Positive Behaviours, Relationships and Wellbeing Policy

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Ratified By Governors:

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Live life in all its fullness (John 10:10)

1. Introduction

Our school values every member of the school community and aims for all to 'Live life in all its fullness' (John 10:10). We are a Christian community and through love, nurture, respect and support, aim to include and encourage positive behaviour, relationships and wellbeing. We value children as individuals, use praise for effort, demonstrate warmth and empathy and show respect for all (Carpenter, 2018).

2. Philosophy

Our school vision of 'Believe Grow Achieve' and our core values of love, encouragement, respect, responsibility, honesty, forgiveness, perseverance and teamwork form the basis of all relationships within our school community and behaviours for learning. Underpinned by a relational restorative ethos, this enables us to build and maintain healthy relationships and ensure the creation of a secure and safe environment to promote the effective education of and improve the emotional well-being of all. Our staff authentically and unconditionally care for all the pupils in our school and check in regularly, listen deeply, support thoroughly, build children up and champion them, to facilitate them being the very best versions of themselves.

3. Aims

This policy has been written with reference to The DfE's Guidance Behaviour in Schools - Advice for Headteachers and School Staff.

We are committed to excellence in inclusion. Therefore we actively create school environments where children find it easy to behave well. We teach children how to behave well. We do this through being clear about our expectations, understanding our children, rewarding great behaviour and working with children and their families when things go wrong.

The policy outlines measures through which the school community will work together to:

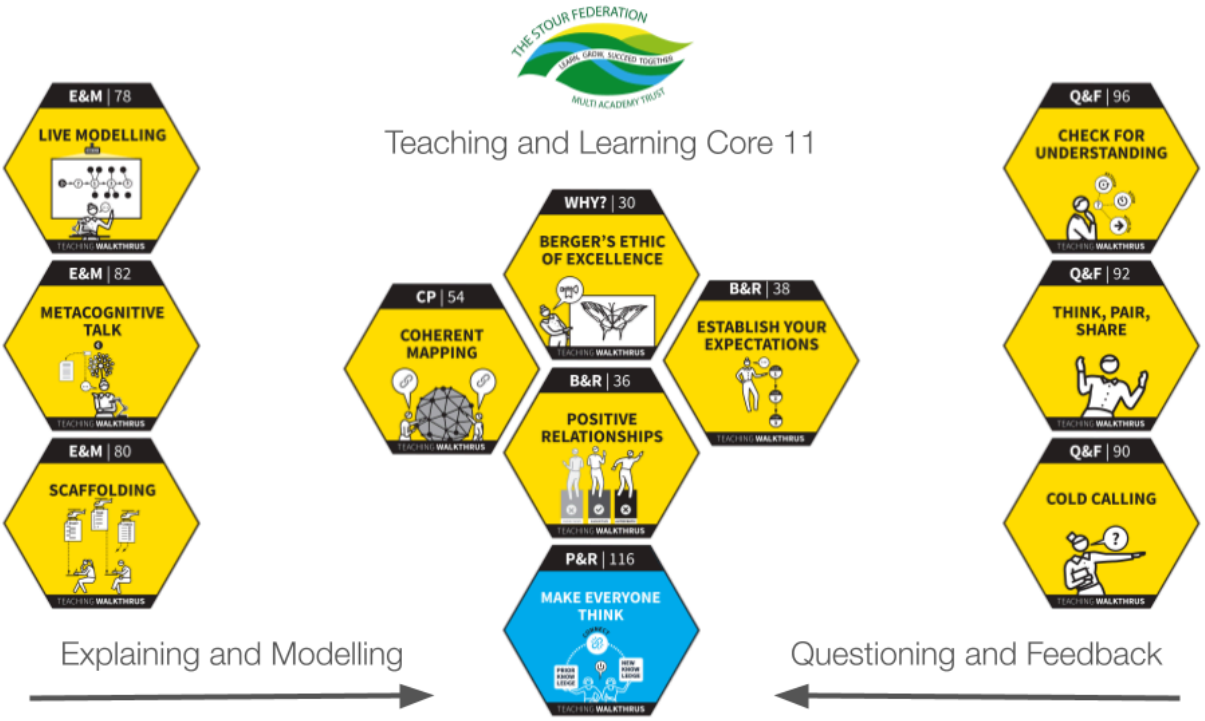
- To have a consistent approach to encourage good behaviour and respect for others, while providing appropriate adaptations for children with significant additional needs.
- To build and maintain positive relationships with peers and adults within school to enable talking and connecting whilst supporting and challenging each other.
- To create a climate for learning that strengthens confidence and motivation, with the use of effective strategies to regulate emotions which enables all members of our school community to believe, grow and achieve their potential academically, socially and spiritually in line with our school vision of 'living life in all its fullness'.
- To explicitly teach the desired behaviours through a structured behaviour curriculum, tailored to individuals as needed.
- To guide and support all members of the school community to effectively manage conflict, support forgiveness and repair relationships.

