External suspension	 ELSA support
 Repair or clean damage	 Pay for any damage	 Phone call home



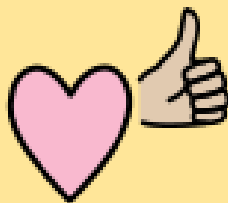
Newtown C of E Primary School
Policy on a page – Behaviour and Relationships



Be Ready



Be Safe



Be Kind

What to expect from the adults in our school



Be Ready

I will be ready for my learners



Know my learners



Plan/support personalised learning



Support communication and remove barriers



Create calm environment, preventing triggers

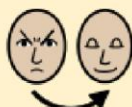


Be Safe

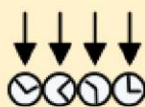
I will ensure a safe community



Explicitly model and teach expectations



Prevent and de-escalate



Follow up every time



Log behaviour/actions on CPOMS



Be Kind

I will be kind



Model Ethos Values & Learning Behaviours



Develop excellent relationships



Recognise and praise positive behaviours



Listen, stay calm, give take up time



Be Ready



I will be ready



Uniform



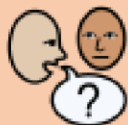
Resources



Work hard



Take part



Ask for help



Be Safe



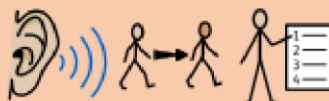
I will be safe



Good choices



Respect school property



Listen and follow
instructions



Tell an adult if you feel



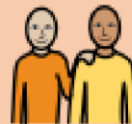
unsafe or worried



Be Kind



I will be kind



Friendly and polite



Take turns and listen



Show respect to others

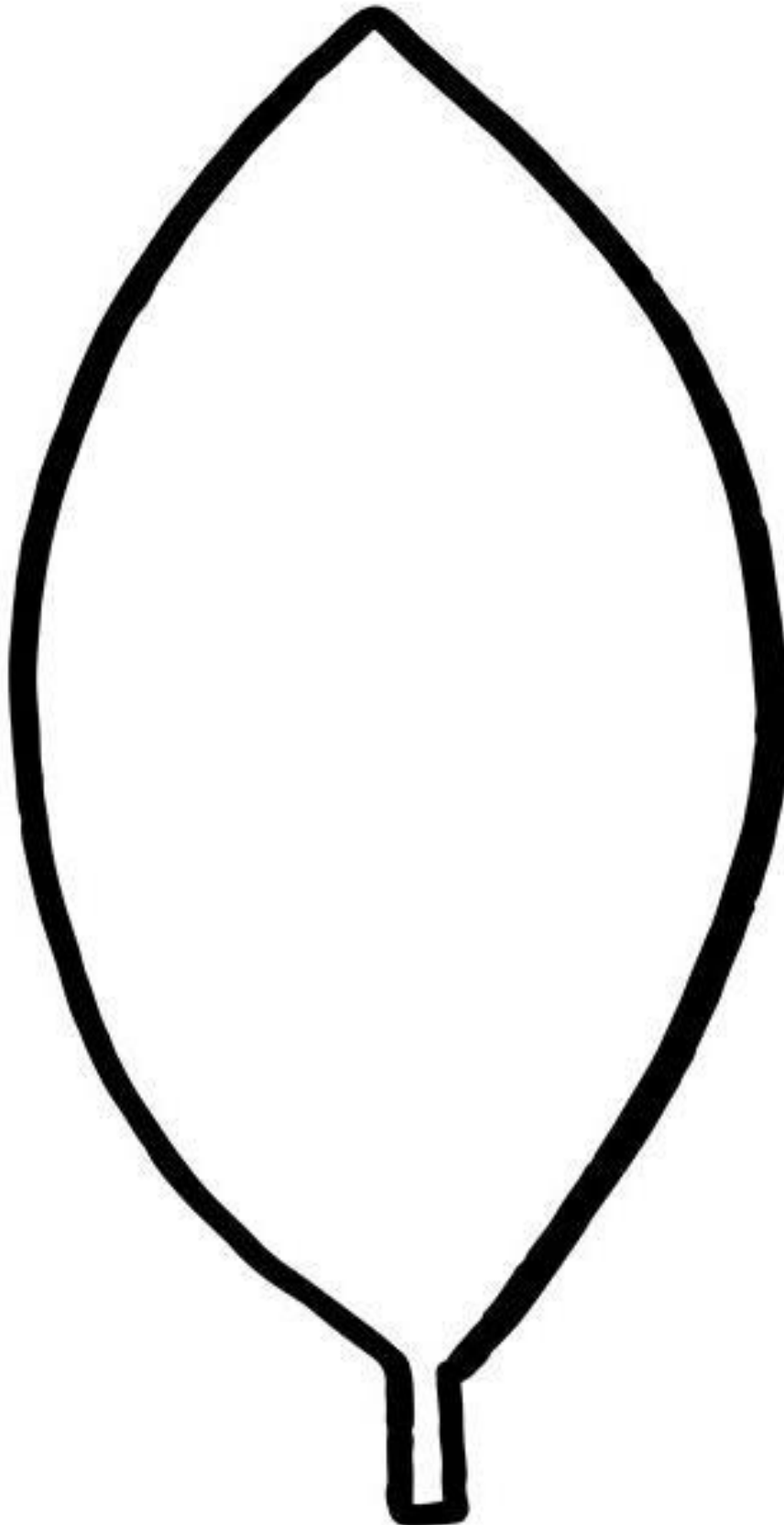


Help others

Appendix 2: Christian ethos and learning behaviour posters

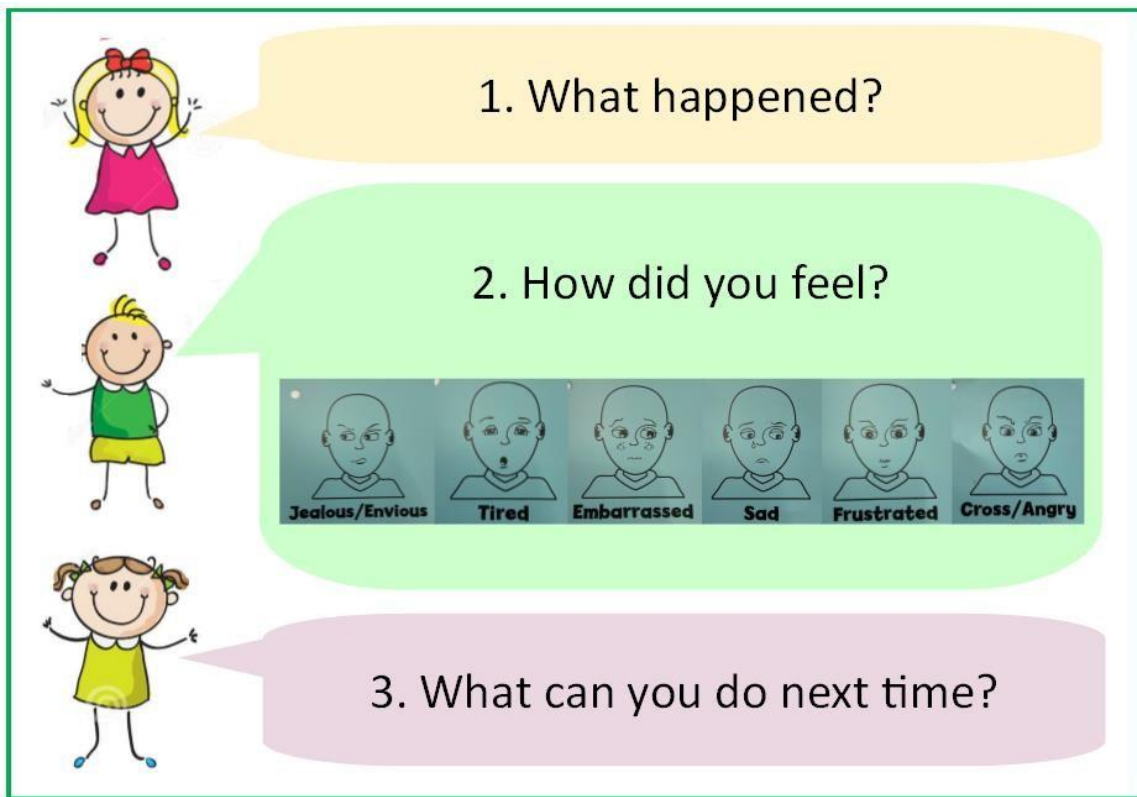


Appendix 3: Laminated leaves for the board

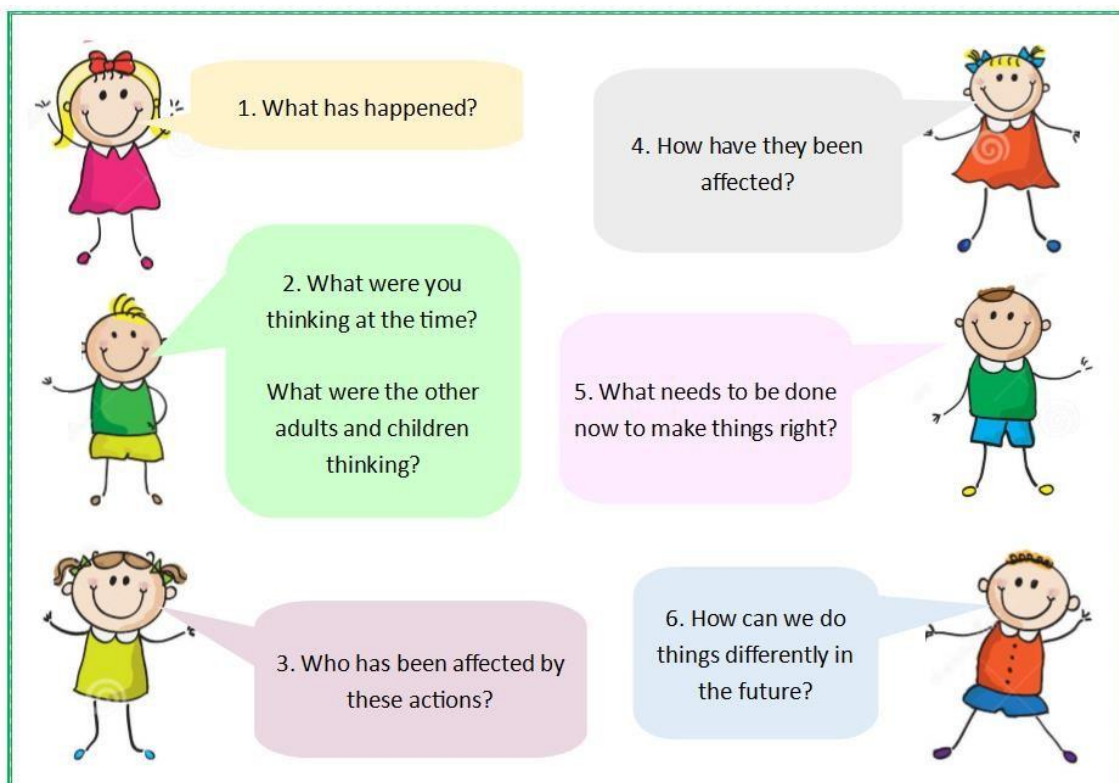


Appendix 4: Restorative justice questions posters

Year R Poster



Year 1 – Year 6 Poster



Restorative Conversations / Repair:

When considering Margot Sunderland's Relate–Rupture–Repair cycle, it is essential to fully incorporate the repair stage. Doing so demonstrates that relationships can strengthen despite any ruptures that occur and ensures that all individuals affected by an incident are meaningfully involved in the process.

To ensure these approaches are genuinely accessible, they must be thoughtfully tailored to meet individual needs and presented at a level that each child can understand and engage with. With this principle in mind, we have developed a tiered system that provides a flexible framework for supporting children—across all ages and developmental stages—to participate meaningfully in the essential process of repair.

Red

Purpose:

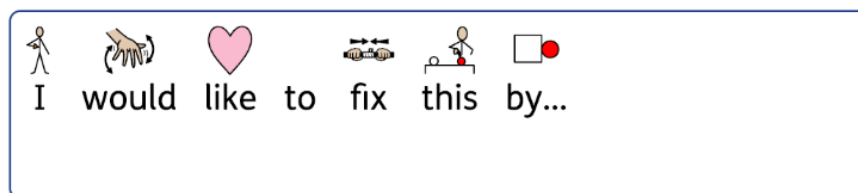
Support children whose needs exceed the typical behaviour policy and require significant adult involvement to initiate repair. The red stage highlights the high level of adult support required to initiate restorative conversations and facilitate meaningful repair. This stage is designed for children who are not yet able to reflect independently or participate in dialogue that is not led and structured by an adult.

