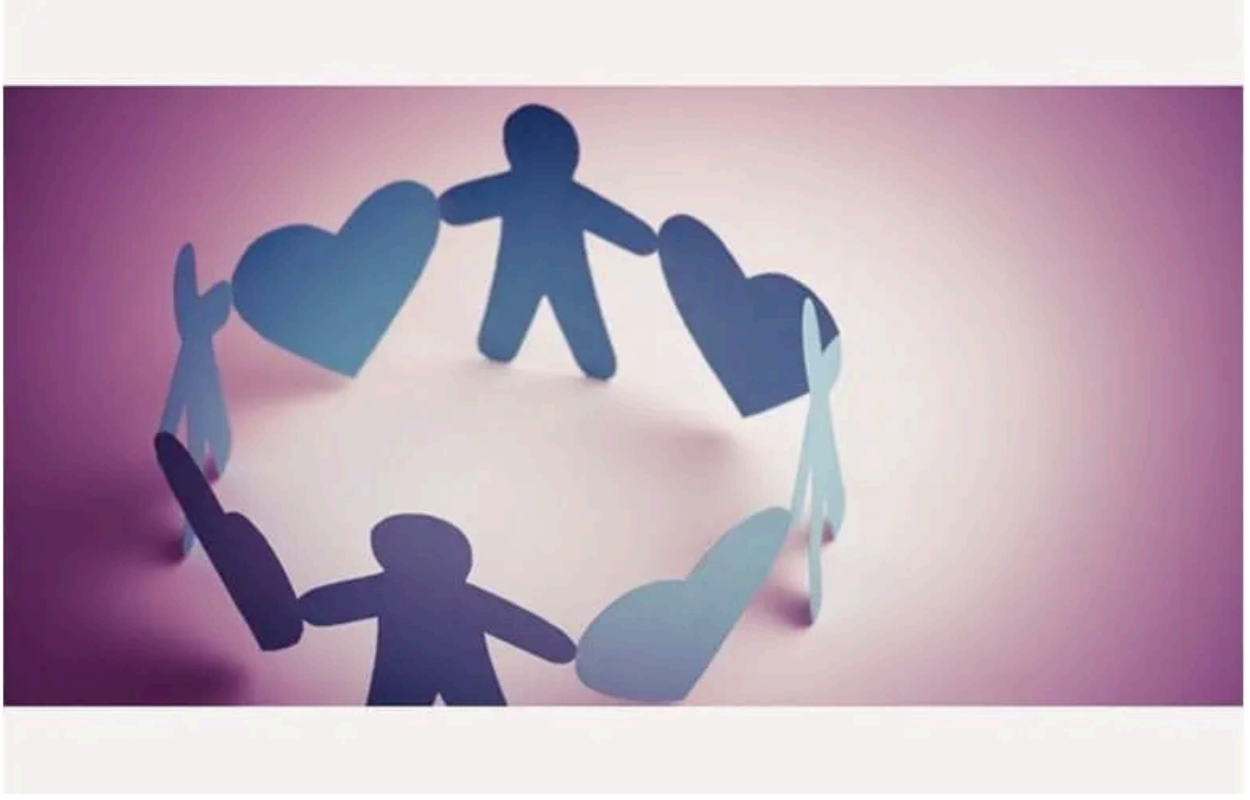
Shipston-on-Stour
Primary School

Behaviour Policy



Date of publication: October 2026 Review date: July 2027

INTRODUCTION

At Shipston-on-Stour Primary School, we recognise the importance of relationships and behaviour as key drivers to every child's success, academically and socially, in school. At Shipston, everyone is welcome. The school prioritises children's safety, happiness and all children are offered warmth and nurture - and are made to feel valued. In order for children to thrive and reach their unique potential, the school is tenacious in ensuring children's learning is not disrupted by unwanted behaviour. Every child has the right to learn and feel safe, at all times.

> *'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'

1. PHILOSOPHY

At Shipston-on-Stour Primary School, we recognise that for children to behave well, they need to feel safe, have clear, consistent routines and boundaries and understand what is expected of them; children also need to build and sustain positive relationships with both members of staff and their peers. These relationships, expectations and consistent routines can be the driver for positive behaviour in school. Staff will offer firm boundaries, whilst also offering warmth and nurture. Children's behaviour is supported and managed in an equitable way, in order for every child to feel safe and be able to learn.