We have three simple rules for our pupils, so that everyone can support each other, work together and learn well. They are deliberately simple so that children of all ages and abilities can understand and follow them:

4. The Behaviour Curriculum

The Stour Federation has identified our Core 11 key teaching strategies from the broader Teaching WalkThrus framework that are particularly high-impact and widely applicable. They include two behaviour and relationships strategies. They are:

Positive Relationships	**Establish Your Expectations**
• Establish norms around clear roles and boundaries. • Communicate kindness. • Learn names and use them. • Combine assertiveness with warmth. • Always be the adult.	• You establish what you establish • Communicate your expectations. • Reinforce your expectations. • Redirect, correct or challenge. • Sustain your expectations.



Our [school's behaviour curriculum]() defines the expected behaviours in school, identifying what good behaviour looks like. Ensuring this is clearly defined for all parties enables staff in all roles to have the same expectations of children's behaviour throughout the school day. The curriculum is taught so all pupils understand what behaviour is expected and encouraged and what is

prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.

5. Behaviour Expectations
(This list provides examples, rather than being exhaustive.)

How is 'wanted' basic behaviour defined? Expected Behaviours	**How is 'unwanted' behaviour defined?**
• Show courtesy, consideration and respect for other people and property. • Speak clearly and answer politely. • Look at people when they are talking to you (as appropriate). • Listen when others are speaking at all times: whole body listening. • Expectation that everyone will put in their best effort and try their hardest. • Be honest and truthful. • Be engaged in learning, all are prepared to answer questions asked (cold calling, batch calling, hands up used only occasionally). • Take responsibility for our actions if we make a mistake or jump to an incorrect conclusion, and apologise. • Work and play cooperatively and fairly. • Line up (straight, silent, still) and move around the school in a quiet, orderly manner. • Wear the correct uniform properly. • Use common manners: please, thank you, letting others go first, holding open doors, saying sorry at appropriate times. • Treat resources carefully. Children and adults are expected to leave their working area tidy when they have finished using equipment or an area. • Use good table manners. • Celebrate their own and others' achievements. • Be proud of ourselves, each other and our school. • Show patience and understanding towards each other. • Develop deep learning characteristics: character, citizenship, collaboration, communication, creativity, critical thinking (6Cs of Global Education)	• Persistent disruption in lessons which interferes with the progress of themselves and others (talking, not managing distractions, acting in a non-collaborative manner) • Aggressive or violent behaviour directed towards themselves and others. • Rude or abusive language, including using unkind words, swearing or spitting. • Acts of vandalism to school or another's property. • Taking property which doesn't belong to them. • Bullying, including acts of violence, racism, persistent name calling, online bullying – Several Times On Purpose (Refer to Anti-bullying Policy). • Non completion of schoolwork or homework due to lack of effort applied.

6. Responding to Good Behaviour

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and

expectations that make everyone feel like valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix (2017) 'When the Adults Change, Everything Changes'

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix (2017) 'When the Adults Change, Everything Changes'

What?	**How?**
Create a sense of belonging.	Simple positive greetings, taking time to get to know children and their families, checking in and checking out with children, class rules / agreement which is refreshed at different times in the year in order to ensure it remains relevant and a useful tool
Always model positive body language and tone.	Through positive communication, a polite, calm tone and language, used and modelled at all times by adults
Always using praise and noticing good behaviours (catch the children in, rather than catching them out).	Verbal praise and feedback, class rewards, house points, stickers
Sharing children's successes with other staff, children and families.	Verbally, messages to parents, Believe, Grow, Achieve weekly worship, parents' evenings, Accelerated Reader and maths rewards, house points
Having a good awareness of children's emotions and well-being.	Use of emotion regulation strategies, Thrive assessments
A structured approach to tackling common unwanted behaviours to ensure consistency.	At times, it may be necessary for an adult to use a firm voice, but we do not shout as a way of dealing with poor behaviour choices