Indicators Red is Necessary:

- Child is not yet able to reflect independently
- Child cannot engage in dialogue unless fully adult-led
- Behaviour linked to significant emotional, developmental, or regulatory needs
- High levels of dysregulation before, during, or after incidents
- Behaviour policy consequences are not appropriate or effective

Adult Role:

- Provide full co-regulation to create psychological safety
- Lead the entire restorative process in small, manageable steps
- Simplify language, use visuals or non-verbal tools (an example below)
- Model regulation, reflection, and repair (this could be through adults wrapping language explicitly around repair – for example, if a child approaches the child that was hurt in an incident to play, adults could say, "Wow, Jimmy, I can see that you are trying to repair with Bobby. I'm so proud of you").
- Supported re-enactment of safe behaviour



Purpose:

Respond to repeated, persistent behaviours where universal strategies are not sufficient.

In some cases, low-level behaviours may continue to occur persistently and repeatedly, even after several restorative conversations have taken place. When this happens, further personalisation and scaffolding may be required to help the child understand expectations and develop the skills needed to change their behaviour. This may include the use of tailored resources such as social stories or other. The aim is to ensure the child receives the level of support necessary to internalise positive behavioural strategies and successfully engage in the restorative process. These focus on connection, reflection, regulation, and repair, and can be adapted to different ages or developmental stages.

Indicators that Amber is Necessary:

- Low-level behaviours become frequent or habitual
- Several initial restorative conversations have not reduced behaviours
- Child struggles with perspective-taking or understanding impact
- Emerging patterns or triggers identified

Adult Role:

- Provide additional structure, scaffolding, and personalisation (for example, the use of social stories)
- Begin to tailor restorative strategies to individual need
- Use consistent scripts and adult-led reflection
- Strengthen co-regulation before reflection
- Design and deliver targeted interventions that provide explicit guidance, modelling, and reinforcement

Options may include:

1. "What Happened?" Conversation:

A calm, structured discussion where the adult helps the child recount events in simple, concrete terms.

2. Impact Conversation:

Helping the child understand how their actions affected others.

"How do you think that made your friend feel?"

3. Repair Planning Conversation:

Jointly planning what the child can do to put things right.

"What could you do now to help repair things?"

4. Perspective-Taking Talk:

Supporting the child in seeing another person's viewpoint.

"If you were in their shoes, what might you want to happen next?"

5. "Stop-Think-Do" Coaching:

Coaching the child through how to pause, reflect, and choose a different behaviour next time.

6. Values Conversation:

Connecting behaviour to class or school values in a simple, meaningful way.

"Which of our values were we trying to use? Which were hard today?"

7. "Do-Over" Conversation:

Allowing the child to re-enact or repeat a moment with guidance, showing what they *meant* to do (this will usually include safe discharge techniques to teach the skills to change the behaviour.).

Options of visuals that could be included are below:



Draw or write what happened...


I hurt someone


I refused to join in


I used unkind words/ sounds


I destroyed property

How did it make you feel?


ANGRY


SAD


EMBARRASSED


SCARED



Draw or write how you could behave differently next time?


Find a safe person


Go to a safe place


Use my words


Walk away/ ignore

Purpose:

Support everyday low-level issues through brief, relational restorative interactions.

Indicators that Green is Necessary:

- Occasional low-level behaviours
- Child is calm enough to reflect
- Child can engage in simple, guided conversations

Adult Role:

- Model curiosity, empathy, and emotional vocabulary
- Facilitate short conversations without removing autonomy

Holistic options to explore when engaging in restorative conversations / repair:

- Play based: through the use of dolls, drawings, or toys re-enacting situations / incidents.
- Written and drawing cues: using notes, online messages, allowing children to type their thoughts onto a laptop and you verbally respond.
- Use of sand
- Use of puppets
- Use of small world play
- Therapeutic stories
- Therapeutic story writing as an intervention
- Art & Craft Alternatives (Beyond Drawing): Hands-on tasks can reduce anxiety and support expression:
Examples:
 - Clay or Play-Doh modelling to show feelings
 - Collage or image selection from magazines or symbol cards
 - Painting emotions using colours
- Movement-Based Conversations: For children who think and communicate better when active.
Examples:
 - Walk-and-talk conversations
 - Gentle pacing in the playground
 - Conversation while pushing a scooter, ball-passing, or simple physical activity
- Object-Mediated Discussions: Children communicate through objects rather than direct speech.
Examples:
 - A talking object (stone, soft toy, token) passed back and forth
 - Sorting cards into piles (e.g., "how I felt," "what I needed," "what would help")
 - Using small world items (animals, vehicles, figures) to represent people involved
- Music & Rhythm-Based Approaches: Particularly helpful for regulation and connection.
Examples:
 - Soft drumming to externalise feelings (fast = upset, slow = calm)
 - Using songs the child knows to open conversation
 - Tapping or clapping patterns to co-regulate

Language Prompt Sheet:

Purpose: This language guide is designed to be used alongside all three levels of restorative conversations outlined above. It is important to recognise that certain phrases or questions—while well-intentioned—can inadvertently evoke feelings of shame or trigger a child’s existing shame cycle.