The school's values are based on the Shipston Spirit - they are kindness, Courage and Responsibility. They are recognised, valued, promoted, rewarded and championed on a daily basis:







The school also places great value in 6 Cs (character, citizenship, collaboration, communication, creativity and critical thinking) as the school believes these transferable skills will help them in primary school and beyond - in an ever-evolving world and society. The school wants all children to be kind, motivated, resilient, creative and empathic life-long learners, who are active and responsible citizens.

2. AIMS

This policy aims to:

- Create a climate for learning that strengthens confidence and motivation, with the use of effective strategies to regulate emotions, enabling all members of the Shipston community to thrive, grow and reach their potential academically and socially in line with our school vision.
- Ensure that every member of our school community feels safe, valued and respected
- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values and high expectations of the school
- Promote positive choices and behaviour through rewards, praise, respect and understanding of others
- Define what the school considers to be unacceptable behaviour, bullying or discrimination
- To encourage peaceful conflict resolution by teaching children effective communication skills, empathy to help resolve conflicts in a constructive manner
- Explain how staff will respond to behaviour and provide clarity on expectations and staff responses to unsafe, dangerous or persistently disruptive behaviour
- Provide a consistent approach to behaviour management that is applied fairly and equitably to all children
- To provide a consistent approach across the school.
- To guide and support all members of the school community to effectively manage conflict, support forgiveness and repair relationships.

3. LEGISLATION AND GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for Head Teachers and school staff 2024
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- Restrictive interventions, including use of reasonable force, in schools 2026
- The Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Section 88 of the Education and Inspections Act 2006, which requires schools to use policy to promote good behaviour and discipline.
- Section 89 of the Education and Inspections Act 2006, which explains how the policy should be used to encourage respect for others and help prevent all forms of bullying.

- Searching, Screening and Confiscation Advice for schools: 2022

4. THE SCHOOL'S VISION, MISSION, VALUES AND THE SHIPSTON SPIRIT

KINDNESS + COURAGE + RESPONSIBILITY = SHIPSTON SPIRIT

Shipston-on-Stour Primary School

OUR VISION



At Shipston-on-Stour Primary School we believe that everyone can achieve if we work together, never give up and show the Shipston spirit.

KINDNESS



We welcome and care for every member of our school and do all that we can to make our community and our world the best place it can be for ourselves and future generations.

COURAGE



We will achieve together by being brave learners,accepting all challenges with resilience. We will support others when they need our help.

RESPONSIBILITY



We will take responsibility for becoming successful people who value each other, ourselves and our world; are happy, thrive and view our future positively.

OUR MISSION

- **To be caring:** towards ourselves, each other and our world, now and in the future.
- **To be innovative:** provide rich, creative and memorable experiences which inspire a love of learning.
- **To be proud:** celebrate our own and others' achievements.
- **To be our best:** outward looking and restless in our pursuit of making excellence a habit.

THE STOUR FEDERATION
LEARN, GROW, SUCCEED TOGETHER
MULTI ACADEMY TRUST

OUR VALUES

Shipston - kindness, courage, responsibility

Trust - relationships, excellence, service, passion, ethics, collaboration, trust

www.shipston.warwickshire.sch.uk

The Stour Federation's RESPECT values underpin system leadership, and the capacity to collaborate with others leads to a long-lasting driver for improvement - partnership only works

when both sides are adding capacity and receiving support as the foundation of the relationship. Values inform expectations. Expectations influence behaviour. Behaviour creates culture.

5. STRATEGIES FOR THE PROMOTION OF POSITIVE BEHAVIOUR THROUGHOUT SCHOOL

Staff in every role at Shipston have the same expectations of children's behaviour throughout the school day and extended school day - as outlined in this policy.

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 valued members of our learning community and motivated to always try their best.

What?	How?
Create a sense of belonging	● All staff show unconditional positive regard for all children - all of the time ● All staff greet children positively and recognise children achievements and successes - no matter how small ● All staff take time to get to know children and their families ● All staff check in in and check out with children ● All staff offer clear and consistent routines and boundaries ● Children are taught to take responsibility for, and respect, the school's resources, equipment and environment ● Children are praised and rewarded when taking responsibility for look after the school's resources, equipment and environment
Always model positive body languages and tone	● All staff show a positive demeanour and non-threatening body language ● All staff are polite and respectful when speaking with each other, children and visitors ● All staff use a calm, nurturing tone as default; a firmer tone may be necessary but staff do not shout.