Class Dojo

We utilise Class Dojo as a central tool for positive reinforcement, allowing staff to notice and reward 'wanted' behaviours as they happen. Children earn Dojo Points for demonstrating school values, the 6 global competencies, attendance and homework, which contribute to both individual recognition and their House System totals. By sharing these successes through written comments on Dojo, we ensure

that positive achievements are communicated quickly to families, fostering a sense of belonging and strengthening the link between home and school.

7. Understanding Behaviour and De-escalation

The Thrive approach works to meet unmet developmental needs as a foundation to learning, supporting social and emotional development. School staff are trained in supporting good behaviour for learning through the Thrive approach. They use the vital relational functions (VRFs - *Attune Validate Containment Regulation*) to help pupils to regulate behaviour. (See Appendix 1).

Staff will also support children by maintaining an attitude of PACE (Playful Acceptance Curiosity Empathy). This aims to develop trusting relationships and help children to feel safe.

We show compassion and curiosity when considering the behaviours of children. We separate the child from the behaviour, we make it clear to the child that while their behaviour may be unacceptable, we continue to care about them and are committed to maintaining the relationship with them. Unwanted behaviours may be challenging to adults but should be seen as evidence of a child's distress and a way of communication.

Love, respect and honesty, as core school values, are at the heart of our practice and are key values to remember when working with children with complex social and emotional needs.

As staff, we need to support children to understand why they acted the way they did and that there are consequences of their actions. We also emphasise the need for children to take responsibility, which means asking them to make decisions about how to make things right.

We aim for children to feel safe and secure at all times which means that we deal calmly with situations and do not act in a way which will escalate high tension. If necessary, a change of adult, space and/or time for reflection are used. It may sometimes be necessary to use a firm voice, but we do not shout as a way of dealing with poor behaviour.

When unwanted behaviour does occur, we need to give children the best chance possible of getting back on track. We use a range of de-escalation strategies, to support children to reflect and change their behaviour.

8. Responding to Misbehaviour

We cannot allow children to disrupt others' learning and any behaviour that does so will be dealt with swiftly and appropriately.

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with this policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence

of misbehaviour. In instances of low-level behaviour, the following behaviour steps will be followed.

Depending on the circumstance, the following consequences or sanctions may be used:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour or a letter of apology;
- loss of privileges – for instance, the loss of a prized responsibility;
- school based community service, such as tidying a classroom;
- regular reporting including behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

A response to the behaviour may have various purposes:

- Act as a deterrent to prevent recurrences of the behaviour for a specific pupil or all pupils in the school.
- Ensure the safety of pupils and staff.
- To support pupils to improve their behaviour in order to meet the standards of behaviour set by the school, helping them to reflect on and understand the rules

10. Behaviour Steps

All staff use a clear and consistent set of warnings and consequences to support misbehaviour. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships are encouraged.

We have a series of behaviour steps which we consistently follow if someone breaks a school rule. These steps should be moved through in a calm, non-confrontational way.

Stage 1 - Reminder
Staff will praise positive behaviour of the target child or of those around them. If this does not correct the behaviour, then the adult will remind them that they are expected to follow the school rules.

Stage 2 - Warning
If the misbehaviour continues, staff will be clear that this is still not acceptable behaviour. Staff will also offer support to help the child make the right choice. They may be moved within the classroom or require a change of partner.

Stage 3 - Change
If the misbehaviour still continues, the child will be asked to move, stating that this is the consequence of their behaviour. Remind the child that they have already had several opportunities to act appropriately, but they have not done so. The child should then be sent to work in another class. At this time, the child will complete a behaviour reflection **(Appendix 2)**, to help them consider the impact of their misbehaviour. The staff member receiving the child should acknowledge them but should not discuss with them the reason for them being sent. If pupils are asked to have a change, this will be noted in the behaviour book and parents will be notified.