The following guidance offers a range of alternatives that promote psychological safety, reduce the risk of shame-based responses, and support children to engage in meaningful, reflective dialogue. By using language that is curious, compassionate, and non-judgemental, adults can facilitate more effective restorative conversations that foster genuine understanding and long-term sustainable change.

Regulation & Connection First:

These prompts help the child feel safe, grounded, and understood before reflecting on events. It also opens engagement levels for children who fear they are in trouble, which may alert their amygdala there’s a perceived threat, and therefore, send them into fight / flight.

- “How are you feeling in your body right now?”
- “What do you need to feel a bit more settled or comfortable before we talk?”
- “I’m here with you. When you’re ready, we can talk together.”

Gentle Exploration of What Happened:

These questions avoid blame and focus on understanding the child’s perspective.

- “Can you help me understand what was happening for you?” (You could inject playfulness into this, if appropriate, “You know I have an old brain, I need your help to understand your perspective ...”).
- “What was going on just before things got tricky?”
- “Where were you, and what were you trying to do at the time?”
- “What part of this felt hardest for you?”

Exploring Feelings Without Shame:

Encourages children to share emotions with no fear of implications.

- “What feelings were you having during that moment?”
- “Which feeling was biggest for you?”
- “What were you hoping would happen?”
- “What do you think your body was telling you then?”
- “Was there something you needed that you didn’t get?”

Considering the Impact (Without Blame):

Guides children to gently notice effects on others while maintaining emotional safety.

- “How do you think the other person might have felt?”
- “What do you think they might need now?”
- “What do you think this felt like for everyone involved?”
- “Is there something we could do together to help things feel better for them?”

Supporting Problem-Solving & Understanding Needs:

Helps children identify unmet needs, triggers, skills, or solutions.

- “What do you think made this situation tricky?”
- “What might help you if something like this happens again?”
- “What would have made today easier for you?”
- “Is there a way we could support you differently next time?”
- “What do you think you might try if this happens again?”

Repairing the Relationship in a Safe, Child-Led Way:

Focuses on reconnecting rather than punishment or forced apologies.

- “What could we do to help things feel okay between you and them?”
- “Is there something you’d like to do to repair things?”
- “Would you like help choosing a repair idea?”
- “What’s a small step we could take together?”