Always using praise and noticing good behaviours (catch the children in, rather than catching them out)	• Verbal praise • Positive noticing and recognition • 'Above & Beyond' boards in classrooms • House points • Shipston stickers • Class Dojo points • Values awards in Celebration Assemblies
Sharing children's successes with other staff, children, and families	• Celebration Assembly certificates • Sharing of children's successes (from outside of school) in assemblies and newsletters • Sharing children's successes with school and local community through the school's website and newsletters • Ambassador Awards • Parent Sharing afternoons • Parents' Evenings • Messages to parents and carers on Class Dojo • School displays.
Ensure behaviour is taught.	• Shipston's Behaviour Curriculum is implemented across the school. • Teachers use The Stour Federation Teaching and Learning Core 11 Walkthrus to ensure consistency in lessons.
Having a good awareness of children's emotions and well-being	• Children are taught how to identify, understand and manage their emotions using 'Zones of Regulation'. • Zones of regulation help children to self-regulate and show empathy to others, providing a shared language for behaviour.
A structured approach to tackling common unwanted behaviours to ensure consistency.	• Shipston's Behaviour Blueprint, and the 'Behaviour Steps', allow all staff to be consistent in tackling and challenging unwanted unsafe, disrespectful or persistently disruptive behaviour.

CLASS DOJO

Children can earn Class Dojo points for good behaviour; these points are used to reinforce positive messages and praise from adults. These Class Dojo points/rewards align with the school's values and behavioural expectations, related to the school's Behaviour Curriculum. For example, a child can receive a reward for showing kindness or responsibility; a child may also receive a Class Dojo point for 'wonderful walking', as detailed in the Behavior Curriculum.

6. UNDERSTANDING BEHAVIOUR AND THE THRIVE APPROACH (See Appendix 1 also)

Shipston staff are trained in supporting good behaviour for learning through the Thrive approach, providing the right support in the right place at the right time. The Thrive approach works to meet unmet developmental needs as a foundation to learning, supporting social and emotional development. Staff use the Vital Relational Functions (VRFs) to help pupils to regulate behaviour. These are:

- **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.

Staff will also support a child by maintaining an attitude of PACE; maintaining this stance will develop trusting relationships and help a child to feel safe. We use the Thrive acronym WIN - I Wonder, I Imagine, I Notice to help children think about and recognise their feelings.

- **Playful** - to reduce stress - personalised greetings, fun rehearsal of new routines.
- **Acceptance** - of the child's thoughts and feelings - E.g. 'I'm wondering if you loved playing football and are sad that you have had to come back inside."
- **Curiosity** - to help elicit the child's views - E.g. "I've noticed that you have been quiet this morning."
- **Empathy** - the child feels connected - E.g. "I'm sensing that this is really tough for you."

We separate the child from the behaviour, we make it clear to the child that while their behaviour might be unacceptable, we continue to care about them and are committed to maintaining the relationship with them. We recognise that all behaviour is a form of communication and strive to support children through times of distress through recognising emotions and providing a quiet space. We follow our school values, showing compassion and curiosity when considering the behaviour of children.

The Thrive approach is designed to support our whole community to develop positive relationships with each other, and individually to support positive mental health. Thrive is designed to support children in learning how to recognise different emotions in themselves and others and how to successfully manage those emotions to develop self-regulation strategies.

We have fully trained Thrive Practitioners and all teaching staff have regular training in how to support children to 'thrive'. All children in school are screened for their emotional needs through the thrive programme regularly. These are then used to identify support plans which are delivered by class teachers as part of their daily classroom practice. Some children may be identified as needing additional reparative support and be involved in separate work with a school adult trained in delivering this. Some children may be identified as requiring additional support daily to help them to attend and be punctual regularly and to feel settled at the start of each day. Parents are informed if children are involved in 1-1 support.