Stage 4
When the agreed amount of time has passed, the child should be invited to rejoin their class. The member of staff should also speak individually to the returning child in a calm manner, re-establishing a positive return to the classroom and re-establishing the rules. Soon after their return, an adult should use the behaviour reflection sheet as the basis for a conversation to agree

the next steps to improve behaviour. At this point, it may be appropriate to use the restorative folder to support the conversation.

See **Appendix 3** for the Behaviour Step Summary.

11. Supporting Pupils Following a Sanction

Relationships are fundamental to the caring culture of our school. When misbehaviour has occurred, adults must support children to reflect in order to improve their behaviour.

Strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A targeted discussion with the pupil, following the restorative practice model. This may also include, if appropriate, an opportunity to repair the situation e.g. with an apology.
- A phone call with parents, and the Virtual School Head for looked after children;
- Support to explicitly teach the desired behaviour e.g. using social stories.
- Further analysis of behaviour patterns through the Antecedent BCC approach
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- Considering whether the support for behaviour management being provided remains appropriate

We adopt the Finnis 'Restorative Five' (Restorative Practice, 2021) as a model to draw upon when restoring relationships following conflict:

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs when it comes to what should happen next?

12. Behaviour and Inclusion

We hold high expectations for the behaviour of all our pupils, regardless of their individual needs. We recognise, however, that the format in which our behaviour systems are presented may need to be reasonably adjusted to ensure every child can access them and succeed. To achieve this, we follow a successive wave approach to support, ensuring that our SENCO provides tailored assistance.

Wave 1 universal support is embedded within High Quality Teaching and includes the creation of calming, uncluttered classroom environments that promote focused learning. Every class displays a Visual Timetable that is referred to throughout the day, alongside daily 'Zones of Regulation' check-ins to help pupils identify and manage their emotions. Staff utilise trauma-sensitive connection strategies and make reasonable adjustments such as 'chunking' tasks, using timers and implementing personalised sticker charts or rewards.

Wave 2 provides targeted support for small groups or individuals, while Wave 3 involves specialist intervention from our Thrive Practitioners or external agencies.

We follow a graduated, holistic response to behaviour where a child has suspected or already-identified special educational needs and/or disabilities, potential trauma or poor mental health and well-being. We do this while also making sure that all children are safe and can learn in a disruption-free environment.

13. Bullying

All allegations of bullying should be recorded in line with the school's Anti-Bullying Policy recording procedure and acted upon, with outcomes reported back to the headteacher and those involved, both the child or parent/carer who has made the allegation and the child who has done the bullying if proven. See Anti-Bullying Policy.

14. Harmful Sexual Behaviour

We are committed to maintaining a safe, respectful, and inclusive environment where harmful sexual behaviour (HSB), sexual harassment and sexual violence are never tolerated and are never dismissed as "banter", "just having a laugh" or "boys being boys". We recognise that HSB exists on a continuum—from online or face-to-face verbal comments to physical boundary-crossing like grabbing or pulling clothes—and that even minor inappropriate behaviours or misogynistic attitudes can escalate if left unchallenged. HSB can involve children of any age or gender, and while we understand that young children are developing their understanding of personal boundaries, any developmentally inappropriate or abusive behaviour will be addressed immediately through a safeguarding approach. We acknowledge that HSB often goes unreported, particularly affecting girls and pupils with special educational needs or disabilities (SEND), and we actively work to create a culture where every child feels safe to speak up, including the regular teaching and revisiting of our protective behaviours curriculum. All disclosures will be taken seriously, with victims provided with compassionate support to keep them safe and address the behaviour. Early intervention in inappropriate behaviour is essential to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Appropriate, trauma-informed interventions are put in place for any child displaying harmful behaviour to prevent further harm and support their own needs.

15. Roles, Responsibilities and Communication

We have high expectations of ourselves in the same way that we have high expectations of pupils. Our expectations of ourselves are that we will be fair and consistent in applying and upholding this behaviour policy. This way, children know that wherever they are in school, the expectations are the same. Our staff will always aim to model what we expect of children's excellence in lessons, interactions, around the school and in our community.

Our staff will:

- Use a variety of behaviour strategies as appropriate and in line with our Teaching Walkthrus Core 11 and Behaviour Curriculum.
- Refer to and use our Behaviour Steps.
- Model what we expect of children in lessons, interactions, around the school and in our community.
- Use sanctions and rewards consistently, fairly and proportionately to make sure that children know the high value we place on excellent behaviour.