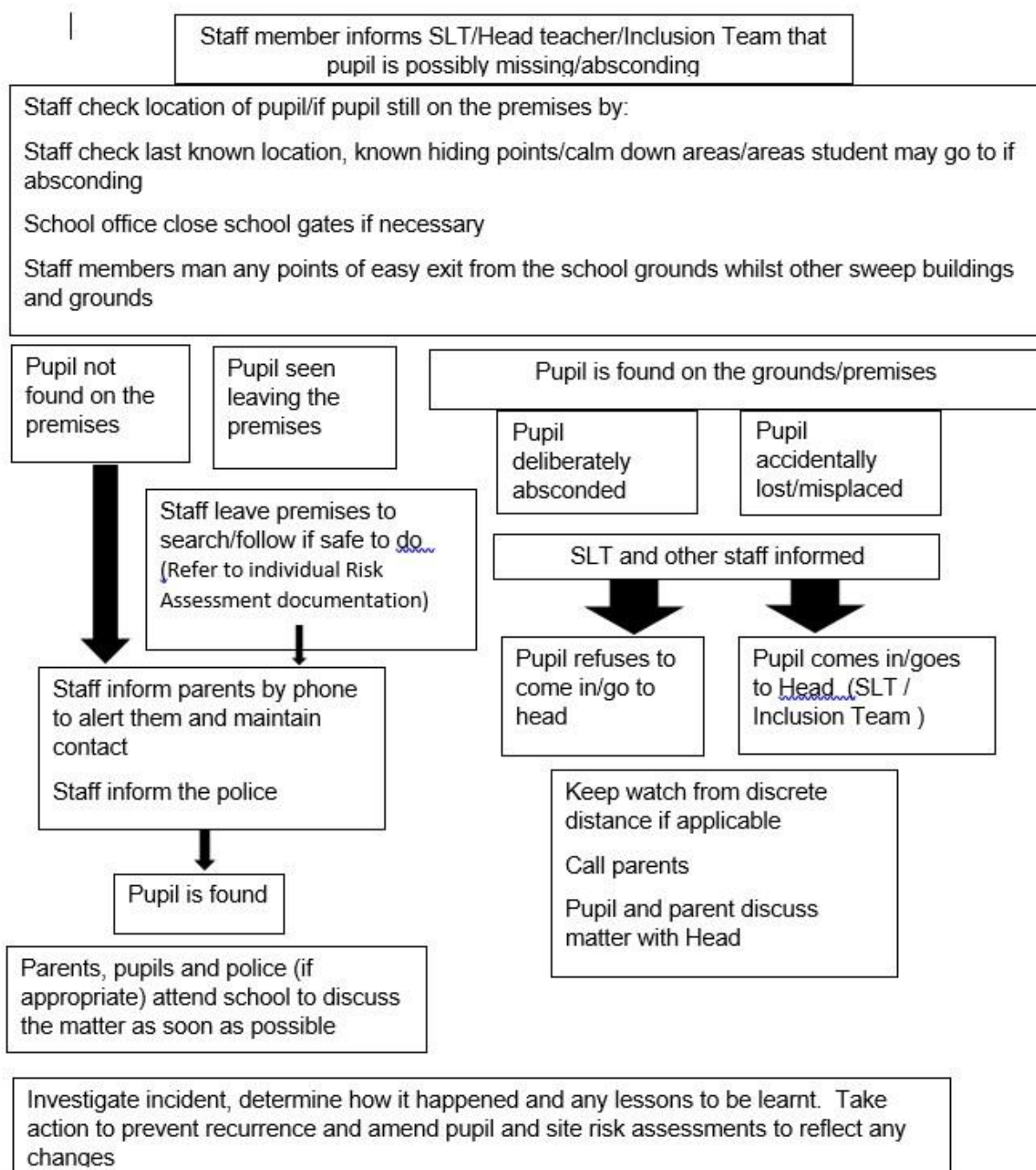
Future-Focused Questions That Build Hope:

Keeps the conversation positive, forward-looking, and solution based.

- “What would you like to happen next time?”
- “How can we help you feel ready for tomorrow?”
- “What’s one thing you’d like to try going forward?”
- “Who could help you if this situation happens again?”
- “What support from adults would feel most helpful?”

Appendix 5: Absconding procedure

Procedure if a pupil is missing/absconds



Appendix 6: Co-Regulation Plan

Newtown CE Primary School Co-regulation Plan



Date of original	Date of review
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Childs Name		Date of birth	
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☐ CP	☒ SEND	☐ LAC	
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Strengths and interests

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Positive Handling Plan

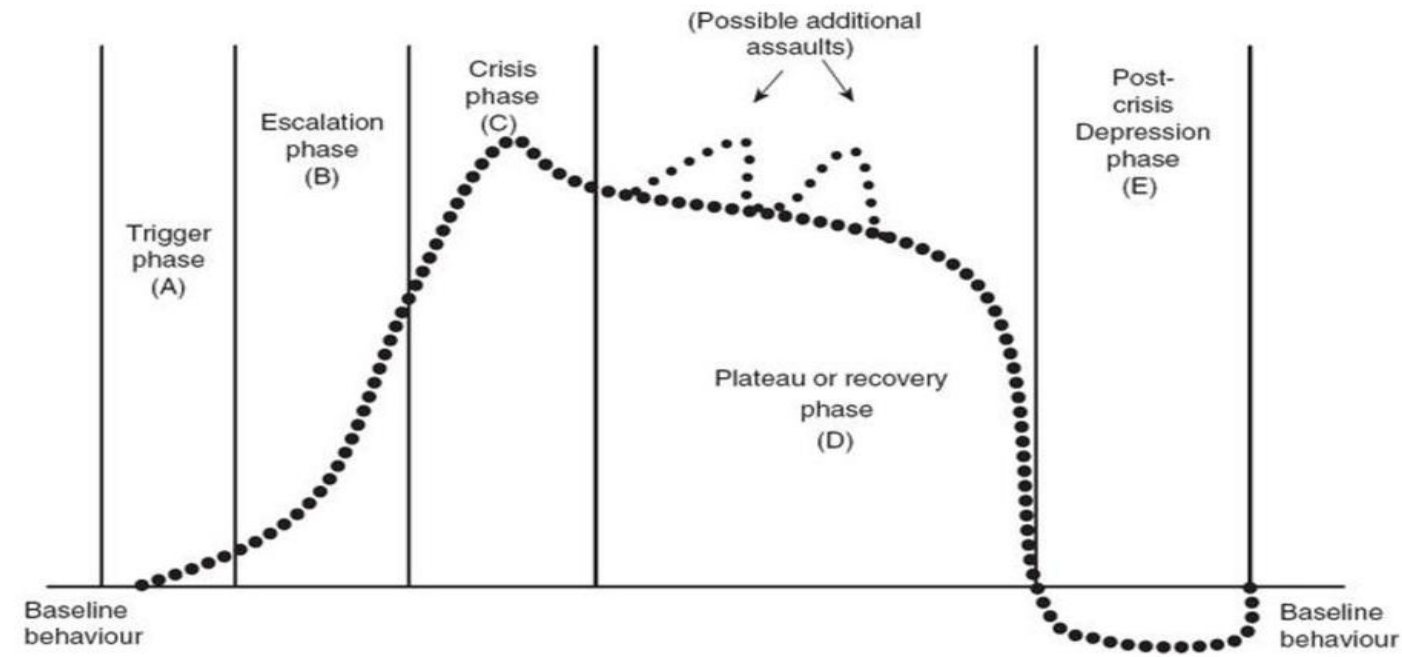
Use the grid below to tick any positive handling techniques that will support the pupil to co-regulate alongside an adult:

One person Double elbow escort		Two person Single elbow escort		Two person Double elbow escort		Hair pull response		Separation e.g. half shield		Hold in bean bag	
One person double elbow hold		Two person Single elbow hold		Two person Double elbow hold		Hold in seats (two person)		Help hug		Leg Brace	
Bite Response		Two person figure of four hold		Other (please list):							

Current Targets

Planned Interventions

Behaviours and strategies



	Baseline	Anxiety / triggers	Escalation	Crisis	Recovery	Depression
Current behaviours						

	Baseline	Anxiety / triggers	Escalation	Crisis	Recovery	Depression
Current Strategies						

Our Understanding of the Behaviour

Form Completed by

Name	Role

Appendix 7: Target tracker

Weekly Class Tracker

Name:	Date:
--------------	--------------

Day	Arrival	AM1	Break	AM2	Lunch	PM1	PM2	Leaving
Monday								
Key behaviour:								
Tuesday								
Key behaviour:								
Wednesday								
Key behaviour:								
Thursday								
Key behaviour:								
Friday								
Key behaviour:								

Positive learning behaviour	
Low level behaviour	
Medium level behaviour	
High level behaviour	

Appendix 8: Lunchtime slip

Lunch Time Behaviour Slip		
Date:	Name	Reminder A: Antecedent (what came before the event) B: Behaviour (What was the behaviour) C: What was the child communicating? C: Consequence
A:		
B:		
C:		
Restorative Justice Questions to be used before the consequence		
What has happened?	What were you thinking at the time? What were the other adults/children thinking?	
Who has been affected?	How have they been affected?	
What needs to be done to make things right?	How can we do things differently in the future?	
C:		

Lunch Time Behaviour Slip		
Date:	Name:	
Christian Ethos Values (Circle Appropriate)		
Love	Courage	Friendship
Learning behaviour (Circle Appropriate)		
Resilience	Self-Regulation	Independence
Boundaries	Respect	Focus
Details of positive behaviour:		

Appendix 9: Restorative justice re-integration form following a suspension



Restorative Conversation Following a Suspension

Name of Child	
Date of Restorative Conversation	
Dates of Suspension	
Reason for Suspension	
Names of People Attending	

What has happened?	What were you thinking at the time?
What were the other adults/children thinking at the time?	Who has been affected?
How have they been affected?	What needs to be done now to make things right?
How can we do things differently in the future?	