7. BEHAVIOUR EXPECTATIONS

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

How is 'good' or 'wanted' behaviour defined?	How is 'misbehaviour' or 'unwanted' behaviour defined?
• Show courtesy, consideration, and respect for others and property • Be honest and truthful • Show kindness to others • Show empathy and understanding towards others • Speak clearly and answer politely • Look at people when they are talking to you (as appropriate) • Listen when others are speaking at all times (with ears, eyes and body) • Expectation that everyone will put in their best effort and try their hardest. • Engage, be active and contribute to lessons (if able to) • Celebrate their own and others' achievements. • Be proud of ourselves, each other and our school • Show patience and understanding towards each other • Work and play cooperatively and fairly • Line up and move around the school in a quiet and orderly manner • Use common manners: please, thank you, sorry - at appropriate times • Practise nd display good table manners • Take responsibility for their own learning: listening, showing respect, resilience, concentration, trying their best • Take accountability for their own actions (if able to): reflect, accept consequences, offer sincere apology and show remorse • Develop deep learning characteristics: Character, Citizenship, Collaboration, Communication, Creativity, Critical thinking (6 Cs of global competencies)	• Aggressive or violent behaviour • Fighting • Rude, disrespectful or abusive language • Swearing • Spitting • Persistent disruption in lessons which interferes with their own and others' learning (talking at inappropriate times, calling out, not managing distractions, acting in a non-collaborative manner) • Racism or any other form of discrimination • Acts of vandalism to school or other people's property • Stealing (taking property which doesn't belong to them) • Bullying - including acts of violence, persistent name calling or online bullying (see Anti-bullying Policy) • Non-completion of schoolwork or homework due to lack of effort applied • Refusal to follow reasonable instructions from staff members, or the deliberate and persistent failure to complete assigned tasks

8. CONFLICT IN SCHOOL

When conflict does occur, we need to give children the best chance possible of getting back on track. This is when staff will use the Shipston Behaviour Blueprint to guide restorative conversations. Staff will always consider the following when initiating these conversations with pupils:

1. Give children the opportunity to tell their side of the story – their unique perspective and account of what happened.
2. Encourage children to express their thoughts and feelings from their perspective (using the Zones of Regulation approach).
3. Provide an opportunity to understand the perspectives of others and the impact of the behaviour in question on everyone.
4. Give the space to think about how to prevent a recurrence of the behaviour.
5. Seek the opportunity to accept responsibility for the harm caused.
6. Provide the space to identify what needs everyone has.
7. Support the development of a plan to meet these needs and move forwards.
8. Provide the chance to explore issues of reintegration as part of moving forward.

(Finnis, Restorative Practice, 2021)

Finnis (Restorative Practice, 2021) promotes 'The Restorative Five' as a model to draw upon when restoring conflicts:

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?

These can be found on the Shipston Behaviour Blueprint and form the basis for restorative conversations within our school.

If a child is not responding positively to restorative conversations and there is no change to behaviours being displayed, the adult may ask the child to miss 10 minutes of breaktime or go into another classroom to complete their work. If both of these consequences have been implemented without positive effects, a senior teacher or headteacher will be sent for.

9. SHIPSTON BEHAVIOUR BLUEPRINT

SHIPSTON BEHAVIOUR BLUEPRINT

Aims

- Consistent approach
- Build and maintain positive relationships
- Create a climate of learning
- Guide and support all to effectively manage comflict.

Positive Recognition

- Verbal and written praise
- House points
- Values tickets
- Above & Beyond boards
- Headteacher Awards & Ambassador badges
- Messages home



Work In Another Classroom
(logged in Behaviour Book)