When a child reaches the change stage of the Behaviour Steps, this is noted in the class behaviour book. Serious behaviour incidents should be recorded on CPOMS. Behaviour books are monitored weekly by SLT. SLT will speak to any pupils in the behaviour book to reinforce behaviour messages and offer support to help improve behaviour.

Analysis of behaviour books and records in the school behaviour log will enable SLT to analyse patterns of unwanted behaviour in order to provide appropriate support to teach and improve behaviour. If a child is recorded in the behaviour book for 2 consecutive weeks, SLT will phone the parents. If a child is recorded in the behaviour book on 3 occasions during one half-term, a letter will be sent to parents outlining these instances **(Appendix 4)**.

Restorative conversations will be fed back to the class teacher in brief, so that situations can be monitored effectively and fairly.

On the rare occasion when a child does not respond to a restorative conversation, they will be given additional thinking time. This may involve spending time with a member of the senior leadership team, who will then decide what the consequence will be.

16. Partnerships with Parents

Everyone has a role to play in ensuring that our school is a calm and orderly environment. We need parents and carers to work with us to make sure that all children unlock their academic and personal potential.

There are some specific things that parents can do to help us. These include:

- Openly supporting the expectations in this policy.
- Letting us know of any practical difficulties you might have, for example in acquiring equipment or uniform.
- Letting the class teacher or pastoral staff know of anything that might affect your child's ability to behave well in school.
- Helping us to celebrate when children have successes or behave well by celebrating the successes at home.
- Working with us to resolve issues of poor behaviour - for example coming to a reintegration meeting, reiterating expectations at home, etc.
- Personally role modelling the principles of this policy when on the school site.

We expect parents and carers to support the actions of the school and reinforce the behaviour policy at home as appropriate. In order to gain their support, we must work in partnership through good communication:

- Sharing our expectations of pupils and parents outlined in the behaviour policy and home school agreement.
- Informing parents/carers of any concerns that we have as early as necessary, as detailed above.
- Encouraging our parents/carers to keep us informed of any behaviour issues they may be experiencing at home and of any traumas that may have occurred e.g. death of a family member, change in family circumstances, as these may influence their child's behaviour.
- Encouraging parents/carers to report back good behaviour/work so staff can follow up with a reward if judged necessary.

Parents/Carers who have any questions or would like to talk further about behaviour and relationships at Kineton C. of E. Primary School are very welcome to make an appointment to speak with their child's class teacher or the headteacher.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern continues, they should then contact the headteacher. If these discussions cannot resolve the problem, parents or carers should refer to our formal Complaints Policy on our website.

17. Serious Behaviour Incidents, Suspensions and Exclusions from School

We believe all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe, and supportive environment. In response to serious incidents or persistent misbehaviour that has not improved through in-school interventions, the Headteacher may use suspension or permanent exclusion as a vital tool to maintain school safety.

Only the Headteacher (or acting Headteacher) has the legal power to suspend or permanently exclude a pupil on disciplinary grounds.

Suspension: A pupil may be temporarily removed from the school for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

Permanent Exclusion: This is a last resort used only in response to a serious breach or persistent breaches of the behaviour policy, and where allowing the pupil to remain would seriously harm the education or welfare of themselves or others.

When making these decisions, the Headteacher will apply the civil standard of proof (the 'balance of probabilities'), meaning it is more likely than not that the incident occurred.

Separation for Safeguarding Purposes
In rare and essential circumstances, the school may temporarily forbid a pupil from attending the premises for non-disciplinary reasons. This typically occurs due to an allegation of harm by one pupil against another, where physically separating the pupils is necessary during an investigation.

Incidents of serious behaviour, including physical assault, racism, homophobic incidents, online safety breaches, sexual harassment, sexual violence and bullying will be recorded on CPOMS. Please refer to The Stour Federation's policy regarding suspension and exclusion. This policy is in line with the DfE guidance on school suspensions and permanent exclusions. The decision to suspend or exclude a child is a serious one and will only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy, and if allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school.

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion or suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Serious disruption to the calm running of the school and effective education of others
- Deliberate damage to property
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

18. The Use of Safe Touch and Restrictive Interventions

We follow the Department for Education's (DfE) statutory advice on 'Restrictive interventions, including use of reasonable force, in schools' (April 2026). We define restrictive intervention as any means used to prevent, restrict, or subdue the movement of a pupil's body or part of their body. This is an umbrella term that includes both physical and non-physical actions intended to restrain pupils.