Review of IBMP	
Review of Learning Behaviour Target 1	(Write Target)
Does Target need to be changed? Yes/No What can be done to meet this targets?	
Review of Learning Behaviour Target 2	(Write Target)
Does Target need to be changed? Yes/No What can be done to meet this targets?	
Review of Learning Behaviour Target 3	(Write Target)
Does Target need to be changed? Yes/No What can be done to meet this targets?	
Any Additional Discussion Points:	

Pupils signature	
Parents/Carers signature	
Member of staff signature and role	

Appendix 10: Restrictive Physical intervention form, including parent notification



Restrictive Physical Intervention Record Form



Newtown C of E Primary School

Childs name		Date of Hold	
Class		Year Group	
Time and Location of hold			
Name of SLT member the incident was reported to?			
Additional Information	SEND	EHCP	LAC PP

Tick any of the de-escalation strategies used during the incident:

Positive Touch		Clear direction	
Verbal advice of support		Calm body language and tone	
Reward or consequence reminders		Environmental management	
Positive peer involvement		Distraction	
Change of adult		Withdrawal	
Active listening		Humour	
Diversion		Negotiation	
Limited choices		Other (specify)	

Please attach CPOMS:

A: (What happened immediately before the incident)

B: Behaviours Seen

C: Communication

C: Consequence

Key Definitions:

Prompt – open palms/touch to prompt children. Lowest form of using force to ‘control a person’s behaviour’.

Guide – moving someone forward but they have the ability to leave you.

Escort – Physically holding. The young person is unable to leave you because you are holding them. The young person has some compliance. It may be moving a person from point A to point B in order to keep them safe.

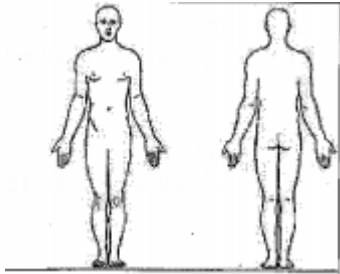
Restraint – Physical control with the application of force with the intent of overpowering the young person.

Please give details of techniques used.

Technique used	x	Length of time	Technique used	x	Length of time	Technique used	x	Length of time	Technique used	x	Length of time
One man Double elbow escort			Two man Single elbow escort			Two man Double elbow escort			Hair pull response		
One man double elbow hold			Two man Single elbow hold			Two man Double elbow hold			Hold in seats (two person)		
Bite Response			Other Techniques:								

If the child was held on the ground:	Did they go to ground independently?	Yes/No	Were they taken to ground by staff?	Yes/No
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	Yes	No	Person Responsible
Has the child been held before?			
IBMP updated (or introduced) as a result			
Risk Assessment updated (or introduced) as a result			
Was this a violent incident (intentionally towards staff)?			
Was seclusion used during the incident?			

Was there any medical intervention needed?	Yes/ No
Include names of any injured person and details of injuries. 	

Were there any other related forms completed?	Yes/ No
Please specify any related record forms	
Accident Book ☐	Anti Bullying and Racist Incident Record Form ☐
Skin Map ☐	Violent Incident Record (CPOMS) ☐ Complaints recorded ☐

Other (please specify)

Parents/Carers informed:			
Date	Time	By whom?	How? (direct contact, telephone)
Any other agencies informed			

Witnesses (agreeing the reports accuracy)				
Name	Designation	Team Teach trained?	Involved: Physically? (P) As Observer? (O)	Staff Signature
		Yes/No		
		Yes/No		
		Yes/No		
		Yes/No		
		Yes/No		

Form Completed By:		
Name	Date	Time

Debrief Form

Was the restrictive physical intervention

- **Reasonable? (DfE:** Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances)

DFE Guidance	Staff signature
Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.	
Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.	
Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.	
For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.	
Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.	

- **Proportionate? (DfE:** Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size)

DFE Guidance	Staff signature
Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.	
If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.	
Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.	

- **Necessary? (DfE:** Staff should consider whether there are/were reasonable alternative ways to manage a situation and achieve the desired outcome)

DFE Guidance	Staff signature
Staff should consider whether there are other more effective, less restrictive ways to manage a situation.	
Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.	
Where possible, staff should communicate with other staff members to understand any broader risks in the environment.	

How can we support you?	
What Went Well?	Even Better If?
Observations and points for further consideration?	

De-brief	
Pupil de-brief completed	Date
Staff de-brief completed	Date
VI selected within CPOMS entry (if necessary)	Date



Newtown C of E Primary School Record of physical intervention

Dear Parent,

Consistent with our commitment to transparency and our statutory duty under Department for Education guidance, we are writing to inform you that a significant incident occurred today involving your child which required the use of restrictive physical intervention.

Date of incident		Time	
------------------	--	------	--

Location	
----------	--

Approximate duration	
----------------------	--

Necessity of intervention	To prevent injury to the pupil themselves.	To prevent injury to others (pupils, staff, visitors).	To prevent significant damage to property
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Type of intervention	Escort to a safe space	Standing hold	Seated hold	Spit or bite response
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Details of any injuries	
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