10 Minutes Missed Break
(logged in Behaviour Book)

3. Restorative Talk Time

2. Verbal Warning

1. Reminder

Shipston-on-Stour Primary School

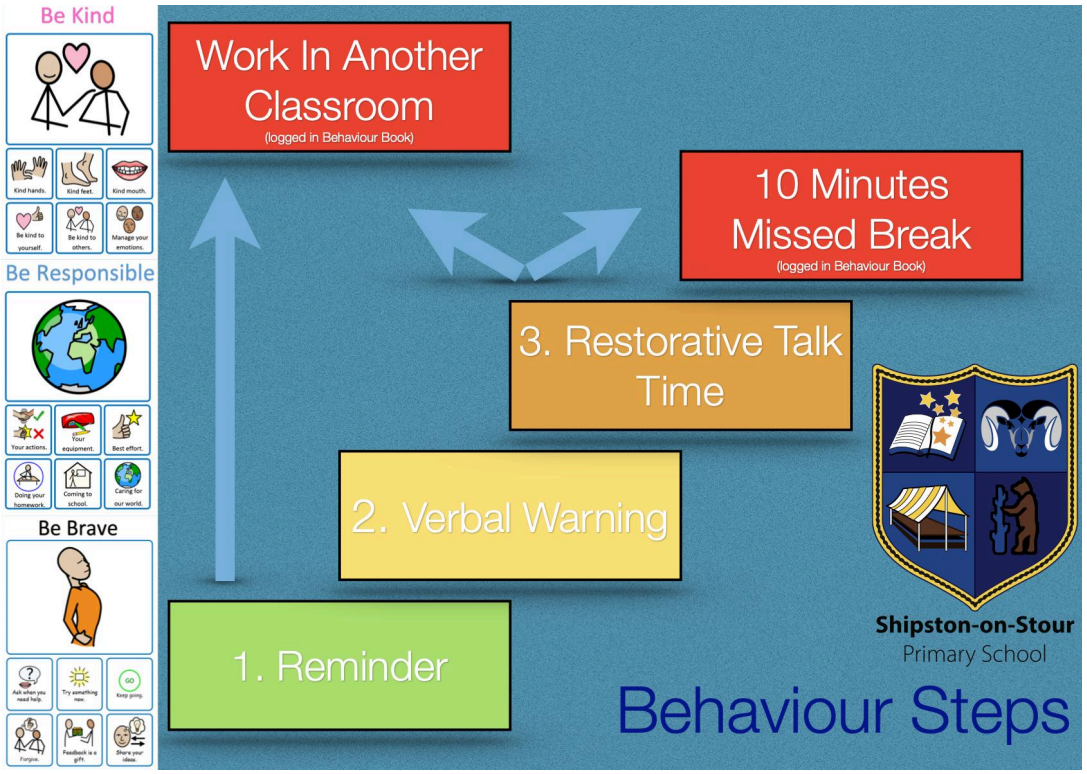
Behaviour Steps

Restorative Talk Time Questions

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?

If the consequences in the Behaviour Steps have been implemented with no positive effect, a senior teacher or headteacher will be sent for.

10. BEHAVIOUR STEPS AND OTHER CONSEQUENCES



Children are taught that misbehaviour and behaviour that is persistently disrespectful, disruptive or unsafe will result in reminders and then further consequences. All staff follow the 'Behaviour Steps' above. The clear and consistent set of warnings and consequences are used to calmly challenge misbehaviour. This is to ensure that every child is able to learn and play in a safe and respectful environment, in which positive and happy relationships are encouraged - and where learning is not disrupted.

These steps are used in a calm and non-confrontational way. As well as the 'Behaviour Steps', there may be other occasions when a child misses part, or all, of their break or lunchtime in order to reflect on their misbehaviour - the purpose of this is for the child to reflect on how their behaviour affected others' learning or feeling of safety - so that this unwanted behaviour is not repeated.

11. 'SIGNIFICANT' INCIDENTS

Some behaviours may be deemed as significant if they are unsafe or dangerous - or if the child is persistently disrespectful or disruptive. The headteacher tracks and monitors all behavioural patterns across the school, as all staff log behavioural incidents on an online recording system (CPOMS).

If a child's behaviour is logged as a 'significant' incident three times or more within a single half term, a formal letter will be sent home to the parent(s)/carer(s) by the headteacher. The letter will include an invitation to a meeting to discuss how the school can best support the child to make improved behavioural choices in school - ensuring that the child's, and other children's, learning and achievement is not affected or disrupted.

12. 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.

13. 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;
- 10 minutes spent in another classroom, or time spent off the playground (at break or lunchtime)
- 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

14. SERIOUS BEHAVIOUR INCIDENTS, SUSPENSION AND EXCLUSIONS

The school believes that 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.

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.

The school does 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 headteachers 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

15. BEHAVIOUR AND INCLUSION

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to a child's special educational need or disability. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include the following:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an Education, Health and Care (EHC) Plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring. The school's Special Educational Needs and Disability Co-ordinator (SENDCo) may observe children and liaise with class teachers to determine whether a child may have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist services such as SENDSupported, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

16. BULLYING

Shipston-on-Stour Primary School considers that bullying of any kind is unacceptable. Neither do we accept that it is a phase which children and young people go through, that it is part of growing up or that it teaches children and young people to stand up for themselves. Shipston-on-Stour Primary School acknowledges that bullying may happen from time to time, and we will deal with incidents as promptly and effectively as possible. Shipston-on-Stour Primary School wants to uphold a caring ethos within the school environment where everyone feels a sense of belonging and can work, play and express themselves, free from the fear of being bullied.