Safe Touch and Physical Contact

There are many daily occasions where staff will have appropriate physical contact with pupils. In these situations, staff must always consider the pupil's age, individual characteristics and history, ensuring the contact never takes place in private. We do not have a 'no contact' policy, as this can prevent staff from intervening when necessary to protect pupils for example:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to selfregulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during P.E. lessons or sports coaching

Use of Reasonable Force

Reasonable force refers specifically to physical restrictive interventions and is used with no more force than is necessary and is applied for the least amount of time required. All members of school staff have the legal power to use reasonable force to prevent a pupil from injuring themselves or others, committing a criminal offence, damaging property, or causing serious disorder.

It is strictly illegal to use force as a punishment. Staff must never restrain a pupil in any way that affects their airway, breathing, or circulation, such as applying pressure to the neck or abdomen. If

a pupil is unintentionally held on the ground, they must be released or moved into a safer standing position as quickly as possible.

At Kineton, there are staff who are trained in descalation strategies, giving them the confidence and strategies needed to de-escalate challenging situations and reduce the need for physical intervention.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of positive, manual handling will be recorded in the Bound and Numbered Book stored in the headteacher's office and parents will be informed. Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

A report of the incident made to parents should include the following details as a minimum:
• time, date, location and approximate duration of the intervention
• brief account of why the intervention was assessed as necessary in that instance
• brief account of what type of force was applied, and the degree of force
• details of any physical injuries sustained, if applicable

The school will communicate this information to parents in writing. Parents will be invited to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:
• any behavioural triggers or warning signs of an impending incident
• whether any agreed behaviour support plans were followed
• what de-escalation strategies were used and how effective they were
• what might be done differently in the future The school may use this information to amend any existing behaviour support plans, as needed.

Seclusion
Seclusion is a non-disciplinary safety measure used only to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It involves keeping a pupil confined alone in a room and preventing them from leaving.
Seclusion must never be used as a punishment or a response to wilful misbehaviour. The environment for seclusion must be safe and non-threatening, and the pupil must be supervised at all times. The pupil must be allowed to leave as soon as the immediate risk of harm has reduced.

Considerations for Pupils with SEND
We recognise that pupils with Special Educational Needs and/or Disabilities (SEND) may be disproportionately subject to restrictive interventions due to triggers like sensory overload, anxiety, or communication difficulties. Our staff work to understand these underlying triggers to provide proactive support and de-escalation. For these pupils, we co-produce behaviour support

plans with parents to outline reasonable adjustments and specific strategies to avoid the need for restrictive interventions.

Recording and Reporting Duties
We have a statutory legal duty to record and report all significant incidents of force and every instance of seclusion.

Recording: Incidents must be recorded in the Bound Book by the involved staff as soon as possible, ideally on the same day. The record must include the names of those involved, the duration, a brief account of the triggers, and any injuries sustained.

Reporting: Parents must be informed of any significant use of force or seclusion as soon as practicable, with the school endeavouring to notify them on the same day. This information will be provided in writing and followed by an invitation for a discussion to review the pupil's support plan.

19. Classroom Removal
Removal from the classroom is a serious disciplinary sanction where a pupil is required to spend a limited time out of their regular class under the instruction of a senior leader. While this practice is sometimes referred to as an 'internal suspension,' it is not recorded as an official suspension, as the pupil remains on the school premises rather than being sent home.
Removal is used to maintain the safety of all pupils, restore stability following high levels of disruption, or to allow a pupil to regain calm in a safe space.
During this time, the pupil will continue their education in a supervised, managed environment with meaningful work. Parents will be notified on the same day that their child has been removed. Staff will facilitate a reflective conversation with the pupil before they are reintegrated into the classroom**.**

20. Leaving the Premises

In the serious event of a child leaving the premises, the Headteacher or member of the Senior Leadership Team should be informed and they will be responsible for informing the police and the child's parents/carers. A member of staff should observe the child, if practical to do so, but on no account should they chase or run after the child, as this may make the situation worse.

21 Searching, Screening and Confiscation
In accordance with the DfE guidance on Searching, Screening and Confiscation', Kineton C. of E. Primary School maintains the right to search, screen, and confiscate items to ensure the school remains a calm, safe and supportive environment. These powers are a vital measure to safeguard pupil and staff welfare.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher may authorise staff to search for specific items or for all items prohibited by school rules.

Staff have a statutory power to search a pupil or their possessions (including bags, desks and lockers) where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Staff have the power to search a pupil for any item if the pupil agrees. If a pupil refuses to co-operate, they may be sanctioned in line with the behaviour policy. For prohibited items, staff may search without the pupil's consent.

The search must be conducted by a member of staff who is the same sex as the pupil, with another member of staff present as a witness. Staff may search a pupil's outer clothing, pockets, and possessions (including bags and lockers). Staff must never require a pupil to remove any clothing other than outer clothing (e.g., hats, shoes, coats).

School staff can confiscate, retain, or dispose of a pupil's property as a disciplinary penalty.

Any search for a prohibited item must be recorded in the school's safeguarding reporting system (CPOMS), regardless of whether an item is found. Parents will always be informed of any search for a prohibited item as soon as practicable. The school will inform parents of what was confiscated and any resulting sanctions.

Things that are not allowed in school

So that we can keep everyone safe and focused on learning, there are some things that children are not allowed to bring into school. This list isn't exhaustive, as we cannot imagine everything that might cause children or staff not to be safe or able to focus on learning.
Children cannot bring into school:

- knives, regardless of size or purpose;
- weapons of any kind;
- alcohol;
- illegal drugs;
- recreational drugs and 'vapes';
- stolen items;
- tobacco, cigarette papers, filters or other smoking equipment;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile phones and other smart technology

We do not allow children to use mobile phones and other forms of smart technology such as tracking devices during the school day. If a child has a mobile phone or another form of smart technology out in school, it will be confiscated and returned to the parent or carer.

22. Monitoring and Evaluation

The headteacher is responsible for the regular review of this policy and for ensuring it is implemented by all staff consistently.

The Local Academy Council Governors for Kineton CE Primary School are responsible for approving this policy. They will also monitor its effectiveness, holding the headteacher to account for its implementation.

23. Summary

‘All children have the right to feel safe all of the time as well as the right to talk with someone about anything, even if it feels awful or small’ (Protective Behaviours). Our aim is to create an environment where by explicitly teaching desired behaviours, pupils can learn in a calm, safe and focussed learning environment.
At Kineton C. of E. Primary, we aim to support children in the development of social and emotional skills and relationships so that they can do well at school and develop their resilience and their capacity to deal more confidently with life’s challenges.

24. Linked Policies

This policy is to be read in conjunction with the following policies:

- Anti-Bullying
- Safeguarding and Child Protection
- Staff Behaviour (Code of Conduct)
- Online Safety
- Acceptable Use
- Health and Safety
- Educational Visits
- Suspension and Exclusion

Appendix 1. The vital relational functions (VRFs - Attune Validate Containment Regulation) to help pupils to regulate behaviour

We've embraced thrive in our Setting

We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum education outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil's wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

The escalation of a child's emotional intensity will always have an inciting stimuli, for example something said by a peer or something related to an adverse childhood experience that triggered them. This will cause a release of adrenaline into the body, heightening their 'fight' or 'flight' response which will inhibit their ability to regulate their emotional responses. The first step should always be the removal of the triggering stimuli. This can be done by moving the individual or their peers to a safe space.

We can help children to regulate their emotional state in many ways. Guided by the Thrive approach de-escalation begins with the **Vital Relational Functions** (VRFs):

- **Attune -** match the child's energy using your body, face and voice.
- **Validate -** let the child know that it is ok to have the feeling.
- **Contain -** be alongside as a helpful supportive adult.
- **Regulate -** soothe or stimulate back to social engagement.

Things to consider whilst using the VRF's

We understand that children who are dysregulated do not have access to their prefrontal cortex (thinking brain) therefore language should be kept to a minimum. Be alongside to soothe and contain, using short phrases such as 'I can see this is tricky for you, and I will keep you safe' or 'let's breathe together'.

It is important for the child to recognise the sensations (trembling, pounding heart, fuzzy feeling, queasiness etc) that they experience and relate them, with adult support, to the actual feeling e.g. anger, sadness, excitement.