The school is committed to taking all reports of bullying seriously. In response, the school follows an established procedure - consistently, impartially and promptly - when addressing all allegations and incidents. Throughout the investigation and resolution process, the school will ensure the protection and support of all children and young people involved.

The school will always take swift and appropriate action to put an end to any bullying behaviour or threats of bullying.

Please see the school's Anti-bullying Policy on the school's website.

18. ROLES, RESPONSIBILITIES AND COMMUNICATION

All staff are responsible for modelling positive behaviours and promoting the values of the school. Staff all have high expectations of every child; they offer firm boundaries, whilst also offering warmth and nurture. Staff offer support and responses to children which are equitable and proportionate.

It is expected that all staff will be fair and consistent in applying and upholding this behaviour policy. This way, children know that wherever they are in school, or whoever they speak to, the expectations are the same.
All 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 the school's 'Behaviour Steps'
- Model what the school expects of children in lessons, interactions, around the school and in our community
- use consequences and rewards consistently, fairly and proportionately - to make sure that children know the high value the school places on excellent behaviour.

All staff are expected to record and log behaviour incidents on CPOMS (including disrespect, disruption, unsafe behaviours, physical asssaults, bullying, racism, homophobic and other discriminatory incidents, sexual harassment, sexual violence and more).

Class teachers will phone parents/carers to explain and share any ongoing concerns; these concerns will be dealt with in a timely manner and not left until parents' evening consultations/end of year reports. Sometimes behaviour 'mistakes' are cumulative and whereas an isolated incident

may not need to be shared with parents/carers, where a pattern emerges, parents/carers do need to be informed and this conversation should be one of mutual support - a talk around what can be done both at home and at school to support better behaviour choices for the child.

If a child's behaviour is logged as a 'significant' incident three times or more within a single half term, a formal letter will be sent home to the parent(s)/carer(s) by the headteacher.

19. PARTNERSHIP WITH PARENTS

Parents and carers, where possible, should do the following:

- Get to know the school's Relationships and Behaviour policy and reinforce it at home, where appropriate
- Support their child in adhering to the school's policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher - promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- When talking to their child about their behaviour, show a 'united front' with school, so as not to undermine the school's decision (even if further discussion with the school may be needed)
- Actively engage in school events - so that the child feels a sense of belonging

The school's staff are responsible for ensuring that a positive relationship is forged and maintained:

- The school always endeavours to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.
- Staff encourages parents and carers to keep the school 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 the child's behaviour.
- The school encourages parents and carers to inform the school of positive behaviour and achievements, out of school, so that these can also be praised and recognised, in school, too.

Parents and carers who have any questions or would like to talk further about behaviour and relationships at Shipston-on-Stour Primary School are very welcome to make an appointment to speak with 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 the school's formal Complaints Policy on the school website.

20. THE USE OF SAFE TOUCH AND RESTRICTIVE INTERVENTIONS

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 self-regulate
- 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 Shipston-on-Stour, there are staff who are trained in de-escalation 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
The school has 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.

20. 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**.**

21. 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 or 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.

22. SEARCHING, SCREENING AND CONFISCATION

In accordance with the DfE guidance on 'Searching, Screening and Confiscation', Shipston-on-Stour 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.

23. MONITORING AND EVALUATION

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

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

24. 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). The school's aim is to create an environment where, by explicitly teaching desired behaviours, pupils can learn in a calm, safe and focussed learning environment.

Shipston-on-Stour Primary School aims 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.

25. LINKED POLICIES

This policy is to be read in conjunction with the following policies:
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Staff Behaviour (Code of Conduct) Policy
- Online Safety Policy
- Acceptable Use Policy

- Health and Safety Policy
- Educational Visits Policy
- Helping Hands Guide for Volunteers
- The Stour Federation Suspensions and Exclusions Policy

Appendix 1: Thrive De-escalation Strategies



Thrive De-escalation Process

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, be it 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. Your 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 i.e 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 eg. 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 you have been dealing with a child presenting with distressed behaviour, you take time to reflect on what has happened and check in with a trusted colleague.

Appendix 2: The Stour Federation Teaching and Learning Core 11 WalkThrus