It is important to be empathic and non-judgmental - feelings for the child are absolutely real for them whether you as the adult feel they are justified or not. Avoid reasoning with the child until later. Shining a light too soon may lead to escalation.

Additional adults getting involved may escalate the situation. The adult dealing with the incident is the person who takes the lead to request help or to tag team. We recognise that relationships vary between staff and pupils, it is important that this is held in mind when staffing an incident.

Once the child is regulated, the child will need an adult to lend them their thinking brain (Captain Thinking). The following questions will allow learning to take place.

- Can you show me what happened? (using the arts will allow the child to express the incident e.g. using puppets or a sand tray.)
- I am wondering if you felt angry / frightened / sad etc.
- I can imagine it's difficult to have those big feelings but it is not ok to ……, I think I could help you with that.
- How do you think…….. is feeling?
- I wonder if there is a way that we could make this right?

The adult lends their thinking brain to problem-solve, by paraphrasing, offering it back in small chunks to the child to work out an appropriate solution. It is important to focus on the issue at hand and not bring up previous incidents or events that are not relevant. Use **WIN** (I **w**onder, I **i**magine, I **n**otice), not necessarily in that order. All staff will take responsibility for leading restorative conversations to ensure a positive outcome.

It is important that after staff have been dealing with a child presenting with distressed behaviour, they take time to reflect on what has happened and check in with a trusted colleague.

Appendix 2 - Behaviour Reflection Sheets

Behaviour Reflection Sheet

Name: **Date:**

What happened?	distracting others; shouting out; refusing; not listening;
How were you feeling?	sad; distracted; silly; frustrated;
What was the impact of your actions?	made someone sad; distracted others; no learning; wasted time;
How can you make it right?	focus; complete work; quiet; apolog
What can you do next time?	listen well; work hard; stay on task; work q

Behaviour Reflection Sheet

Name: **Date:**

What happened?	
How were you feeling?	
How can you make it right?	
What was the impact of your actions?	
What can you do next time?	

Appendix 3 - Behaviour Steps

Kineton Church of England Primary School

Believe Grow Achieve

Reminder

Reminder of expectations. Positive praise for children doing the right thing. Link to a time when the child was doing the right thing.

Warning

Offer support to help the child make the right choice, move child, different equipment, partner etc. Notice and celebrate when they do.

Change

Child to have time or complete their learning in another space (corridor/another classroom).
Log incident and reason.
On return, have a restorative conversation using script.

Reflection

If disruption persists, escalate behaviour to a member of SLT. This may mean a breaktime/lunchtime reflection.
Log incident and reason.
On return, have a restorative conversation using script.

'Live life in all its fullness'

Our Values

Love Encouragement Respect Responsibility

Honesty Forgiveness Perseverance Teamwork

Our Rules

1. Be respectful
2. Be kind
3. Be our best

Restorative Conversations

- What happened?
- How are you feeling?
- Who has been affected?
- How are you feeling now?
- What needs to happen to make it better?
- Next time I could...?

Appendix 4 - Behaviour Letter

Kineton Church of England Voluntary Aided Primary School

Headteacher Mrs J. Mitchell-Hilton

King John's Road, Kineton, Warwickshire, CV35 0HS

Tel: 01926 640 397

Email: admin3308@welearn365.com

Date

Dear XXX,

As per our Positive Behaviours, Relationships and Wellbeing Policy, a letter is sent home when a pupil is logged in their class's 'Behaviour Book' three times within a half term. This is to ensure we are proactively communicating with parents about behavioural patterns and working together to support every child's progress.

I am writing to inform you that XXX has recently been logged in the Behaviour Book on three occasions.

The incidents logged are as follows:

- **XXX -** XXX
- **XXX -** XXX
- **XXX -** XXX

At Kineton Primary, our main focus is to ensure all pupils can learn in a cooperative, respectful and productive environment. When behaviours become persistent, it is vital that home and school work in partnership to reinforce positive conduct and provide the necessary support.

We value our partnership with you in supporting XXX to make positive behaviour choices. We ask that you discuss the importance of showing love, respect and responsibility (which are some of our school values) with them at home. We will continue to work with XXX to reinforce positive choices here at school.

Yours sincerely,

Mrs Mitchell-Hilton

Headteacher

Appendix 5 - Home School Agreement